Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Standard III.A. Human Resources

III.A.1. *The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.*

III.A.1. Evidence of Meeting the Standard

City College of San Francisco (CCSF) places a high priority on hiring well-qualified faculty, classified staff, and administrators and on maintaining personnel who are able and capable of providing quality services and programs to support CCSF's mission, vision, and College Priorities.[1] The systematically implemented hiring policies, criteria, and procedures ensure uniformity of process and fairness in practice. Procedures support institutional priorities of academic excellence, high-quality programs and services, and integrated and documented planning. Through CCSF's defined procedures and selection processes, the College employs qualified individuals.

The Human Resources Department's (HR) primary functions are to:[2]

1. Recruit and ensure the hiring of qualified, highly skilled, and diverse candidates who are experts in their fields and are sensitive to the racial, ethnic, sexual, and cultural diversity at CCSF, and

2. Provide Human Resources services and expertise that comply with policies, regulations, code, and laws.

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[1] College's Mission and Vision and College Priorities
[2] CCSF Human Resources Webpage

The Organizational Structure for Enforcing Personnel Policies and Practices. The Associate Vice Chancellor of Human Resources is the departmental administrator and acts as a facilitator for College constituents to ensure that CCSF personnel policies and practices are properly interpreted and consistently followed in a fair and legally compliant manner. The HR Department is comprised of four main service units: Academic Hiring and Services; Classified Hiring and Services; General Services; and the Benefits Unit, which also handles leaves management and retirement processing.

HR provides a wide range of services to the CCSF community, including advising and guiding CCSF departments on personnel policies and procedures; implementing hiring processes that strictly adhere to CCSF hiring policies and guidelines; conducting all legally mandated checks; among other functions.[3]

Oversight of Hiring Processes. The Human Resources Department oversees the selection processes for all CCSF positions to ensure that the College equitably and fairly administers all hiring procedures in accordance with the requirements of Title 5 California Code of Regulations, the California Education Code concerning equal employment opportunity, and the State Minimum Qualifications as outlined in the Minimum Qualifications for Faculty and Administrators in California Community Colleges. For classified employee positions, HR ensures that the College follows the City and County of San Francisco Civil Service Rules.[4] [5] The Title 5/Equal Employment Opportunity (EEO)/Americans with Disabilities Act (ADA) Compliance Officer also reviews job announcements for faculty and administrator positions to ensure conformity with the District's EEO Plan.[6] [7]

Faculty-Developed Hiring Criteria. For faculty positions, the departments or programs filling these positions develop the job announcements, which serve as job descriptions.[8] A job announcement lists employment requirements, such as the state-mandated minimum qualifications, as well as the desirable qualifications that a faculty search committee or the department establishes, based on their knowledge of the subject or their field. By drawing on the experience and expertise of the College's own faculty, the result is an analysis that respected and tenured members of the faculty conduct and that identifies the criteria to be used in assessing applicants for faculty positions. The search committee chair, the department chair, the Academic Senate, the appropriate dean or vice chancellor, and HR staff, along with the Associate Vice Chancellor of Human Resources, review draft job announcements. Upon receiving approval from the Associate Vice Chancellor of HR, HR staff members widely distribute and advertise the job announcement with the goal of getting the greatest number of applicants.

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[3] See all current and future Human Resources services in Exhibit 1
[4] Minimum Qualifications for Faculty and Administrators in California Community Colleges
[5] City and County SF, Civil Service Commission Rule 109 - Position Class
[6] Title 5/EEO/ADA Compliance Office website
[7] SFCCD Equal Employment Opportunity Plan
[8] CCSF HR Employment Opportunities site

The faculty search committee must develop criteria for use in paper screening applicant files and in the interviewing phase, which includes interview questions and teaching demonstration or other presentation specifications. Faculty members on the search committees play an invaluable role in establishing criteria for those two critical phases of the hiring process. The review of each applicant's application file produces the list of qualified applicants who are recommended for interviews. Assessment of each applicant's interview and teaching demonstration or other presentation yields the recommendations of finalists. Because faculty members make up the majority—if not all—of faculty search committee members, they serve a major role in identifying qualified finalists for faculty positions.

After the screening committee selects finalists and HR certifies the process that was implemented and checks the scores of committee members, the committee forwards finalists' names to the Chancellor. The Chancellor or relevant vice chancellor conducts finalist interviews and makes a recommendation for Board approval. An appointment is not official until such time that the Board of Trustees approves it.

Faculty-Driven Hiring Processes and Faculty Involvement in Selecting New Faculty.
Faculty from hiring departments serve as subject matter experts and content experts in faculty hiring processes to ensure the integrity and relevance of the process and the quality of new faculty.[9] By drawing on the knowledge of the College's distinguished faculty, a department is able to conduct a thorough job analysis under the guidance of HR to ensure that qualifications for each position closely match specific programmatic needs and align with CCSF's mission, the Board of Trustees' Goals, and College Priorities.[10] [11]

The Faculty Hiring Procedures (FHP) were created jointly by the Academic Senate and the District in 1991 and stipulated the procedures to be used in the hiring of faculty, the selection of a search committee chairperson, and the composition of a search committee.[12] The FHP includes guidelines on how to provide a college faculty of highly qualified people who are:

- highly proficient (or knowledgeable) in their disciplines;
- skilled in serving the needs of a varied student population as teachers, counselors, librarians, and in other instructional and student services capacities;
- able to foster overall institutional goals; and
- sensitive to the diversity of the workforce of the State of California, including diversity in ethnicity, culture, sexual orientation, and gender.

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[9] Board Agenda Resolution: Appointing Full-time Faculty and Granting Tenure to Full-time Faculty
[10] College's Mission
[11] Board of Trustees' Goals and College Priorities
[12] Faculty Hiring Procedures

Faculty members who volunteer to serve on search committees are deemed qualified and competent by their departments to take part in the faculty selection process and to assess the qualifications of applicants. The faculty hiring process is faculty driven.

Advertising Jobs and Recruiting Applicants. To assure inclusive and successful recruitment processes, CCSF utilizes broad recruitment and advertising strategies to enhance the recruitment of sufficient numbers of applicants, including targeted outreach strategies to attract qualified applicants from underrepresented groups. HR posts job announcements in various local, state, and national media such as the California Community College Registry, education publications such as the *Chronicle of Higher Education*, newspapers, trade journals, and on various employment websites and job boards. In addition, the HR department utilizes recognized recruitment advertising agencies (e.g., Jobelephant) and targeted discipline journals.[13] [14] The College engages in extensive advertising of job announcements in order to obtain large and diverse candidate pools.

Specialized Advertising of Jobs. HR works with departments and programs to develop and design targeted recruitment that is specific to an industry or area of expertise in an effort to achieve the most diverse and competitive field of applicants. A recent effort in successful targeted recruitment resulted in the hiring of a highly qualified instructor in Nutrition for the Biology Department.[15] By HR working cooperatively with departments, CCSF has hired the best qualified candidates, and students have been the ultimate recipients of this accomplishment.[16]

Verifying Qualifications. CCSF verifies the qualifications of applicants and newly hired personnel by reviewing a completed application form, a resume, a letter of interest, copies of transcripts, and a diversity statement. HR is responsible for the review of application materials and recording that all required documents are received. HR also determines whether applicants meet the state-mandated minimum qualifications (MQs), including verification of degrees from accredited institutions and relevant work experience. In cases where a job applicant's materials are not complete, HR staff notifies the applicant and requests that the applicant submit the missing materials in a timely manner. To have any missing documents would mean that the application file is incomplete; and no incomplete application file can proceed to the next phase of the hiring process. In such cases, HR notifies the applicant of such action. HR will only release to a search committee the complete application files that meet the MQs.

Further verification of qualifications for newly hired personnel involves onboarding procedures that must be followed precisely. Any delay in producing required documents results in the individual not being able to begin their assignment at CCSF. For full-time faculty, part-time faculty, educational administrators, or classified administrators, the documents required in the

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[13] Screenshot of Posted Job Announcements from CCC Registry
[14] Human Resources Department's Advertising Sources
[15] Screenshot: Biology - Nutrition Instructor Advertising Campaign
[16] Example of Targeted Recruitment and Advertising

onboarding process are accessible on the HR website.[17] An example of a distinction between documents received at the time of application and those required at the time of hire is the college transcripts. While HR accepts unofficial transcripts for the application process, applicants must submit official college transcripts at the time of hire before one can begin working at CCSF. HR must verify all documents, and applicants must complete processes such as fingerprinting and submitting I-9 forms before HR deems a new hire in good standing and approves the candidate to work at CCSF.

All academic personnel must meet minimum qualifications as set in the Board of Governors' Disciplines List and Title 5 of the California Code of Regulations.[18] At CCSF, procedures are in place for determining equivalency through the Academic Senate Equivalency Committee and also for evaluating foreign degrees, where applicable.

Equivalency of Degrees from Non-U.S. Institutions. Job announcements have language informing applicants that equivalency processes are in place; however, applicants must apply for such requests. When HR receives a request for equivalency review from a job applicant, HR notifies the Academic Senate-appointed Equivalency Committee chair who convenes a committee meeting to review the job applicant's equivalency documents.[19] The meeting includes the Equivalency Committee members and two representatives from the department relevant to the area for which equivalency is desired. Granting equivalency is done on a case-by-case basis.[20]

When equivalency is needed, the job applicant must submit such a request to HR and bear the cost of a professional evaluation from an independent source.[21] As a service to the applicant, HR provides, without recommendations, a list of external sources, which includes colleges and universities, that perform evaluations of non-U.S. degrees. It is incumbent upon the job applicant to initiate the evaluative process, supply all necessary documents for the review, bear the cost of the evaluation, and have the equivalency evaluation completed in a timely fashion to suit the hiring process timeline.

Ensuring Position Qualifications Are Closely Matched to Specific Programmatic Needs. CCSF uses established procedures to assure that the qualifications for each position closely match specific programmatic needs.[22] Qualifications and hiring criteria for faculty, classified employee, and administrator positions reflects programmatic, departmental, and institutional

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[17] Onboarding

[18] Minimum Qualifications for Faculty and Administrators in California Community Colleges

[19] Equivalency Committee Process

[20] See sample of an equivalency determination, Granting Faculty Equivalency

[21] Foreign Transcript Evaluation Services

[22] Faculty Hiring Procedures

needs.[23] [24] [25] HR acts as a repository of CCSF's programmatic needs with regard to staffing and positions that were recognized and approved through the College. Acting on the identified programmatic needs and the bases for the approval of specific positions, HR is vigilant in scrutinizing qualifications that screening committees propose, and HR ensures that the qualifications for a position as well as the selection criteria correlate directly with the positions as approved.

HR plays an essential role in guiding, reviewing, and approving the development of job announcements for faculty and administrator positions. For each employee category, the hiring department or program establishes the hiring criteria with the search committee under the guidance and direction of HR. The hiring criteria should also be consistent with the intent of the position approval process, which led to the granting of the positions.

The Associate Vice Chancellor of Human Resources reviews and approves all qualifications and hiring criteria, including the ones used in the paper screening and in interviews. This ensures the College uses fair selection procedures with objective job-related interview questions, quantifiable rating systems, and ranking procedures based on meritorious factors and reflective of CCSF's institutional and programmatic needs.

The outcome of enacting rigorous hiring measures is to identify the most qualified candidates who are skilled and knowledgeable and can provide the quality of services needed by CCSF.

For classified employee hiring, the City and County of San Francisco's Department of Human Resources Department (DHR) classifies classified employee positions and determines the minimum qualifications and appropriate knowledge, skills, and abilities that are necessary to perform duties and responsibilities of a position. HR works closely with DHR to ensure all aspects of CCSF classified employee hiring comply with the City and County of San Francisco's Civil Service requirements while also meeting the needs of CCSF.

Program Review Process Provides Analyses and Discussions to Decide Staffing Needs. At the center of the systematic approach is the Program Review process that provides CCSF with specific information about programmatic and departmental needs. In evaluating departmental or program effectiveness, departments include an evaluation and an assessment of their human resource needs to assure that qualifications for requested positions are closely matched to specific program needs and to CCSF's Education Master Plan and other planning efforts.[26]

In assessing the adequacy of staffing, CCSF considers the following factors: (1) support needed to provide a specific function, service, or course and the quality of that service; (2) the health and safety of students, faculty, staff, and District assets; (3) staffing required by law and/or to provide

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[23] Administrative Hiring Procedures
[24] Faculty Hiring Procedures
[25] Classified Hiring Process; Classified Hiring Process Flowchart
[26] Education Master Plan

critical support of tasks required of regulatory bodies; (4) support needed to perform critical technology services; and (5) support needed to maintain facilities and physical operations. Departmental staffing needs are reviewed within the context of the established staffing allocation process.

The Need for Faculty Positions. CCSF relies on the Faculty Position Allocation Committee (FPAC) to review and recommend faculty positions. FPAC comprises two subcommittees: one focuses on categorical positions and the other on general fund positions. Each FPAC subcommittee has three faculty members, three administrators, and the respective vice chancellor. FPAC utilizes Program Review information to prioritize needs to make recommendations to the Chancellor's Cabinet. FPAC looks at myriad criteria to rank needs, including Full-time Equivalent Students (FTES) and Full-time Equivalent Faculty (FTEF) trends and discipline-related requirements, student demand, and other factors. The Chancellor and Chancellor's Cabinet conduct further review to make the final decision of funding positions.

The Need for Classified Employee Positions. Departments identify needs for classified employee positions in their Program Reviews that they submit to their respective vice chancellor. The vice chancellor and deans in the division review and prioritize requests. The Vice Chancellor of Finance and Administration informs the Chancellor's Cabinet of the number of new or replacement positions that CCSF can fund for the following fiscal year. The Classified Vacancy Review Group (VRG) reviews the prioritized list of recommended positions, provides input to the Chancellor, and may formulate recommendations that it forwards to the Chancellor. The Chancellor's Cabinet considers the recommendations from VRG and finalizes the number of positions. To ensure the integrity and quality of the process, the Chancellor shares the decision with the CCSF community during Participatory Governance Council (PGC) meetings.[27]

The Need for Administrative Positions. The Chancellor and vice chancellors identify the need for administrative positions, share information with constituent groups, and receive feedback from the Academic Senate, AFT 2121, the Classified Senate, and the SEIU leadership. Administrative staffing directly links to administrative objectives and responsibilities and directly aligns with institutional priorities as identified in the 2014 Education Master Plan. The Chancellor has the full authority to recommend positions to the Board of Trustees for review, suggestion, and approval. The Administrative Hiring Procedures outline this process.

Programmatic Needs and College Priorities Made Evident through Analyses to Inform the Identification of Staffing Needs and the Hiring Process. The Program Review process, combined with the CCSF position allocation process, establish the recognized need for each position and form the justification for funding positions.[28] Discussions and analyses are integral parts of the Program Review Process and, as such, act as persuasive means to secure favorable

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[27] Classified Hiring Process
[28] Program Review Process

recommendations for increasing a department or program's staffing. When positions are approved, departments can begin developing job announcements and initiating the hiring process. Information that is related to positions as approved through the Program Review and position allocation processes is expected to serve as the bases of job announcements. The Associate Vice Chancellor of Human Resources verifies that a job announcement and its contents are in accord with the approved position. The constant vigilance of HR is ultimately the guarantee that qualifications match the established institutional and programmatic needs.

Safeguards for Consistent Hiring Procedures. HR oversees each phase of the hiring processes, thereby ensuring that the College fairly and equitably administers established hiring procedures and practices for the effective hiring of knowledgeable and qualified personnel. Clearly documented hiring policies and processes meet the requirements of Title 5 California Code of Regulations, the Minimum Qualifications for Faculty and Administrators in California Community Colleges, the California Education Code for faculty and administrators, and the Civil Service Commission of the City and County of San Francisco policies and rules for classified employees.[29] [30] [31]

The District 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 CCSF's programs and services. For each employee category, all hiring criteria—including job announcement information, paper screening criteria, and interview questions—are established by the hiring departments or programs under the guidance of HR, reviewed by key personnel, and approved by HR. The Associate Vice Chancellor of Human Resources reviews and approves all hiring criteria.

The Title 5/EEO/ADA Compliance Officer reviews hiring criteria for compliance with the District's EEO Plan.[32] Additionally, the Title 5/EEO/ADA Compliance Officer reviews the pool of qualified applicants for adverse impact throughout all phases of the hiring process.

Consistency in Faculty Hiring. Before participating on a search committee, members need to attend a search committee orientation by HR and an orientation through the Title 5/EEO/ADA Compliance Office.[33] Search committees must adhere to every step of the faculty hiring process with monitoring by HR staff. The active participation by HR safeguards consistency in the hiring process and adherence to the established policies and procedures. All faculty hiring follows the steps and procedures set forth in the FHP.[34]

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[29] Minimum Qualifications for Faculty and Administrators in California Community Colleges

[30] California Education Code for faculty and administrators

[31] Civil Service Commission of the City and County of San Francisco

[32] EEO Plan

[33] HR Hiring Committee Orientation Packet; Title 5/EEO/ADA Compliance Orientation Documents

[34] Faculty Hiring Procedures

HR reviews and approves the criteria for paper screening and interviews in the faculty hiring process. Upon completion of the paper screening, HR staff review all forms from the search committee members and checks them for compliance with established hiring processes and procedures. If interview documents are satisfactory, HR verifies the scores and the names of the finalists by reconciling all records from the interview process. HR guarantees consistency at every phase of the hiring process.

Consistency in Classified Employee Hiring. Pursuant to California Education Code Section 88137, the City and County of San Francisco's merit system, which is overseen by the Civil Service Commission, governs the District's employment of classified employees.[35] The City and County of San Francisco Department of Human Resources (DHR) classifies all classified positions, according to the positions' duties and responsibilities. DHR identifies the minimum qualifications and the knowledge, skills, and abilities required to perform the functions and duties of the positions. For positions created only for use by the District, CCSF's Human Resources staff develops the class specifications and submits them to DHR for review, approval, and establishment.

As a participating member of the City and County of San Francisco's merit system, CCSF's Human Resources Department works closely with DHR to ensure that District practices used in the employment of classified employees adhere to the current processes, codes, and and requirements that are established by the City and County of San Francisco's Civil Service Commission.

Consistency in Administrative Hiring. The recruitment and hiring of administrators is governed by Board Policy 3.04 (Policy Governing the Employment of Academic and Classified Administrators), authorizing the Chancellor to update the administrative hiring process.[36] The Chancellor has the responsibility of recommending, after appropriate consultation, the administrative and organizational structure necessary to meet the District's Mission and goals in accordance with Board Policy 2.02 (Organizational Structure).[37] When CCSF needs a new or replacement administrative position, the relevant vice chancellor submits a full justification to the Chancellor who has full authority to recommend the position to the Board of Trustees for approval. If approved, HR staff draft a job announcement in consultation with the Chancellor or a vice chancellor from whose area the request was originally initiated. Under the guidance and direction of Human Resources, the requesting administrator performs a thorough job analysis to identify the essential job functions and the necessary competencies, including the knowledge, skills, and abilities. HR also conducts a review of the position's reporting structure, authority, and accountability. The supervising administrators serve as subject matter experts to identify the critical duties, functions, and intended outcomes of the position as they relate to the District's mission and goals. In accordance with the Administrative Hiring Procedures, the Academic

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[35] California Education Code Section 88137
[36] Board Policy 3.04
[37] Board Policy 2.02

Senate President or the Academic Senate or both will have the opportunity to review and comment on the job announcement. The Title 5/EEO/ADA Compliance Officer also reviews the job announcement for Equal Employment Opportunity Commission (EEOC) compliance. In the Administrative Hiring Procedures, Section 5. Search Committee, it describes the process for forming administrative search committees for educational and classified administrative positions.[38] Administrative search committees consist of a minimum of seven members comprising representatives from the following College constituent groups: faculty, classified employees, students, and administrators. The Chancellor has the authority to add and appoint staff, administrators, students, themself, and unrepresented classified employees to serve on any administrative search committee.

The job announcement development process binds together institutional and programmatic needs with the subject matter expertise of the members of a search committee. Faculty members of a search committee have the charge of developing the qualifications for the position that draw upon their expertise and knowledge of their program and CCSF's mission. Meetings of the search committee members allow discussions and critical analyses to take place in order to craft a meaningful set of qualifications and criteria to be used in the hiring process. The Associate Vice Chancellor of Human Resources reviews and approves qualifications and the hiring criteria used in paper screening and interviews to ensure fair selection procedures and to maintain the integrity of the process. The Title 5/EEO/ADA Compliance Officer reviews the pool of qualified applicants for adverse impact throughout the phases of each hiring process. The result of enacting rigorous and consistently applied hiring measures is to identify personnel who are skilled and knowledgeable and can provide the quality of services needed by CCSF.

Advertising Specifically for Distance Education Personnel with Expertise and Experience. CCSF does not advertise specifically for distance education (DE) personnel and does not offer correspondence education.

Hiring for DE personnel is not separate and distinct at CCSF. The faculty job announcements inform candidates that they may be required to teach a DE course as part of their instructional assignment. Instructional departments that project a need for DE faculty usually include a criterion for online teaching experience and expertise under the desirable qualifications section of a faculty job announcement.[39] Responding to the published job announcement criteria for an instructional position, a candidate can address how they have DE experience and expertise in teaching and developing DE courses. DE courses and DE instructors are under the purview of instructional departments. The inherent advantage to operating DE courses in this manner is that the instructors who are assigned DE courses are knowledgeable of their department's curricula and also familiar with College operations. Being that the DE instructors are members of

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[38] Administrative Hiring Procedures
[39] English Instructor Part-Time Job Posting

instructional departments, they have seniority and privileges accorded them by their home departments.

Deciding How Well Qualified an Applicant is in DE/Selection Criteria. CCSF has not had any job announcements exclusively for DE positions or conducted any hiring processes dedicated to DE; therefore, the issue of a candidate being well qualified solely in the field of DE is not the main focus in the hiring process for faculty at CCSF at this time. Having DE experience and expertise will augment a candidate's qualifications and satisfy a desirable qualification as listed on the job announcement, but the criteria used in faculty hiring is broader and more encompassing and deal with the general skills, abilities, knowledge, and other qualities necessary to be a member of the CCSF faculty. When CCSF's instructional departments conduct faculty hiring processes, the goal is to identify the most qualified, knowledgeable, and experienced individuals for the positions.

Having existing faculty members who were interested in teaching DE courses gave cause for the development of a different strategy. Internally, CCSF has developed a means to recruit DE instructors from among current departmental faculty. If the instructional department needs an instructor for a DE course, and if there is a current departmental faculty member interested in teaching a DE course, the instructor must participate in a one-semester-long mandated training. The instructor receives paid release time to participate in the training; the release time is equivalent to teaching a three-unit class. The Educational Technology Department provides the mandated training in the use of educational technologies, such as Insight, in both the face-to-face classroom and via distance education.[40] The department handles Technology-Mediated Instruction, and the Technology Learning Center trains and provides support to the instructor.[41] [42] The training is designed to ensure that the instructor is knowledgeable and skilled to take on the duties, responsibilities, and challenges that are associated with being a DE instructor at CCSF. The instructor satisfactorily completes the training and demonstrates the ability to effectively design and implement a DE course before the department considers offering the instructor a DE teaching assignment. This training is stipulated in the CCSF/AFT Local 2121 Collective Bargaining Agreement, specifically Exhibit O.[43]

The Distance Learning Advisory Committee (DLAC) and the Educational Technology Department continue to monitor DE course expansion and work cooperatively with the department chairs to determine appropriate staffing projections.[44] Through monitoring DE course expansion, these two units may determine in the future that a DE instructor will need to be hired. At that time, it will become necessary to create a job announcement that captures the intent of the DE hiring, details the characteristics of such a position, and contains the scope of

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[40] Educational Technology Department
[41] Technology-Mediated Instruction
[42] Technology Learning Center
[43] SFCCD/AFT Collective Bargaining Agreement, Exhibit O
[44] Distance Learning Advisory Committee

qualifications necessary to be an exclusive DE instructor at CCSF. Human Resources will be integrally be involved in the development of the job announcement and monitor the hiring process as with all other positions.

Involving DE Personnel in Recruiting New Personnel. Recruiting DE instructors from within the ranks of CCSF faculty involves a number of personnel. For example, an experienced DE instructor can identify an interested departmental instructor who is intellectually curious about DE instruction, and a referral by that experienced DE instructor is made to the department chair. A department chair might also receive an inquiry or application directly from an instructor who expresses a desire to teach DE. An interested instructor might seek out a DE instructor to obtain information about teaching DE at CCSF and make inquiries. After careful discussions, the commitment of the individual to learn how to teach a DE course at CCSF is estimated. If all parties agree, the Educational Technology Department recommends the instructor for the mandated training as described in the section above.[45]

When an instructor receives an assignment to teach a DE course, the assignment is recognized and accepted as a part of the instructor's instructional load in his or her home department.

III.A.1. Analysis and Evaluation

CCSF assures the integrity and quality of its programs and services by employing qualified personnel and following a considerate and systematic selection process. CCSF has established and follows its policies and procedures with respect to selection and hiring and ensures administrators, faculty, and staff are qualified for their positions by meeting the education, training, and experience requirements. Hiring practices are aligned to meet the College's mission and strategic goals. CCSF uses data, reflection, and dialog to determine human resource needs of programs and services. Employment qualifications are based on criteria that are established in higher education. Furthermore, staffing requests come from subject matter experts in each division directly related to the programs and students the College serves. CCSF provides continuing training and updates on screening committee selection while constantly looking for new sources of recruiting qualified applicants. Finally, the College has codified hiring policies and procedures in writing and consistently applies them across hiring categories.

Conclusion. CCSF meets Standard III.A.1.

III.A.2. *Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)*

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[45] SFCCD/AFT Collective Bargaining Agreement, Exhibit O

III.A.2. Evidence of Meeting the Standard

CCSF job announcements serve as the job descriptions. Academic job announcements include a position description, examples of duties and responsibilities, appointment type, employment status, and salary range. Job announcements also include qualifications such as the state minimum requirements for the subject area as well as the desirable qualifications, other skills, and knowledge as established by the hiring department or program. The hiring process at CCSF is based on evaluating applicants' abilities to satisfy the criteria as stated in job announcements.[46] Faculty members serve on search committees and provide their expertise and professional acumen to identify hiring criteria and also to assess applicants in the hiring process.

Adapting to the New Standard. Standard III.A.2. includes the following new language: *"Faculty job descriptions include development and review of curriculum as well as assessment of learning."* To satisfy this specification, HR staff determined last year that it needed to modify the academic job announcement development process and formally added a step in 2015-16. A new form created for this purpose requires a search committee or a department chair to describe how the development and review of curriculum and assessment of learning will be stated on a job announcement.[47] Since that time, each search committee has to adequately address and document the development and review of curriculum as well as the assessment of learning. The search committee or department chair completes the form and submits it to HR to document meeting this Standard.

Using the Expertise of Faculty as the Basis of the Faculty Hiring Process. Faculty members play a crucial role in the hiring process at CCSF. Their participation and involvement on search committees are the assurances that CCSF will hire those who have the professional acumen and knowledge, education, level of expertise, experience, and subject matter mastery necessary for faculty positions at CCSF. Faculty members on search committees serving as subject matter experts and content experts ensure that qualifications for each position are closely matched to specific programmatic/departmental needs and to the College's mission and vision, the Board of Trustees' Goals, and College Priorities.[48] [49]

The Academic Senate and the District jointly developed the Faculty Hiring Procedures that describe the hiring procedures and guidelines on how "to provide for a faculty of highly qualified people who are:

- highly proficient (or knowledgeable) in their disciplines;
- skilled in serving the needs of a varied student population as teachers, counselors, librarians, and in various other instructional and student services capacities;
- able to foster overall institutional goals; and

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[46] Screenshot of Advertised Job Announcement
[47] Example of the Development and Review of Curriculum and the Assessment of Learning Form
[48] College Mission and Vision
[49] Board of Trustees' Goals, and College Priorities

- sensitive to the diversity of the workforce of the State of California, including
- diversity in ethnicity, culture, sexual orientation, and gender."

The Faculty Hiring Procedures state, in part:

> … a minimum of four faculty members of the department who will be tenured faculty, whenever possible. The backgrounds of the members of the Search Committee should reflect the diversity, range of interests, philosophies, and programs in the department. The composition of the committees should be consistent with federal and state guidelines on race and sex. Members of protected groups shall be included in the committee, and committee representation should reflect the diversity of the student population, the workforce, and the groups named in the non-discrimination statement.[50]

The CCSF faculty hiring process is based on the participation of faculty members who volunteer to serve on search committees. Their peers and departmental leadership deem them qualified and competent to take part in the faculty selection process. In short, faculty members who participate on search committees are fully qualified to assess the qualifications of applicants.

Selecting Faculty with Adequate and Appropriate Knowledge of Subject Matter. An examination of how faculty who are selected have adequate and appropriate knowledge of their subject matter requires looking at the way faculty qualifications are established in academic faculty job announcements and evaluated in the hiring process. The department or program that is filling the position develops the job announcements, which serve as job descriptions. This means faculty members determine the level of knowledge, expertise, skills, and abilities necessary for a faculty position. Besides the state-mandated minimum qualifications, all desirable qualifications, which are listed on a job announcement, have been established by faculty members who serve on a faculty search committee or are from an instructional department or program.

In the faculty hiring process, the search committee chair, the department chair, the Academic Senate, the appropriate dean or vice chancellor, and the Associate Vice Chancellor of Human Resources review drafts of job announcements. Having this wide-ranging review at different levels of CCSF means that the analysis of job announcement components is verified and considered in keeping with the College's mission and priorities. Upon receiving the necessary approvals, a job announcement is finalized, distributed, and advertised widely in order to yield the greatest number of applicants.

Each prospective applicant documents his or her qualifications by submitting a completed application form, a resume, a letter of interest, copies of transcripts, references, and a diversity statement. HR is responsible for receiving and logging in all application materials, ensuring that applicants meet the state-mandated minimum qualifications, and reviewing degrees to make sure they are from accredited institutions and work experience that is relevant to the position. The

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[50] Faculty Hiring Procedures, see Section 3.A.2. Search Committee

documents are considered necessary forms of proof that the individual has the adequate and appropriate knowledge of the subject matter for the position.

Application files that are forwarded to the committee are complete and meet the qualifications as listed in the Minimum Qualifications for Faculty and Administrators in California Community Colleges or provide evidence of equivalency.[51] The District has an established process for determining equivalency to minimum qualifications; the equivalency process is outlined in the Faculty Hiring Procedures, Section IV - Equivalency Procedures.[52] Any person who does not clearly possess the minimum qualifications and is not successful in proving equivalency will have his or her application file stopped in the hiring process.

Once HR certifies application files and the search committee chair receives the completed files, members can proceed with the next phase of the hiring process, the paper screening. Search committee members conduct paper screening of each application file independently and assess the qualifications, education, professional experience, and demonstrated competencies of each applicant as documented through the application form, resume, letter of interest, diversity statement, letters of recommendation, and references.[53] If a department has required additional application materials specific to the discipline or position, the applicant is expected to show evidence of effective teaching, knowledge, and expertise such as: requiring applicants to prepare written responses on how they would teach students a specific discipline subject; requiring applicants to provide a listing of discipline-specific courses they have taken and taught; and requiring evidence of professional-quality portfolios or work products, such as sample images of one's own professional-level work or student studio artwork.

Upon completing the paper screening, the committee meets as a whole and goes over their paper screening results for the purpose of creating a composite listing of all applicants and deciding the cut-off score to identify the applicants to be considered for interviews. Subsequently, the search committee submits all paper screening forms to HR staff who will review them for adherence with processes and procedures. Once HR has checked, cleared, and approved the forms, the search committee can begin the interviewing phase. Interview questions, including the one on diversity, as approved by the Associate Vice Chancellor of Human Resources, must be used.[54] Along with an oral interview, instructional departments mostly require candidates to do a teaching demonstration or other formal presentation. Applicants are informed of this originally in the job announcement and again when the invitation to interview is made.

By analyzing interview responses, committee members can further ascertain a candidate's qualifications and abilities to support and provide for the College's priorities for high-quality programs and services. Results of the interviews are then used to determine the finalists, and the search committee submits the names of finalists in unranked order to the Chancellor. HR reviews

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[51] Minimum Qualifications for Faculty and Administrators in California Community Colleges
[52] Equivalency Procedures
[53] Example of Completed Paper Screening Form
[54] Example of Diversity Statement in Job Announcement

interview documents and approves the interview process before finalist interviews can take place. The Chancellor or a designee conducts finalist interviews. The qualifications of finalists are weighed as to meeting programmatic needs as well as the College's mission and priorities. Multiple factors, including level of knowledge, expertise, skills, and abilities, determine which candidate receives the job offer.

The Title 5/EEO/ADA Compliance Officer reviews the pool of qualified applicants for adverse impact throughout the phases of the hiring process.

Defining and Evaluating Effective Teaching in the Hiring Processes. Instructional departments typically require candidates to do a teaching demonstration or a formal presentation following an interview. In accordance with the Faculty Hiring Procedures as developed by the Academic Senate and the District, a screening committee for instructional positions must have a minimum of four faculty members of the department who are tenured faculty, whenever possible.[55] Having experienced and capable faculty serving on screening committees allows for professional evaluation of candidates' pedagogy, methodology, style, implementation, content, expertise, and skills. Faculty members on the screening committee review the academic lesson as presented by a candidate and judges it for effectiveness and appropriateness.

Since CCSF faculty members are experienced in conducting professional evaluations of peers; the skills employed in those evaluations serve as the bases of appraising candidates' teaching demonstrations or presentations. At CCSF, not only is a faculty member evaluated every three years, but tenured faculty members have a professional obligation to serve on evaluation committees of their peers. By being evaluated every three years and also serving on evaluation teams, CCSF faculty members are highly experienced in conducting assessments of instructors.[56] The fact that the same skills used in the CCSF faculty evaluation process are utilized in the faculty hiring process means the effectiveness of the overall hiring process is boostered and CCSF can be assured that the individuals who have been selected have the adequate and appropriate knowledge, expertise, skills, and abilities.

Identifying Faculty Expertise for DE Instruction. As noted in the response to Standard III.A.1., faculty must satisfactorily participate in and complete the District-mandated training before an assignment is given to teach an online course at CCSF. The training is geared towards effective DE teaching and student learning. The AFT/CCSF Collective Bargaining Agreement, Exhibit O, outlines the training and the arrangement for the release time that the participating faculty receives.[57] Faculty members work closely with the Educational Technology Department and are trained on the pedagogy of converting a face-to-face course to online delivery by participating in the Online Teaching and Learning Course Online Teaching and Learning Course

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[55] Faculty Hiring Procedures
[56] Faculty Evaluation
[57] AFT/CCSF Collective Bargaining Agreement, Exhibit O

that is taught by the Distance Learning and Teaching Specialist.[58] Face-to-face workshops are required whereby faculty members learn how to use the various tools in Insight. One-on-one meetings are prescribed when faculty build the contents of a new online class.

At various stages of development, the instructor-in-training's online class is reviewed by the CCSF Alternative Media Specialist for accessibility/508 compliance and by the Educational Technology Department for deliverability. Faculty can choose to develop a course in a one- or a two-semester track. As with all CCSF courses, the new class must satisfy the requirements of the College Curriculum Committee for delivery of a distance learning class. (These requirements are included in the training.) Final approval of the online class involves collaboration with the faculty member, the Department Chair of the instructional department that will offer the course, the Alternative Media Specialist, and the Educational Technology Chair. This process can take one to two semesters before approval is secured. From the mandated training and in the subsequent semesters when approval of the class is sought, faculty expertise in DE is developed and ultimately ensured.

Individual faculty members who invest time and effort in adapting to DE, department chairs and faculty members from instructional departments who are DE instructors, the coordinator and staff of the Educational Technology Department, members of the Distance Learning Advisory Committee, and the representatives of the College Curriculum Committee have formed a solid foundation for a quality DE delivery system.

Analyses and Discussions to Determine Qualifications of DE Faculty. The team effort that is used at CCSF to develop faculty expertise in DE focuses on what the DE classes and students need. The efforts of many individuals and departments contributed to create the DE service delivery system and processes that are used at CCSF today. The collective knowledge was used to define the qualifications and skills that a DE instructor must have in order to have an effective DE program. For an instructor to be considered a DE instructor, two areas must be met. First and foremost, an instructor must possess the knowledge of the course and curricula necessary to teach a class in the instructional department. Second, the instructor who has an interest in teaching a DE course must participate in the College-mandated training and satisfy all requirements before being considered for a DE assignment.

CCSF has a well-established and proven training program for faculty who move from face-to-face classroom delivery to online instruction. The training is a means to clearly identify DE expertise, ability, and skills. At the heart of the District-mandated training, faculty members who are interested in teaching DE classes must:

- Actively participate in the Online Teaching and Learning Course that is taught by the Distance Learning and Teaching Specialist.[59]

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[58] Online Teaching and Learning Course
[59] Online Teaching and Learning Course

- Create and maintain a Google site and meet the training milestones, including successfully passing reviews by the Alternative Media Specialist and those regarding participation in the Online Development Showcase.

- Be knowledgeable of federal and state guidelines that provide specific course quality recommendations and standards for distance learning and other pertinent and current materials that include topics on distance learning.

- Be well-versed in the topics covered in the mandated training: Accessibility, Last Date of Attendance, Regular Effective Contact, Distance Integrity, Retention and Success Rates, Tools to Improve Student Learning, Library and Learning Resources, and Pedagogy Related to Online Delivery.

Instructional departments that plan to offer an online course must contact the Educational Technology Department to initiate the process and enter discussions that will include the qualifications necessary for DE faculty for the instructional department's course, the mandated training and its contents for faculty, the course approval process for new courses, the release time for participating faculty, and a projected timeline to produce the online class.

Mandated training usually is done at the start of the fall semester for a new class and for new developers. Faculty "taking over" an online class may participate in training either in the fall or spring semester. Faculty who have previously developed an online class are required to participate in the review process in order to receive approval to teach a new or existing online class. An instructor must be trained for a specific course. The course identified is the focus of the faculty member's training and the basis of the development process, which is about learning the technology as well as the pedagogy of online delivery (Teaching An Online Class).[60]

Defining and Evaluating Effective Teaching in Hiring DE Faculty. As discussed previously, the hiring process at CCSF is not exclusively for DE instructors. Teaching is a component that is typically evaluated in a hiring process. Since no hiring process has been done exclusively for DE instructors, the assessment of effective teaching is done to identify effective teaching, pedagogy, strategies, and methodology. An instructor who desires to teach an online class must first demonstrate competency as a classroom instructor. The hiring process reflects the philosophy of the San Francisco Community College District to provide for a faculty of highly qualified people who are: highly proficient (or knowledgeable) in their disciplines; skilled in serving the needs of a varied student population as teachers, counselors, librarians and in various other instructional and student services capacities; able to foster overall institutional goals; and sensitive to the diversity of the workforce of the State of California, including diversity in ethnicity, culture, sexual orientation, and gender. When a screening committee conducts a hiring process for instructors, they construct criteria that best evaluate candidates' overall abilities to perform

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[60] Teaching An Online Class

effectively as instructors at CCSF. It is after the hiring that an instructor can request an online class or the department chair can discuss the possibility with an instructor.

CCSF requires that instructors participate in District-mandated training with the Educational Technology Department before being allowed to teach an online class. Faculty interested in teaching an online class must also have actively used Insight, CCSF's learning management system, to tech-enhance a face-to-face class for at least one semester. Instructors who are already employed at CCSF can apply for the mandated training; those who are chosen for the training are granted release time equal to a three-unit class that is funded by CCSF. Only instructors who satisfactorily complete the training and successfully comply with training requirements will be given a DE teaching assignment.

III.A.2. Analysis and Evaluation

The Academic Senate and the District jointly develop Faculty Hiring Procedures that ensure qualifications of academic applicants meet the minimum qualifications. Screening committees for faculty positions strictly follow recruitment policies and procedures. Faculty are the source of the information for new and replacement decisions. Faculty participation and involvement assures that CCSF will hire those with the professional acumen and knowledge, education, level of expertise, experience, and subject matter mastery necessary for faculty positions. All applicants must provide, both orally and in writing, evidence of their sensitivity to and understanding of a diverse community college population. Faculty requesting to teach in a distance education format are required to complete the District-mandated training. Finally, CCSF employs a sufficient number of faculty members who have the requisite experience to meet the needs of its educational programs.

Conclusion. CCSF meets Standard III.A.2.

III.A.3. *Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.*

III.A.3. Evidence of Meeting the Standard

CCSF Faculty, Classified Employees, and Administrators Possess Necessary Qualifications. Qualifications of faculty and administrators are based on the Minimum Qualifications for Faculty and Administrators in California Community Colleges (MQs). While the minimum qualifications set the standards, CCSF adds its own desirable qualifications for the purpose of hiring the most qualified individuals who can support and provide programs and services to reflect the College's mission and vision.

For classified employees, pursuant to California Education Code §88137, the City and County of San Francisco's merit system, which the Civil Services Commission oversees, governs the

District's employment of classified employees.[61] The City and County's Department of Human Resources (DHR) classifies all classified employees, according to each position's duties and responsibilities. DHR identifies the minimum qualifications for the positions as well as the knowledge, skills, and abilities required to perform the functions and duties. For positions created only for use by the District, CCSF's Human Resources staff develops the class specifications which are submitted to DHR for review, approval, and establishment. Exempt employees serve at the pleasure of the appointing officer and are exempt from the Civil Services process per the City and County of San Francisco charter. As a participating member of the City and County of San Francisco's merit system, CCSF's HR Department works closely with DHR in adhering to the rules, codes, and requirements that govern the practices and procedures used in the classification, hiring, and employment of classified employees.

III.A.3. Analysis and Evaluation

Qualifications for administrators and classified employees are outlined on the position announcement and include the state minimum qualifications. CCSF strictly adheres to requiring that minimum qualifications be met, along with structured screening, interviewing and hiring practices. This ensures that fully qualified candidates are considered and selected for employment. While the minimum qualifications set the standards, CCSF adds its own desirable qualifications for the purpose of hiring the most qualified individuals who can support and provide programs and services to reflect the College's mission and vision.

Conclusion. CCSF meets Standard III.A.3.

III.A.4. *Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*

III.A.4. Evidence of Meeting the Standard

Verification of Qualifications of Applicants and Newly Hired Personnel. HR verifies all applicants' qualifications, as detailed below.

      Faculty and administrative positions. HR verifies an applicant's qualifications at the time the application and related materials are received. Most importantly, the applicant must submit all required documents and satisfy the MQs in order to be considered in the next phase of the hiring process.[62] HR staff reviews each application file again to determine that the person has acceptable and appropriate qualifications before the application file is forwarded to the screening committee. HR verifies a candidate's work experience through reference checks.

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[61] Screenshot of California Education Code §88137
[62] MQs

Through the onboarding process for newly hired faculty and administrators, in which a person must complete all requirements before starting work at CCSF, HR staff verifies educational qualifications by requiring official transcripts if unofficial ones had been received in the applications materials.[63] The onboarding process entails the completing of all required and legal verifications such as Employment Eligibility Verification (1-9), Tuberculosis Examination, Live Scan (fingerprinting), IRS Form W-4, and others.

Classified employee positions. Applicants for classified employee positions that require a college degree can turn in unofficial transcripts for the application process. However, if successful in the selection process to obtain a job offer, and by the time of the onboarding process, the candidate must provide official transcripts to verify educational attainment.

Equivalency Process for Degrees from Non-U.S. Institutions. During the application process, applicants who request equivalency for their degrees from non-U.S.[64] institutions will be supplied a list of resources that perform such evaluations of foreign degrees.[65] CCSF does not make any recommendations of evaluators. The financial cost must be borne solely by the applicant. It is the responsibility of the applicant to have the evaluation done in a timely manner within the time constraints of the hiring process.

Hiring Processes that Yield Highly Qualified Employees. A measure of the effectiveness of CCSF's hiring processes can be seen in the numbers of new full-time faculty members who satisfactorily pass the tenure review process and are granted tenure by the Board of Trustees.[66] An individual who is successful in the hiring process and is recommended for a position must competently and effectively execute job duties and responsibilities in order to be granted tenure. The tenure review process, while lengthy, has proven to be a valuable method of identifying highly qualified faculty members and substantiating the effectiveness of the hiring process. In addition to the Tenure Review Process that is used to evaluate new full-time faculty, regular full-time and also part-time faculty members are evaluated on a three-year cycle in order to maintain a high-caliber faculty.[67]

For the programs and services to students at CCSF to be of exceptional quality, the faculty must be of equal caliber. To support the claim that CCSF has highly qualified employees, a look at student outcomes is necessary. Evidence of the quality at CCSF can be seen in the impartial determination by the California Community Colleges Chancellor's Office (CCCCO). The CCCCO's Student Success Scorecard showed the student completion rates for every community college in the state.[68] According to the CCCCO report data, the statewide completion rate for

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[63] onboarding process
[64] equivalency
[65] foreign degrees
[66] Board of Trustees
[67] Faculty Evaluation and Tenure Review Guidebook
[68] Student Success Scorecard

community college students was 47.1 percent. The completion rate of CCSF students was 54.9 percent. In the comparison of data regarding persistence, while the CCCCO showed 73.4 percent statewide, CCSF had 84.1 percent of students who persisted by enrolling in the first three consecutive terms. Looking at the CCCCO's statewide 67.6 percent for students who completed 30 units, CCSF showed 74.0 percent. In Remedial English, the CCCCO had a statewide percentage of 45.4 percent, while CCSF had 52.5 percent. In ESL, the CCCCO showed a statewide percentage of 28.6 percent, but CCSF had 65.7 percent. A look at the statewide median percentage of change in wages was +13.4 percent for students who completed higher level CTE coursework and left the system without receiving any type of traditional outcome such as transfer to a four-year college or completion of a degree or certificate; for CCSF students, it was +20.5 percent.

It was no small feat for CCSF to have been shown to perform above the statewide percentages in these areas of the Student Success Scorecard. In this era of utilizing outcome data as a measure of quality and success, the data regarding our students serve as proof of the work done by highly qualified and competent faculty members, classified employees, and administrators at CCSF.

Analyses and Discussions to Determine DE Faculty and Staff Qualifications. The driving force that continually reviews faculty and staff qualifications as well as helps CCSF maintain a state-of-the-art delivery system in DE is two-pronged: the Educational Technology Department and the Distance Learning Advisory Committee. Having these entities work in unison ensures that insightful discussions take place regarding analyses that take into account CCSF's complexity of employee groups. Adding to the intricacy is how the technical staff is composed of classified employees largely under the City and County of San Francisco's Civil Service System, and their job specifications are under the purview of Civil Service of the City and County of San Francisco. Faculty job announcements may include DE expertise and/or experience as a desirable qualification, but individual instructional departments, not the Educational Technology Department, create job announcements. (CCSF has not had any job announcement solely for teaching DE courses.) The outcome to discussions regarding DE faculty qualifications led to the design of the current process. Before an instructor is given a DE teaching assignment, the instructor must satisfactorily complete the prescribed one-semester training provided through the Educational Technology Department and perform all requirements satisfactorily. DE assignments are done in consultation between the instructional department and the Educational Technology Department.

III.A.4. Analysis and Evaluation

Human Resources verifies that all required degrees are from accredited institutions and that those from non-U.S. institutions have been granted equivalency from a professionally recognized evaluation service. CCSF employs the onboarding process in which a person must complete all requirements before starting work at CCSF. CCSF retains the full authority and responsibility for establishing the granting of equivalencies.

Conclusion. CCSF meets Standard III.A.4.

III.A.5. *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.*

III.A.5. Evidence of Meeting the Standard

CCSF has evaluation processes for faculty, classified employees, and administrators. Each process includes procedures designed to assess the job performance of duties and responsibilities as well as to identify the strengths of the individual evaluatee and define areas of improvement with the intent of contributing to program quality and maintaining institutional effectiveness.

Faculty Evaluations. The Faculty Evaluation process is managed by the Associate Vice Chancellor of Enrollment Management and Instructional Support Services in the Academic Affairs Division. The Associate Vice Chancellor has developed the Faculty Evaluation and Tenure Review Guidebook Faculty Evaluation and Tenure Review Guidebook, and applicable forms are available on the Faculty Evaluation website.[69] [70] [71] CCSF has two faculty evaluation processes: regular evaluation and tenure review. Article 9.A.4 of the AFT contract specifies the evaluation calendar based on the weeks of the semester.[72]

CCSF evaluates regular full-time tenured faculty at least once every three academic years and evaluates regular full-time tenured non-classroom faculty generally in the same manner as those of instructional faculty. Evaluations are based on observations, contact, and student questionnaires where appropriate. Faculty members undergoing evaluation receive a choice of evaluation as noted in Article 9.C.3 and 9.C.4.[73] Nearly all evaluations are peer evaluations, in which the evaluation team consists of fellow faculty members. Peer-management evaluation is similar to peer evaluation, but the department chair is also on the evaluation committee. In the self evaluation, the faculty member being evaluated writes up his/her own assessment of performance, and a team of peer reviewers who administer student evaluations (as appropriate) reviews the self-assessment. Self evaluation is an option for full-time faculty once every six years and for part-time faculty only after two satisfactory evaluations, and then once every 12 semesters.

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[69] Faculty Evaluation and Tenure Review Guidebook
[70] Faculty Evaluation and Tenure Review Guidebook
[71] Faculty Evaluation website
[72] Article 9.A.4
[73] Article 9.C.3 and 9.C.4

The process involves conferences pre- and post- with the evaluatee by the evaluation team who must arrange for and conduct a formal classroom observation of instructional evaluatees. An evaluation team member administers student evaluations to a class that is taught by the faculty member. Student questionnaires are part of the evaluation of a classroom instructor. Non-classroom faculty may also be so evaluated, provided that the members of the department determine that student evaluations are appropriate. Typically, for non-classroom faculty members, instead of a classroom observation, the evaluation team performs an actual work site visit.

Evaluation of temporary part-time faculty basically follows the same procedures, uses the same form, and adheres to the same criteria as the evaluation of full-time faculty.[74] The only exception is a criterion on the evaluation form about extra-curricular contributions or committee work, which is deemed inappropriate to expect of a temporary part-time faculty because they are not compensated for that. The terms of faculty evaluation are prescribed in Article 9 - Evaluation of the AFT/CCSF Collective Bargaining Agreement Tenure Review.[75]

The consensus report by a Tenure Review Committee must be based upon the following: teaching effectiveness or performance of duties (direct visitation/working documents), tenure portfolio, student evaluations, and professional activities.

Evaluation form content areas adapted for types of faculty. In faculty evaluations, all faculty are evaluated on professional qualities, and full-time faculty are additionally rated on professional contributions. The evaluation forms show that CCSF has developed distinct evaluations for job performance by the type of faculty position. For classroom faculty, evaluation of job performance consists of an in-depth review of course content, subject knowledge, and observation of a classroom presentation. For librarians, job performance is evaluated in areas such as: communicating ideas effectively during workshops and instructional sessions at the reference desk; contributing to building, organizing and maintaining library collections and resources; and striving to maintain an environment conducive to study, research, reading, and learning. For counselors, job performance is evaluated according to how they help students define problems, support students in seeking solutions to problems, and provide opportunities for students to express concerns. For resource instructors, job performance is evaluated on how effectively they develop instructional resources.[76]

To further improve the evaluation process and provide feedback for improvement to faculty members, the College added a category to the ratings component of the evaluation. The new category of "Satisfactory But Needs Improvement" addresses issues prior to a faculty member falling into the "Unsatisfactory" category. The process also includes a provision that addresses the matter through an Improvement Plan. More specific evaluation components, which clearly

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[74] evaluation of full-time faculty
[75] SFCCD/AFT Collective Bargaining Agreement, Article 9 - Evaluation
[76] CCSF Peer/Peer Management Evaluation Form and Self-Evaluation Form

describe the formal and timely processes that produce documented actions following evaluations, are outlined in the Faculty Evaluation and Tenure Review Guidebook.[77]

Tenure review. CCSF evaluates full-time faculty under tenure review more frequently than regular faculty, and these faculty must also prepare self evaluations. Probationary faculty must create and maintain a portfolio of professional work that relates to their position. The typical length of the tenure review process at CCSF is four years with an application process for a faculty member to request early tenure.

Department chair evaluations. CCSF evaluates department chairs with regard to their performance of duties and responsibilities in accordance with "Article 10 - Evaluation," of the SFCCD/Department Chairpersons Council (DCC) Collective Bargaining Agreement.[78] Department chairs are evaluated for their performance as faculty members in the department. Additionally, the administrator to which each department chair reports evaluates them no later than one month prior to the end of each spring semester in which they serve as department chair. An informal review/evaluation of each department chair (new, continuing, interim, or substitute) by the academic and classified members of the department takes place during February or March of each year of his/her term as department chair, except for the third or last year of the term. This review utilizes Appendix B and Appendix C of the SFCCD/DCC Collective Bargaining Agreement.[79] Based on the evaluation feedback by the dean, classified staff, and departmental faculty (Appendix C), the dean writes a consensus evaluation. The department chair and the administrator to whom she or he reports examine and discuss the consensus evaluation as well as review specific evaluation feedback in the Faculty and Classified Staff Review Form for Department Chairperson (Appendix C). If "Needs Improvement" or "No" is indicated in the Dean's consensus evaluation, the dean and department chair work to address the deficiencies as they relate to the SFCCD/DCC CBA. The dean sends their consensus evaluation to HR for placement in the evaluatee's personnel file.

Classified Employee Evaluations. City College of San Francisco is committed to providing every classified employee with a Performance Evaluation. HR, working cooperatively with the classified employees' union, SEIU 1021, reviewed and developed its own classified evaluation process and instrument for all classified employees. The revised process serves as a means of promoting dialogue between the supervisor and the evaluatee, and offers a way to create progressive work plans. HR staff sends an email notice about the need for an evaluation and then a reminder to the employee's supervisor.

The City College of San Francisco Human Resources Department Classified Evaluation Form provides a format for the evaluation process that is efficient and intended to encourage

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[77] Faculty Evaluation and Tenure Review Guidebook
[78] SFCCD/DCC Collective Bargaining Agreement, Article 10 - Evaluation
[79] SFCCD/DCC Collective Bargaining Agreement, Appendix B and Appendix C

excellence in performance and promote continued professional development.[80] HR sends the evaluation form to managers and supervisors electronically via the District's electronic mail system. The process is designed to provide every employee with clear written performance expectations and honest, timely feedback. All employee evaluations must address 14 performance indicators, including: knowledge of duties; quality of work/accuracy; planning; attendance/punctuality, organization, and follow through; judgment, decision making, and dependability; cooperative/team player; positive interaction with peers, public, and students; effectiveness/efficiency; interpersonal/communication skills; flexibility; workplace diversity; initiative; safe work habits; and work attitude. Classified evaluations utilize two additional performance indicators when warranted: supervisors and managers are evaluated on leadership and supervision skills, and classified employee/s working in positions directly responsible for student learning are evaluated on their progress towards achieving stated Student Learning Outcomes (SLOs).

CCSF conducts evaluations for most classified employees on an annual basis. However, the performance evaluation process is ongoing as the manager or supervisor observes and coaches an employee for optimal performance. Some College departments, with approval from Human Resources, have instituted modified review cycles, such as the Child Development Department and the Department of Public Safety, that are more effective and manageable for the operational calendars and functions of the department.

As a continuous quality improvement measure, HR is proposing a change to the calendar for annual evaluations of classified employees. Traditionally, the anniversary date of a classified employee's appointment to a position would be used to trigger the evaluation process. HR is offering to extend the period that an evaluation can be done. If an employee's anniversary date is on January 2nd or between January 2nd and June 30th, the supervisor may conduct the evaluation as early as January 2nd or any time through June 30th. For an employee who has an anniversary date that is on July 1st or between July 1st to the end of the calendar year, the supervisor may evaluate the employee starting July 1st through to the end of the calendar year. This proposal is intended to allow supervisors to take advantage of semester breaks when there is typically a decrease in activities throughout CCSF and its departments.

The Human Resources Department will continue to work closely with supervisors, deans, and vice chancellors to ensure that they review all classified staff evaluations in their divisions.

Administrator Evaluations. Board Policy 3.18 (Evaluation of Academic and Classified Administrators) states that administrators shall be evaluated at least once every year.[81] The administrator appraisal process is an ongoing communication process. The process provides an overall evaluation of an administrator's work performance and the opportunity for the supervisor and administrator to discuss the administrator's work performance in terms of the College's

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[80] Classified Evaluation Form
[81] Board Policy 3.18 - Evaluation of Academic and Classified Administrators

mission, the College Priorities, and College planning. Administrators are evaluated by their supervising administrator on "Management Goals and Objectives" and on "Management and Leadership Skills." The supervising administrators' ratings are equal to 60 percent of the overall administrative performance evaluation rating.

The evaluatee submits to the supervisor a list of names of individuals with whom they work and have direct professional contact. Participants in the administrative evaluation process can include classified staff, faculty, other administrators, and students, where applicable and deemed appropriate. The evaluatee may also request evaluative input from people they work with from outside the District. The supervisor can expand on the list of names by adding others. Participants who interact with the administrator in his/her administrative role participate by evaluating the administrator on "Management and Leadership Skills."

Participant ratings are equal to 40 percent of the overall administrative performance evaluation rating. For administrators who receive "Improvement Needed" or "Unsatisfactory" on an evaluation, the Administrative Evaluation Form states: "This rating must be substantiated by supporting observations and examples."[82]

The Supervising Administrator must also provide specific recommendations for improvement by providing a professional improvement plan. The professional plan must include timelines and measurable outcomes.

The management goals and objectives are related to the administrator's major job, the goals of the department, and aligned with the current College Priorities.[83] Additionally, at least one goal that assesses effectiveness in promoting the achievement of the institution's Student Learning Outcomes, Student Services Outcomes, or Administrative Unit Outcomes in the area(s) supervised is included.

Chancellor's Evaluation. Board Policy 1.24 states that:[84]

> The Board shall conduct an evaluation of the Chancellor annually. Such evaluation shall comply with any requirements set forth in the contract of employment with the Chancellor as well as this policy. The Board shall evaluate the Chancellor using an evaluation process developed and jointly agreed to by the Board and the Chancellor.

> Criteria for evaluation shall be based on Board policy, the Chancellor's job description, and performance goals and objectives developed in accordance with Board Policy.

Evaluations and Institutional Effectiveness and Improvement. For all employee evaluations, procedures incorporate measurable criteria for effectively assessing an employee's work performance and include performance indicators that link to institutional effectiveness and improvement.

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[82] Administrator Evaluation Form
[83] College Priorities
[84] Board Policy 1.24

Effective Fall 2009, the CCSF faculty self-evaluation and peer or peer-management evaluation forms were revised to better capture areas of improvement more vigorously and have been in use since then.[85] [86] The additions to the evaluation forms are detailed here:

1. In the categories of Professional Qualities (Professionalism and Professional Contributions), Job Performance for classroom instructors, including those in DE (Course Content and Course Presentation), and sections for librarians and counselors, the evaluation form gained a new column, "Satisfactory But Needs Improvement." An evaluation team who determines it necessary to use this column is expected to support the designation with relevant and sufficient comments.

2. The Overall Evaluation section of the form has an added determination to be used by the evaluation team: "This is a SATISFACTORY BUT NEEDS IMPROVEMENT evaluation." Supporting statements are expected to adequately justify this recommendation. The same revisions were made to the tenure review evaluation form in an effort to document areas needing improvement.

The District has established written procedures for evaluating all categories of personnel to ensure the effective work performance of its human resources. The evaluation procedures for each employee group—faculty, administrators, and classified staff—contain steps for addressing specific unsatisfactory and "needs improvement" ratings as well as general overall ratings of unsatisfactory. The unsatisfactory performance rating is formally documented in the evaluation process and the evaluation team develops corresponding improvement plans and directives for improvement. The improvement plan may also include a reevaluation process as an opportunity to identify the employee's job improvement following an unsatisfactory evaluation or a "Needs Improvement" evaluation. Evaluatees have the right to submit a response to the evaluation and can even include a rebuttal, which is added to the evaluation form as an addendum. In an effort to ensure quality employee performance and to promote institutional effectiveness, each completed evaluation package is forwarded by the evaluation team chair for review to the supervisor, administrator-in-charge of the department or program, and the appropriate vice chancellor.

HR handles completed evaluation forms confidentially and files them in the individual employee's personnel file that HR maintains and secures.

The AFT/CCSF Collective Bargaining Agreement, Article 9, details requirements and regulations regarding faculty evaluation.[87] Board Policy 3.18 and the Administrative Performance Evaluation Procedures (Evaluation of Academic and Classified Administrators) outline the criteria and timeline for evaluating administrators.[88] The District follows the City and

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[85] Faculty Self-Evaluation
[86] Peer or Peer-Management Evaluation Form
[87] Article 9
[88] Board Policy 3.18 - Evaluation of Academic and Classified Administrators

County of San Francisco Department of Human Resources' guidelines for evaluating classified personnel and uses the District HR Department-developed Performance and Planning Appraisal form.

Evaluation of faculty under tenure review is outlined in Article 9.D and Exhibit G of the AFT/CCSF Collective Bargaining Agreement - Probationary Faculty Undergoing Tenure.[89] [90]

Evaluation for Measuring DE Effectiveness. Evaluations of DE faculty utilize the same cycle and forms that the College uses for regular classroom faculty. However, the College added two criteria specific to DE course presentation to the Faculty Evaluation form by the Office of Instruction.[91] The purpose of this revision to tailor the evaluation instrument for measuring the effectiveness of the DE instructor. The evaluation process for DE instructors also has a modification due to the fact that DE students are not present in a classroom. The Educational Technology Department worked with the Information Technology Department and the Office of Instruction to develop an online student survey for use in place of the classroom student questionnaires.

All categories of the faculty evaluation process and form must be completed for a DE instructor's evaluation. Given that DE instructors must have successfully completed their mandated training in order to be eligible to receive a DE teaching assignment, DE evaluations are especially valuable in identifying any additional needs for instructor improvements and also for improvement of the DE program and the mandated training.

III.A.5. Analysis and Evaluation

CCSF has evaluation processes for faculty, classified employees, and administrators. Each process includes procedures designed to assess the job performance of duties and responsibilities as well as to identify the strengths of the individual evaluatee and define areas of improvement with the intent of contributing to program quality and maintaining institutional effectiveness. CCSF evaluates regular full-time tenured faculty at least once every three academic years and evaluates regular full-time tenured non-classroom faculty generally in the same manner as those of instructional faculty. Evaluation of temporary part-time faculty basically follows the same procedures, uses the same form, and adheres to the same criteria as the evaluation of full-time faculty. CCSF evaluates full-time faculty under tenure review more frequently than regular faculty, and these faculty must also prepare self evaluations. Human Resources worked cooperatively with the classified employee's union to revise the evaluation process to serve as a means of promoting dialogue between the supervisor and the evaluatee and offers a way to create progressive work plans. CCSF conducts evaluations for most classified employees on an annual basis. Board Policy 3.18 stipulates that administrators shall be evaluated at least once every year. Board Policy 1.24 states that the Chancellor will be evaluated by the Board on an annual basis.

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[89] Article 9.D
[90] Exhibit G
[91] DE Criteria on Faculty Evaluation

For all employee evaluations, procedures incorporate measurable criteria for effectively assessing an employee's work performance and include performance indicators that link to institutional effectiveness and improvement.

Conclusion. CCSF meets Standard III.A.5.

III.A.6. *The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.*

III.A.6. Evidence of Meeting the Standard

SLOs Used as Evaluation Criteria to Measure Job Performance Effectiveness. In July 2012, the ACCJC recommended to CCSF:

> *... that the evaluation of faculty and others directly responsible for student progress toward achieving stated student learning outcomes include a component that assess the effectiveness in bringing about those learning outcomes.*

In response to this recommendation, senior administration negotiated with employee labor groups to include Student Learning Outcomes (SLO) components in all applicable performance evaluation instruments for faculty, department chairs, classified staff, and administrators with direct responsibility for student progress toward achieving stated learning outcomes.

Reflecting expectations that SLOs are integrated into the work of faculty, classified staff, and administrators, CCSF has accordingly revised employee evaluation forms to include a specific and distinct item to rate employee performance in relation to SLOs. Evaluation forms were changed with new columns created specifically for evaluating SLO performance. This added criterion enhanced the measures of effectiveness on all evaluation forms.

Using SLOs to Measure Job Performance Effectiveness of Faculty. The faculty evaluation form was revised, and a new criterion was added:

> A. Professional Qualities 1. Professionalism h. Effectively assesses Student Learning outcomes as stated in approved departmental documents (e.g., course outlines) and demonstrates the use of data to improve instruction and/or program.

This is intended to bring professional scrutiny by the evaluation committee to examine a faculty member's effective integration, implementation, assessment, and revision of student learning outcomes. The evaluation team has a five-point rating scale to consider: Satisfactory or Better; Satisfactory but Needs Improvement; Unsatisfactory; Not Observed; or Not Applicable. In the case where an evaluation team decides a faculty member's performance was Satisfactory or Better for this criterion, no Plans for Improvement would need to be written. However, if the

team selects another rating, then an explanation is required and a Plan for Improvement is developed to aid the faculty member in improving effectiveness with regard to this criterion.[92] [93]

Evaluators rate the DE faculty member's performance on SLO implementation in a manner equal to that of a non-distance education faculty member.

Using SLOs to Measure Job Performance of Classified Employees. The classified employee performance evaluation process and form include as a performance indicator a component for rating classified employees working in positions directly responsible for student progress or in positions directly responsible for services provided to faculty, staff, vendors, external organizations, and others to produce an environment of learning for our students toward achieving stated Student Learning Outcomes, Student Services Outcomes, or Administrative Unit Outcomes.[94]

Using SLOs to Measure Job Performance of Administrators. Administrators are evaluated by their supervising administrator on "Management Goals and Objectives" and on "Management and Leadership Skills."[95] The management goals and objectives are related to the administrator's major job, the goals of the department, and aligned with the College Priorities and College Plans.[96] [97] Additionally, at least one goal that assesses effectiveness in promoting the achievement of institutional Student Learning Outcomes, Student Services Outcomes, or Administrative Unit Outcomes in the area(s) supervised is to be included.

With expectations that SLOs are integrated into the work of faculty, classified staff, and administrators, CCSF has accordingly revised employee evaluation forms to include a specific and distinct item to rate employee performance in relation to SLOs.

In-Depth Thinking by Faculty on Measuring Student Learning/Using SLOs/ SLOs in DE. A large scale effort on SLOs was launched College wide following the accreditation report received in 2012 and has been promoted and advanced each semester since then. Extensive robust dialogues have taken place within departments, offices, and divisions, as well as institutionally across CCSF. Flex Days and workshops have been devoted to Student Learning Outcomes (SLOs), their development, assessment, analyses, data collection, revision, and recommendations.[98] For 2015-16 Flex Day programs, the SLO data analysis series included workshops on Interpreting Disaggregated Data - How to understand it and what to do about it; How do I interpret disaggregated data?; Do I have enough data to form valid conclusions? Also provided in Flex Day programs was the Boosting Outcome Assessment Tool Series that focused

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[92] Faculty Evaluation & Tenure Review Guidebook, 2.8 - Writing Improvement Plans

[93] Article 9 - Evaluation

[94] classified employee performance evaluation process

[95] "Management Goals and Objectives" and on "Management and Leadership Skills"

[96] College Priorities

[97] Annual Plan

[98] SLO Flex workshops

on using various tools, including surveys, focus groups, and rubrics to richly improve student interaction. The development of CurricUNET has made it possible to measure and document individual student achievement and also disaggregate data.[99] Instructional departments have developed individual approaches within the department to utilize SLO information in their program reviews and as quality indicators. At CCSF, the learning outcome model spurs the constant examination of practices and continuous improvement and redesign of curricula, delivery, practices and assessment using student data and outcomes.

Because DE courses are a part of an instructional department, DE courses have SLOs developed and students are evaluated for meeting the SLOs just as they are for the face-to-face classes.

Discussions by Faculty on How to Improve Learning/Ongoing Planning Efforts. College-wide training and workshops on improving learning through setting goals and SLOs, evaluating and measuring student performance, collecting data, analyzing data and student performance, revising SLOs to close the loop, and conducting a continuous cycle of improvement and planning. Departmental faculty have held individual meetings that centered on student success and improvement of learning based on the SLOs. Departmental web pages document their work on SLOs and outcomes stemming from their analyses. The work on SLOs is a continuous cycle and therefore discussions on SLOs, their attainment by students, the analysis of SLO data, class and curricular improvement, and revision are ongoing among faculty. The process to accomplish these has been effectively instilled in the CCSF faculty and the instructional departments.

Changing Teaching Methodologies to Improve Learning. Adapting teaching methodologies, curricula, and instructional materials to improve learning is a continual effort. Through the Flex Day presentations and workshops on SLOs' creation, assessment, documentation, analysis, and revision, CCSF faculty has adapted to the "loop" that is involved and the requirements of formally recording student assessment data through the use of CurricUNET. Within individual departments, organized efforts are enacted for assessment of SLOs and the encouraged revision of curricula along with teaching methodologies.

Analyzing Data Leads to Discussions about Improving Learning Outcomes in DE. Implementing Argos at CCSF made it possible for faculty to discuss improving learning outcomes in DE within their departments. Disaggregated data is now available to faculty for review, thus forming the basis for more insightful and meaningful dialogue with colleagues. For departments, the disaggregated data provides for a deeper and more meaningful discussion regarding students in DE classes compared to students in the traditional face-to-face classroom. Additionally, the Educational Technology Department has a means to review DE data by the discipline, department, and school data longitudinally as more and more data become available over time.

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[99] CurricUNET

Teaching Methodologies to Improve Learning in DE. After evidence is evaluated and the data analyzed, faculty members engage in discussion on how to improve teaching methodologies related to DE. Discussions are coordinated by the Educational Technology Department and involve the DE instructors and their appropriate department chairs. In an effort to improve the learning experience for DE students, adaptations to the course materials can result.

III.A.6. Analysis and Evaluation

Senior administration negotiated with employee labor groups to include Student Learning Outcomes (SLO) components in all applicable performance evaluation instruments for faculty, department chairs, classified staff, and administrators with direct responsibility for student progress toward achieving stated learning outcomes. With expectations that SLOs are integrated into the work of faculty, classified staff, and administrators, CCSF has accordingly revised employee evaluation forms to include a specific and distinct item to rate employee performance in relation to SLOs.

Conclusion. CCSF meets Standard III.A.6.

III.A.7. *The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.*

III.A.7. Evidence of Meeting the Standard

CCSF Has Maintained a Sufficient Number of Qualified Faculty. CCSF has maintained a sufficient number of qualified academic employees to maintain the integrity of the College's mission and priorities in spite of consistent budget reductions and ongoing structural changes. CCSF faculty has the requisite preparation, training, educational background and experiences to fulfill the duties and responsibilities of their positions. HR oversees hiring processes to ensure that procedures are followed in accordance with the requirements of Title 5 California Code of Regulations, the California Education Code concerning equal employment opportunity, and the State Minimum Qualifications as outlined in the Minimum Qualifications for Faculty and Administrators in California Community Colleges. It is the purview of HR to verify that all requirements of qualifications are satisfied before faculty members are hired.

	City College of San Francisco FACULTY DATA (05/30/16)			

CATEGORY	INSTRUCTORS	COUNSELORS	LIBRARIANS	TOTAL
Full-Time	540	74	21	635
Part-Time	853	14	19	886
TOTAL:	1393	88	40	1521

Source: CCSF Human Resources Department 5/30/2016

Faculty staffing is driven by curricular and programmatic objectives. Through the Program Review process, departments examine and describe programmatic conditions. It is through Program Review that a determination is made regarding the staffing needs for faculty positions that are essential to the quality of the program and services. A dean and a department chair who request the hiring of full-time faculty substantiate such requests with supporting evidence. The next step in the integrated planning process is having the vice chancellor review and prioritize the requests for the division. After consulting with the Vice Chancellor of Finance and Administration regarding the fiscal year's budget, fund availability, and projections, the Chancellor informs the Vice Chancellor of Academic Affairs and the Vice Chancellor of Student Development of the number of new and replacement full-time faculty positions that will be funded.

The Faculty Position Allocation Committee (FPAC), which is composed of three administrators and three faculty members, with the Vice Chancellor of Academic Affairs as its committee chairperson, reviews the departmental and program requests for faculty positions. Using the justification provided in Program Reviews and with input by the deans, FPAC prioritizes in ranked order the requested positions while adhering to the budgeted number of positions as assigned by the Chancellor. The ranked order is based on the analysis of data that includes references to FTES and FTEF trends and discipline-related accreditation requirements as identified in the Education Master Plan.[100] The ranked listing from FPAC then goes to the Chancellor as a recommendation for approval, who, in turn, shares the information with the Participatory Governance Council and CCSF community.

For 2014-15, 30 faculty positions were recommended and approved, and the hiring processes for those 30 positions were conducted. For 2015-16, 50 faculty positions were recommended and approved. To date, the College has filled 20 positions and initiated selection processes for the remainder. For 2016-17, FPAC has conducted the review process and established a list of recommendations awaiting final approval.

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[100] Education Master Plan, Table 18

Appropriate Staffing Levels. The College examines and adjusts staffing according to the budgetary allowances combined with program needs and the College's Mission and Vision. The following Faculty Data Table captures the shifts in faculty staffing pattern over the past nine fiscal years and shows the impact that the state's budget crisis had on CCSF's budget. Driven by fiscal constraints, CCSF was compelled to limit hiring to those positions that were deemed essential and critical to the College's mission or to reduce assignments and was focused on ensuring the continuation of core educational programs and student services.

CCSF FACULTY DATA[101] (FALL 2007 TO FALL 2015)									
	F'07	F'08	F'09	F'10	F'11	F'12	F'13	F'14	F'15
Full-Time Faculty	689	702	692	726	713	689	579	608	618
Part-Time Faculty	1169	1185	1090	1084	1001	896	857	877	830
TOTAL:	1858	1887	1782	1810	1714	1585	1436	1485	1448

Sources: MIS Data provided to Chancellor's Office, California Community Colleges, FY 2007-FY 2015
CCSF Banner Employee Data, Fall 2014
CCSF Banner Employee Data, Fall 2015

With regard to CCSF's Full-time Faculty Obligation Number (FON), CCSF's Full-Time Faculty Actual Numbers were 601.89 for FY 2012-13; 561.99 for FY 2013-14; 570.10 for FY 2014-15, and 636.30 for FY 2015-2016.[102] In each case, CCSF exceeded the standard set in the California Education Code Section 87482.6 (a), that requires that at least 75 percent of the hours of credit instruction are taught by full-time faculty.[103] An adequate number of full-time faculty is essential to the support of curricular driven departments and especially those departments in which multiple distinct disciplines are housed, such as those found in the Biological Sciences Department.

Appropriate Staffing for Each DE Course and Service. DE instruction is based in a home instructional department, so a determination of the level of instruction for DE classes is made by the department through examination of the student demand and need for classes. Support staff for DE classes and assistance with technology comes primarily from the Educational Technology Department with additional coordination by the Information Technology Department. The two departments work cooperatively to determine the DE need for additional support services as well as any technological needs.

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[101] Screenshot: Faculty and Staff Demographics Report
[102] California Community Colleges Chancellor's Office - Fall 2015 and Fall 2016 Full-Time Faculty Obligation Report
[103] California Education Code Section 87482.6 (a)

With CCSF having a delivery model that fully integrated DE into the normal operations of instructional departments, the Educational Technology Department, and Information Technology Services, the successful coordination between these units easily identifies areas of DE need, whether it be for instructional faculty, support staff, or hardware and software enhancements. As an additional outlet for maintaining relevance in DE technology and offerings as well as to serve as a checkpoint for identifying problems and difficulties in DE delivery, CCSF has the Distance Learning Advisory Committee (DLAC). Should a need emerge, the appropriate department would provide justification through the Program Review process, and the request for additional staffing or technology would be reviewed and weighted in the processes as established by the Participatory Governance Council. These are the same steps that any and all CCSF departments must take to prove need. The College priorities all requests for resources based on the College's mission and vision and the College Priorities for the fiscal year.

Organization of Administrative and Support Staffing for DE. With the full integration of DE into the regular operations of instructional departments, the Educational Technology Department, and Information Technology Services, there is no separate administrative structure or support staff that is distinctly for DE. Job duties and responsibilities for individuals in those departments include DE as a part of their workload. It is this level of job assignment that has elevated DE to be an accepted mode of instructional delivery at CCSF with all the expectations of having the same quality of instruction as with that of classroom instruction.

Appropriate Staffing/Organization in Support of DE Programs and Services. Full integration of DE into the routine operations of CCSF elevated DE delivery into being an established mode on par with classroom offerings. Doing so effectively provided DE with increased attention and support within CCSF as to its progress, needs, and staffing. The concept of having multiple key partners join together in the design, implementation, and monitoring of DE programs has brought about a heightened level of the acceptance and attention throughout CCSF.

When originally designing the DE service delivery model at CCSF, the College placed great importance on ensuring that the instruction, the curricula, and assessment standards through DE would have the rigor equal to that found in face-to-face classroom instruction. Along those lines, the College identified the organizational structure to best ensure this outcome. Placing DE instruction within instructional departments guaranteed that the same curricula and standards would be used in DE. By largely drawing from existing faculty members who were already familiar with the department's course offerings and curricula, the possibility was eliminated that an alternate system of courses would occur in DE. Students could be assured that their DE class was equal to a traditional face-to-face class. By assigning DE as a part of regular College employees' job duties and responsibilities, rather than having a separate DE staff, the DE program was assured of being connected to the mainstream of CCSF. It is this full integration into the CCSF delivery system that makes it possible for the entire College's organization and its resources to be mobilized to meet any and all DE needs.

Evaluation of DE Program Effectiveness. Along with the advantages of DE's full integration comes corresponding scrutiny. DE's evaluation was multiplied by the number of people and departments involved in the design and planning of DE courses and the process of assigning DE faculty. Input came from multiple sectors of CCSF when looking at the effectiveness of DE course offerings, mode of delivery, technical and program support, and even the mandated training required of those instructors who were interested in teaching a DE course.

Because the Educational Technology Department provides leadership for DE, the department serves as a central point of contact for all DE matters and issues. The coordination between the Educational Technology Department and Information Technology Services ensures that the needs for DE technology and support staffing can be assessed and addressed in a timely manner. The Distance Learning Advisory Committee performed an important function early in the implementation of DE at CCSF and can be convened periodically to look at DE issues.

The Office of Instruction has revised the Faculty Evaluation and Tenure Review Guidebook and Faculty Evaluation Form to include the evaluation of DE faculty.[104] [105] Two evaluation criteria were added to the faculty evaluation form to specifically address DE courses: "g. Student-instructor contact is timely and appropriate" and "h. Course structure is consistent and easy to navigate."[106] The new criteria must be addressed for DE faculty evaluations along with other pertinent sections of the evaluation form.

In conducting a faculty evaluation process for an DE instructor, the evaluation team receives supplemental information from and are contacted by the Educational Technology Department regarding technical aspects of obtaining student evaluations and observations. The evaluation team members receive special Insight accounts to allow them to review all online materials, quizzes, and homework that were posted by a DE instructor. Using the special Insight accounts also enables the evaluators to contact students enrolled in the DE class regarding the online student survey.

Leadership for DE is under the purview of the Educational Technology Department, which provides mandated training for faculty, assessment of individual instructor's skills attainment, coordination with instructional departments and the Information Technology Department, and a liaison function throughout CCSF and other institutions of higher education. The Distance Learning Advisory Committee has often been convened to deal with issues related to DE. Evaluation of DE has been effective at CCSF because it involves multiple partners who are central to the DE program and have an active role and a voice in DE delivery.

III.A.7. Analysis and Evaluation

CCSF has maintained a sufficient number of qualified academic employees to maintain the integrity of the College's mission and priorities in spite of consistent budget reductions and

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[104] Faculty Evaluation and Tenure Review Guidebook
[105] Faculty Evaluation Form
[106] Peer-Management Evaluation Form

ongoing structural changes. Curricular and programmatic objectives drive faculty staffing. Through the Program Review process, departments examine and describe programmatic conditions. It is through Program Review that the College makes a determination regarding the staffing needs for faculty positions that are essential to the quality of the program and services. The Faculty Position Allocation Committee (FPAC), which is composed of three administrators and three faculty members, with the Vice Chancellor of Academic Affairs as its committee chairperson, reviews the departmental and program requests for faculty positions. Staffing is examined and adjusted according to the budgetary allowances combined with program needs and the College's mission and vision.

Conclusion. CCSF meets Standard III.A.7.

III.A.8. *An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.*

III.A.8. Evidence of Meeting the Standard

CCSF has Provided for Part-time Faculty in All Areas of CCSF. CCSF has a proud history of respecting part-time faculty and takes them into account in the planning of College activities, benefits, and services. Evidence of this recognition as presented in the following has largely been taken from the AFT/CCSF Collective Bargaining Agreement:[107]

- Hiring and employment policies and practices of CCSF apply to part-time faculty, and due consideration is given to part-time faculty when a policy or process is developed or revised.

- Part-time faculty members are extended an invitation to and encouraged to attend professional development activities at CCSF. The Employee Orientation is held at the beginning of the fall semester annually, and new part-time faculty members are invited to the event.[108] Part-timers are expected to attend Flex Day activities in order to be paid if they are scheduled to work on those days and at those times. Every part-time faculty member is invited to all Flex Day events. Part-time faculty can also propose professional development workshops and serve as presenters.

- Photo identification cards are available to part-time faculty members.[109]

- The Academic Senate grants part-time faculty members voting privileges for Academic Senate elections. Additionally, part-time faculty members have served on the Academic Senate's Executive Council and have had an active role in faculty leadership.

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[107] AFT/CCSF Collective Bargaining Agreement
[108] Screenshot of 2015 New Employee Orientation Agenda
[109] Article 20.K - Photo Identification Card

- The faculty representative body, the American Federation of Teachers, AFT Local 2121, has the Part-Time Committee, that looks at issues specifically related to part-time faculty. Each part-time faculty member has a full vote in all AFT elections.

- Part-time faculty members are compensated advantageously by the pay-by-load mode.

- Part-time faculty members have a Re-Employment Preference (AFT/CCSF Collective Bargaining Agreement, Article 13-1).[110]

- Eligibility for health and dental benefits applies to a part-time faculty member who begins at least the third semester and is assigned either 12 ½ hours or more in the noncredit program per week or 7 ½ units or more per week for a semester in the credit program. The part-time faculty member must serve at least 75 percent of the service days required in a full semester within that assignment. A part-time faculty member who is eligible for coverage during the spring semester and who is subsequently hired for the following fall semester is provided health and dental coverage for the summer. While health coverage involves the employee making a partial contribution, dental coverage is provided by CCSF at 100 percent. This is stated in SFCCD/AFT Collective Bargaining Agreement, Article 21.B - Fringe Benefits.[111]

- Parking privileges for part-time faculty are the same as those for full-time faculty, even if parking reimbursement is needed as stipulated in the SFCCD/AFT Collective Bargaining Agreement, Article 20.F - Compensation/Salaries.[112] Voicemail and access to the CCSF computer network and email systems are available to part-time faculty. All related services and assistance are also available to part-time faculty.

- Part-time faculty members can volunteer to serve on search committees that are screening for part-time faculty positions. In the event that a full-time hiring process is in need of search committee members, a part-time faculty member may serve as a committee member.[113]

- Office hours are paid time for part-time credit instructors as per SFCCD/AFT Collective Bargaining Agreement, Article 20.A.6.1 - Compensation/Salaries, Part-Time Salaries.[114] Part-timers teaching up to 20 percent of a full-time load are eligible for four paid office hours per semester; part-timers teaching 21-29 percent are eligible for up to eight paid office hours; and part-timers teaching 40 percent or more are eligible for up to 15 paid office hours. There is a maximum of two paid office hours in any one week.

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[110] Article 13-1
[111] SFCCD/AFT Collective Bargaining Agreement, Article 21.B - Fringe Benefits
[112] SFCCD/AFT Collective Bargaining Agreement, Article 20.F - Compensation/Salaries
[113] Faculty Hiring Procedures
[114] SFCCD/AFT Collective Bargaining Agreement, Article 20.A.6.1 - Compensation/Salaries, Part-Time Salaries

- Part-time faculty members accrue sick leave in accordance with SFCCD/AFT Collective Bargaining Agreement, Article 17.C.1.2 - Leaves, Use and Accrual of Sick Leave.[115]

- Part-time faculty members can participate in the Voluntary Sick Leave Bank (VSLB) by contributing one hour of accumulated sick leave to become members of the VSLB and one hour thereafter whenever VSLB reopens for additional contributions as described in SFCCD/AFT Collective Bargaining Agreement, Article 17.E.1.1.2 - Voluntary Sick Leave Bank, Part-Time Faculty. [116] [117] (A full-timer contributes one day of sick leave.) The VSLB may be used for 100 days of sick leave if a faculty member exhausts all accrued sick leave and is a member of the VSLB. The VSLB may only be used twice in a lifetime as stated in the SFCCD/AFT Collective Bargaining Agreement, Article 17.1.3 - VSLB Benefits.[118]

- Evaluations of part-time faculty are performed in the first year, and then evaluations take place on a three-year cycle that is equivalent to that for full-time faculty. The evaluations of temporary part-time faculty members follow the same procedures, use the same evaluation form, and are based on largely the same criteria as the evaluations of full-time faculty. The only exception is a criterion on the evaluation form about extra-curricular contributions or committee work, which is expected of full-time faculty, but deemed inappropriate to expect of temporary part-time faculty because they are not compensated.[119] [120]

III.D.8. Analysis and Evaluation

CCSF has a proud history of respecting part-time faculty and takes them into account in the planning of College activities, benefits, and services. Part-time faculty are an essential part of CCSF and as shown above, College policies, procedures and activities provide for the orientation, oversight, evaluation and professional development of its part time faculty. In addition, CCSF extends a variety of opportunities for adjuncts to be involved in the life of the institution.

Conclusion. CCSF meets Standard III.D.8.

III.A.9. *The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)*

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[115] SFCCD/AFT Collective Bargaining Agreement, Article 17.C.1.2 - Leaves, Use and Accrual of Sick Leave

[116] Article 17.E. - VSLB

[117] SFCCD/AFT Collective Bargaining Agreement, Article 17.E.1.1.2 - Voluntary Sick Leave Bank, Part-Time Faculty

[118] SFCCD/AFT Collective Bargaining Agreement, Article 17.1.3 - VSLB Benefits

[119] Faculty Evaluation and Tenure Review Guidebook

[120] SFCCD/AFT Collective Bargaining Agreement, Article 9.E - Temporary Part-Time Evaluation

III.A.9. Evidence of Meeting the Standard

A Sufficient Number of Qualified Staff with Appropriate Qualifications. CCSF has a sufficient number of classified employees to support the College's mission and priorities.

City College of San Francisco CLASSIFIED EMPLOYEE DATA (5/30/2016)			
CATEGORY	**FULL-TIME**	**PART-TIME**	**TOTAL**
Managers	6	0	6
Classified-Permanent	366	0	366
Classified-Temporary	165	0	165
Classified, P/T	0	194	194
TOTAL:	**537**	**194**	**731**

Source: CCSF Human Resources Department 5/30/2016

Determining the Appropriate Number and Qualifications of Staff. CCSF uses an integrated budget and planning process to address the effective functioning of educational, technological, physical, and administrative operations as a whole. Departments and programs request classified employee positions through the Program Review process to address support staffing needs. For each of the four administrative divisions of the Chancellor's Office, Academic Affairs, Student Development, and Finance and Administration, the Chancellor or appropriate vice chancellor conducts meetings with the department chairs or managers and deans to review classified staffing requests from the Program Reviews, establish priorities for funding positions, and finalize their recommendations. From the review of divisional recommendations, the Chancellor's Cabinet develops a College-wide priority list that is based on program needs, technological demands, physical improvements or challenges, and administrative vacancies or revisions. The Vice Chancellor of Finance and Administration provides budgetary information regarding the number of positions that can be allotted in the following fiscal year, utilizing fiscal information along with enrollment projections to calculate funding a reasonable number of positions.

The list of proposed funded positions is shared with SEIU through the Classified Vacancy Review Group that consists of SEIU representatives, the four vice chancellors, and Human Resources staff. Input by SEIU can be made about the positions to the Chancellor.

A final list with the number of positions by job titles and department or program is sent to the Participatory Governance Council for informational purposes only. After that, the approved classified employee positions list is shared with the entire College community.

The selection process at CCSF is designed to assess the qualifications of job applicants. The current 731 classified employees have the appropriate preparation and experience to support the College's mission and priorities. In the hiring and selection process, review of the qualifications and experience of applicants is done for classified employee positions. In the pre-employment phase of processing a new hire, the HR staff conducts systematic verification of the education and experience of the new person. Pursuant to California Education Code Section 88137, the City and County of San Francisco's merit system, as overseen by the Civil Service Commission, governs the District's employment of classified employees.[121] [122] The City and County of San Francisco Department of Human Resources (DHR) has classified all positions according to their duties, responsibilities, and authority. In order to add a new or additional classified position to a CCSF department, the department must complete a personnel requisition. Upon receipt of the approved requisition, the District's Human Resources Department initiates a request procedure through the City and County of San Francisco's Human Resource Management System (HRMS) for position approval. This process incorporates a Request to Fill questionnaire designed to elicit complete and thorough information for a specific position, such as major functions, essential duties, and responsibilities, and, if applicable, the level of authority.

CCSF CLASSIFIED EMPLOYEE DATA (FALL 2007 TO FALL 2015)									
	F'07	F'08	F'09	F'10	F'11	F'12	F'13	F'14	F'15
Classified, FT/PT	809	810	801	764	748	726	640	639	700
Classified Managers	5	7	7	5	8	7	7	6	6
Classified Supervisors	54	59	55	46	42	25	29	29	30
Classified - Confidentials	15	17	17	16	16	11	10	10	9
TOTAL:	883	893	880	831	814	769	686	684	745

Sources: MIS Data provided to the Chancellor's Office, California Community Colleges, FY 2007-FY 2013
CCSF Banner Employee Data (HR website), Fall 2014
CCSF Banner Employee Data (HR website) Fall 2015[123]

The freeze on classified employee hiring of non-critical positions was removed in 2014. Since that time, managers have been allowed to fill vacant funded classified positions that are approved

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[121] California Education Code Section 88137

[122] Civil Service Commission

[123] California Community College Chancellor's Office Datamart - Faculty and Staff Demographics Reports and Screenshot of Faculty and Staff Demographics Report; CCSF Banner Employee Data (HR website) Fall 2014

in their budgets. Once positions have been approved and funded in the budget, screening processes may proceed in accordance with the requirements of Title 5 California Code of Regulations, the California Education Code concerning equal employment opportunity, and the City and County of San Francisco's Civil Service Rules for classified employee positions. Evidence of each person's education and work experience has been reviewed by HR staff and deemed appropriate prior to hiring.[124]

III.A.9. Analysis and Evaluation

CCSF has a sufficient number of classified employees to support the College's Mission and Priorities as to comply with Eligibility Requirement 8. CCSF uses an integrated budget and planning process to address the effective functioning of educational, technological, physical, and administrative operations as a whole. Classified employee positions are requested through the Program Review process at the departmental or program level to address support staffing needs. From the review of divisional recommendations, the Chancellor's Cabinet develops a College wide priority list that is based on program needs, technological demands, physical improvements or challenges, and administrative vacancies or revisions. The freeze on classified employee hiring of non-critical positions was removed in 2014. Since that time, managers have been allowed to fill vacant funded classified positions that are approved in their budgets.

Conclusion. CCSF meets Standard III.A.9.

III.A.10. *The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and* services *that support the institution's mission and purposes. (ER 8)*

III.A.10. Evidence of Meeting the Standard

Determining an Appropriate Number of Qualified Administrators. CCSF has a sufficient number of administrators with the appropriate qualifications to effectively support the educational, technological, physical, and administrative functions of CCSF.

City College of San Francisco ADMINISTRATOR DATA (7/28/2016)

TYPE	NUMBER
Educational Administrators	41
Classified Administrators	19

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[124] Civil Service Rules

	TOTAL:	60

The Chancellor reviews and recommends to the Board of Trustees the administrative structure necessary to operate CCSF and provide for the needs of programs and services that adhere to the College's mission and vision and College Priorities.[125] [126] It is within the purview of the Chancellor to establish the organizational structure, the number of positions, and the administrative levels. The Chancellor also shares those recommendations of administrative changes to constituent groups and to the Participatory Governance Council. The decision to accept the Chancellor's recommendations rests with Board of Trustees, who must approve the changes before they can be implemented.

The current organizational structure was revised in June 2016 and was done in response to giving priority and attention to student equity. The current organization charts illustrate 60 administrative positions.[127]

Through the application and selection process, administrative position candidates must provide evidence of their qualifications and experience in their application materials and describe their potential for contributing to the College's mission and priorities. Application materials are reviewed by HR staff to verify the required minimum qualifications as prescribed for the position by the State Minimum Qualifications plus any of the District's stated desirable qualifications.

Budget preparation and available fiscal resources are critical in determining the number of administrative, faculty, and classified employees. All staffing decisions are guided not only by fiscal policies, but also by College Priorities. Integrated process links the building of the budget with the planning of academic and student services. This integration results in the allocation of budgetary resources to support necessary course offerings in pursuit of providing for FTES and services. Keeping focused on the College Priorities, mission, and vision, evaluation and prioritization of staffing needs remain key in the allocation of positions.

III.A.10. Analysis and Evaluation

CCSF has a sufficient number of administrators with the appropriate qualifications to effectively support the educational, technological, physical, and administrative functions of CCSF, and is in compliance with Eligibility Requirement 8. The Chancellor reviews and recommends to the Board of Trustees the administrative structure necessary to operate CCSF and provide for the needs of programs and services that adhere to the College's mission and vision and the College Priorities. The current organizational structure was revised in June 2016 and was done in response to giving priority and attention to student equity. Budget preparation and available

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[125] College's Mission and Vision

[126] College's Priorities

[127] Administrative Organization Charts as of July 2016: Chancellor's Division; Division of Academic Affairs; Division of Student Development; Division of Finance and Administration

fiscal resources are critical in determining the number of administrative, faculty, and classified employees. All staffing decisions are guided not only by fiscal policies, but also by the College Priorities. Integrated process links the building of the budget with the planning of academic and student services.

Conclusion. CCSF meets Standard III.A.10.

III.A.11. *The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.*

III.A.11. Evidence of Meeting the Standard

Processes for Developing and Publicizing Personnel Policies. The Human Resources Department spearheads the development process for new policies. It entails an extensive review of a new law or regulation or the revision of a law or regulation, and then an analysis to identify what changes are needed for CCSF to comply. Finally, HR formulates a recommendation. Before submitting the recommendation to the Board of Trustees for consideration and approval, it needs to go through reviews at various levels within CCSF: constituent groups (as appropriate, the Academic Senate, AFT 2121, the Department Chairperson's Council, the Classified Senate, SEIU 1021), the Chancellor's Cabinet, and the Participatory Governance Council.

Publicizing personnel policies will be done through the Board Agendas for new policies. For existing policies, publicizing takes place through the employee handbooks, appropriate Collective Bargaining Agreements, and the CCSF website.[128] [129] [130] After the Board of Trustees approves the new policies, HR adds the policies to the appropriate employee handbooks and the CCSF website. Through consultation with the respective labor unions, Employee Relations adds the new policies to the collective bargaining agreements.

Consistently and Equitably Administered Personnel Policies and Procedures Resulting in Fair Treatment of Personnel. Personnel policies are governed by District policy and procedures, the California 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.[131] [132] The employment of classified employees is governed by the City and County of San Francisco Civil Service Commission Rules.[133]

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[128] employee handbooks
[129] Collective Bargaining Agreements
[130] CCSF website
[131] Education Code Section 87359
[132] Title 5 Section 53430
[133] Civil Service Commission Rules

CCSF has developed extensive written policies and procedures to ensure fairness in all phases of the employment process. Screening committee members must undergo official Human Resources and EEO training specific to search committees. CCSF equitably and consistently administers and regularly reviews personnel policies and procedures. Through the collective bargaining process, the District and Employee Labor groups work collaboratively to find common ground regarding policies affecting their respective members. Employees voice their needs and concerns via the Academic Senate and the unions. AFT 2121's Grievance Committee meets on a regular basis with Employee Relations to work out any perceived problems between the District and faculty. The Board of Trustees considers and approves recommendations for adopting new and/or amending personnel policies. All policy manual amendments and additions go through two readings before the Board of Trustees prior to adoption.

HR communicates updates and new personnel policies, procedures, and/or laws by disseminating the information to employees through institutional mailings and via the HR Department website. Moreover, employment policies and procedures appear in the Policy Manual, the SFCCD/AFT 2121 Collective Bargaining Agreement, the SFCCD/SEIU 1021 Collective Bargaining Agreement, collective bargaining agreements with other recognized bargaining units, and in the employee handbooks, as well as in job announcements and on the HR Department website.[134] The institution establishes and adheres to written policies that ensure the distribution of information pertaining to unlawful discrimination to employees. 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" and via the Title 5/EEO/ADA Compliance Office website.[135] [136]

It is the responsibility of the HR staff and the Title 5/EEO/ADA Compliance Officer to provide orientations to faculty and administrative search committees on the hiring procedures, employment regulations, equal employment opportunity and anti-discrimination in hiring. Included in the faculty search committees' orientation is the SFCCD/AFT 2121 Collective Bargaining Agreement Article 12 - Upgrading provisions.[137] Orientation materials include role and responsibility of search committee members, fairness in the hiring process, unbiased perception, samples and forms on paper screening criteria, development of unbiased and thoughtful interview questions, and teaching demonstrations.

The following training and orientation sessions ensure fairness in CCSF's employment processes:

- HR and the Office of Instruction hold a new employee orientation annually in August, which educates all newly hired employees on the District's policies and services and also to inform employees about their rights and responsibilities.

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134 employee handbooks
135 Procedures for Handling Complaints of Unlawful Discrimination under Title 5 Sections 59300 et. seq
136 Title 5/EEO/ADA Compliance Office website
137 Article 12 - Upgrading

- The Vice Chancellor of Human Resources, a newly proposed position in the organizational structure, will be responsible for ensuring that College constituents are informed about new contract language.

- CCSF administrators and supervisors are required to take EEO training on sexual harassment and discrimination every two years. At CCSF, the training is online and offered every December and January.

- Training is also provided to administrators and managers for updates on new personnel policies and procedures as well as on pertinent laws and regulations.

HR develops and distributes the Faculty Handbook, the Classified Employee Handbook, and the Administrators Handbook. New employees receive a handbook at the time of their onboarding, new-hire processing. The handbooks inform employees of the principal rules, regulations, practices, and procedures essential to their roles and responsibilities within CCSF. HR updates the handbooks and posts them online. Current handbooks for classified employees and faculty can be found on the HR website.[138] HR prepares addendums in between completed handbook updates, which are also on the HR website.

The Board of Trustees approved the most current District Equal Employment Opportunity Plan in June 2016.[139] The Plan reflects the District's commitment to equal employment opportunity and focuses on equal employment opportunity in the District's recruitment and hiring policies and practices pursuant to Title 5, California Code of Regulations sections (section 53000 et seq.), and the steps the District shall take in the event of under-representation of monitored groups. The Plan also includes the requirements for a complaint procedure for noncompliance with the Title 5 provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; establishment of an Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunity and an environment which is welcoming to all; and procedures for dissemination of the Plan.

The Board Policy 3420 (Equal Employment Opportunity) and the EEO Plan are available on the District's website.[140] [141] At the time of the new hire onboarding process, a new employee is provided with an employee handbook that includes the EEO Plan in the Appendices.

An analysis of the demographic makeup of the District's workforce population and an analysis of whether underrepresentation of monitored groups exists is demonstrated in the Hiring Data And Employee Data Report prepared by the HR Department, available on the District's HR website.[142]

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[138] employee handbooks

[139] District Equal Employment Opportunity Plan

[140] Board Policy 3420 (Equal Employment Opportunity)

[141] EEO Plan

[142] Hiring Data And Employee Data Report

The institution successfully ensures that it equitable and consistently administers all state, federal, local, and other relevant personnel policies and procedures and reviews them regularly. HR satisfactorily communicates updates and new personnel policies, procedures, and/or laws by disseminating the information to employees through institutional mailings, employee handbooks, and making the information available via the HR Department website.

The HR Department plans to develop a confidentiality statement and process wherein each HR employee will sign an agreement to protect the integrity of all sensitive information related to the department's functions and procedures. Further review will be conducted into the viability and need for such an agreement to be signed by those in other departments or members of employee groups.

Until recently, search committee members for classified job positions are not asked to sign a confidentiality agreement as members of faculty and administrative search committees must do. The HR Department has developed and implemented a similar process of confidentiality agreements for the classified search committees. Now members of classified search committees sign a confidentiality agreement.

Training provided to administrators and managers for updates of new personnel policies and procedures, as well as on pertinent laws and regulations, will be expanded to include supervisors, department chairpersons, and classified managers.

With the hiring of many administrators from outside the District in recent years, increased attention has been to paid to retreat rights for administrators. To address this, faculty and the administration are working on possible revisions to the hiring process for administrators.

III.A.11. Analysis and Evaluation

Written Board Policies and Administrative Procedures guide the Human Resources function at CCSF. All of these documents are posted on CCSF's website. CCSF ensures consistent and equitable application of the policies and procedures, and whenever questions or confusion arises, CCSF uses its Participatory Governance processes and structures to explain or augment as appropriate. The Human Resources Department undergoes Program Review and is thus connected with the larger planning efforts at CCSF. HR communicates updates and new personnel policies, procedures, and/or laws by disseminating the information to employees through institutional mailings and via the HR Department website. HR develops and distributes the Faculty Handbook, the Classified Employee Handbook, and the Administrators Handbook. New employees receive a handbook at the time of their onboarding, new-hire processing, and these handbooks inform employees of the principal rules, regulations, practices, and procedures essential to their roles and responsibilities within CCSF.

Conclusion. CCSF meets Standard III.A.11.

III.A.12. *Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

III.A.12. Evidence of Meeting the Standard

CCSF Programs, Practices, and Services Promote Equity and Diversity for All Employees. City College of San Francisco has had a long-standing commitment to equity and diversity for students, faculty, staff, and administrators as evidenced by the policy adopted by the Board of Trustees of the San Francisco Community College District and adhered to by the administration, faculty staff and students of CCSF.

Policies and Practices in Promoting Understanding of Equity and Diversity Issues. The following mechanisms promote understanding of equity and diversity at the College:

- Equal Opportunity Plan. The Chancellor or his/her designee shall develop, for review and adoption by the Board, a plan for equal employment opportunity that complies with the Education Code and Title 5 of the California Code of Regulations requirements, and from time to time modified or clarified by judicial interpretation.

- CCSF employs a Title 5/EEO/ADA Compliance Officer.

- CCSF promotes understanding of equity through the Student Equity Plan. It was developed to ensure equitable treatment of all student groups. CCSF has implemented and designed several programs to address equity ranging from retention programs to tutorial programs, an equity orientation, and a professional development program for students, faculty, classified employees, and administrators who work in the programs to ensure equity and success. CCSF has developed a process to distribute equity funds to support students in order to carry out the Student Equity Plan.

- The Diversity Committee, which is a College wide shared governance committee, is comprised of three students appointed by the Associated Students Executive Board, three faculty members appointed by the Academic Senate, three classified employees appointed by SEIU, and three administrators appointed by the Chancellor after consultation with the Administrators' Association Executive Council.[143] The chair of the committee is the Associate Vice Chancellor of Human Resources. The goals of the Diversity Committee are to promote and cultivate College diversity initiatives in alignment with CCSF's mission, College Priorities, and Collegewide plans. The Diversity Committee designs and hosts workshops and events in order to bring to the forefront issues that confront students, faculty, classified staff, and administrators. Each session is evaluated with an evaluative instrument sent to each attendee to collect data, information, and suggestions. The results are used to plan other equity and diversity events and

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[143] Diversity Committee

workshops based on the needs and interests of faculty, classified employees, students, and administrators.

Programs to Support Personnel and Their Effectiveness. CCSF has implemented a number of outstanding initiatives promoting diversity to support faculty, staff, administrators, and even students:

- The Diversity Collaborative is a cooperative network of ethnic departments and other instructional departments that are committed to gender, sexuality, class and social differences, and disability studies.[144] They work together to strengthen each other through their collective efforts. The Collaborative offers an intersectional analysis where students learn how their multiple identities contribute to the richness of their lives and provide strength to our continuing struggles for social justice.

- The Gender Diversity Project, formerly the Transgender Voices Transgender Rights, is a student club in HIV/STI Prevention Studies.[145] The club has planned and hosted ten annual Transgender Awareness Days and also has published two books on the topic.

- The Multi-Cultural Infusion Project has hosted workshops and events that promote and educate about social justice and diversity.[146]

- Flex Day programs for professional development have included diversity workshops that focus on issues of disabilities discrimination, gender bias, homophobia, racism, and general diversity in order to help every faculty member fulfill the required two hours of diversity credits in each area (for a total of eight hours).[147] The requirement needs to be completed within a four-year period. As part of CCSF's commitment to an inclusive and nondiscriminatory workplace, the faculty is expected to participate in diversity education workshops and activities covering subjects such as disabilities discrimination, gender bias, homophobia, and racism.

- The New Employee Orientation, which is offered before the fall semester annually, has a large component on diversity.

- CCSF has an Employee Assistance Program with the City and County of San Francisco that provides personal and organizational wellness services.[148]

All programs and workshops includes evaluations as measures to determine effectiveness and surveys to determine further interests and needs of employees.

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[144] Diversity Collaborative
[145] Gender Diversity Project
[146] Multi-Cultural Infusion Project
[147] Professional Development Flex Credit Guidelines
[148] Employee Assistance Program

Employment Equity Record. In compliance with Title 5 and at the request of the Board of Trustees, HR prepares an annual comprehensive Employee Data Report that provides an extensive summary of CCSF's employee data as well as an analytical examination of the distribution of numbers of regular employees.[149] The report is intended to be used in CCSF's integrated planning. It also serves as a tool for examining the institution's hiring practices and achievement of goals in keeping with the College's mission and vision.

Efforts to Promote and Further Diversity and Equity. Board Policies and administrative oversight establish a College culture of fairness and an appreciation for diversity that produce and support integrity in the treatment of faculty, classified staff, and administrators, and students. With San Francisco being a city and county with a culture of tolerance and inclusion, CCSF's culture reflects the same. It is with a sense of pride and dedication that CCSF conducts its work in the areas of equity and diversity, whether that be through workshops for faculty, staff, and administrators or development of instructional curriculum to focus on and promote fairness. Implementation of diversity initiatives at CCSF is intended to ensure fairness in the treatment of everyone who is associated with CCSF.

The Diversity Committee and the Multicultural Infusion Project, in cooperation with the Human Resources Department, focus on developing diversity efforts at CCSF. Their planning created two College-wide Equity/Diversity Institutes (September 20, 2014, and March 3, 2016).

In the area of Human Resources, CCSF's commitment to equity and diversity has been taken into account and incorporated into the hiring process. The overall search and hiring process, instituted by Human Resources and promoted through the work of faculty and administrative search committees, focus on diverse and well-qualified hires. In the application processes for faculty and administrative positions, applicants must submit a diversity statement as a part of their application package. Additionally, search committees must develop and include in the interview a specific question that inquires into an applicant's depth of understanding diversity.

Search committees are required to have a diverse membership. The CCSF Faculty Hiring Document states "At least 40% of a committee shall be members of the under-represented groups identified in the District's Affirmative Action Plan (Alaskan/Native American, Asian/Pacific Islander, Black, Chicano/Hispanic, Women)."

Members of search committees must abide by the Title 5 regulations on the equal employment opportunity process and be knowledgeable and committed to equal opportunity employment. Members must be provided training and orientation in the following areas:

  a. basic hiring procedures, including writing a job analysis

  b. fair employment practices and procedures

  c. equal opportunity and non-discrimination, and

  d. relevant sections of the collective bargaining agreement.

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[149] Employee Data Report

The Title 5/EEO/ADA Compliance Officer is responsible for monitoring all proceedings related to hiring, pursuant to Title 5. In accordance with faculty hiring procedures, the background of search committee members need to reflect the diversity, range of interests, philosophies, and field of study or emphasis of programs or departments. All members of a search committee, whether or not they are employees of the District, receive appropriate training on the requirements of the Title 5 regulations on Equal Employment Opportunity by the Title 5/EEO/ADA Compliance Officer.

CCSF credit courses that focus on diversity are offered to serve and inform students. The following courses are in the Interdisciplinary Studies Department: Diversity: Racism; IDST 80C Diversity: Sexism; IDST 80F Diversity: Classism; IDST 81A Diversity: Ageism and Adultism; and IDST 81B Anti-Semitism/Anti-Arabism.[150] The instructors of these courses are knowledgeable about the area related to diversity. It should be noted that many CCSF faculty members who seek salary column movement by taking college courses choose to take one of the aforementioned courses in order to raise their awareness of diversity.

Reflecting CCSF's commitment to have a diverse faculty, classified staff, and administration, HR continues to focus and expand upon strategies for increasing diversity in applicant pools and in hiring processes.

Faculty hiring processes have Equal Employment Opportunity monitors who attend search committees' meetings and observe the candidates' interviews and interactions with committee members.

CCSF serves a great diversity of students in a wide variety of programs, including credit, noncredit, contract education, and continuing education. This vast range of people and in scope require that greater emphasis be placed on understanding current issues pertaining to equity and diversity when hiring. For this reason, CCSF's philosophy requires the hiring of highly qualified individuals who will respond effectively and sensitively to the educational needs of students of diverse backgrounds and who will relate to students' ethnicity, culture, socioeconomic status, educational achievement, sexual orientation, or disability.

III.A.12. Analysis and Evaluation

City College of San Francisco has had a long-standing commitment to equity and diversity for students, faculty, staff, and administrators as evidenced by the policy adopted by the Board of Trustees of the San Francisco Community College District and adhered to by the administration, faculty, staff, and students of CCSF. A number of outstanding initiatives promoting diversity have been implemented by CCSF to support faculty, staff, administrators, and even students. All programs and workshops include evaluations as measures to determine effectiveness and surveys to determine further interests and needs of employees. HR, at the request of the Board of Trustees, prepares an annual comprehensive Employee Data Report that provides an extensive

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[150] Interdisciplinary Studies Department

summary of CCSF's employee data as well as an analytical examination of the distribution of numbers of regular employees. Board Policies and administrative oversight establish a College culture of fairness and an appreciation for diversity that produce and support integrity in the treatment of faculty, classified staff, and administrators, and students. The Diversity Committee and the Multicultural Infusion Project, in cooperation with the Human Resources Department, focus on developing diversity efforts at CCSF. Their planning created two College-wide Equity/Diversity Institutes on September 20, 2014, and March 3, 2016.

Conclusion. CCSF meets Standard III.A.12.

III.A.13. *The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.*

III.A.13. Evidence of Meeting the Standard

Fostering Ethical Behavior in Employees. Board Policy 1.18 (Institutional Code of Ethics) describes expectations of ethical behavior for City College of San Francisco employees and states that employees shall be committed to the principles of honesty, equity, and professionalism:[151]

> Employees shall exercise judgments that are unbiased, fair, consistent, and equitable. They shall exhibit openness and reliability in what they say and do as educational leaders. They shall confront issues and people without prejudice. They shall do everything they can to demonstrate a commitment to excellence in education and without compromise to the principles of ethical behavior, as stated in relevant sections of employee handbooks.

> Similarly, students are expected to abide by respectful and ethical behavior and decision-making in their treatment of College employees, other students, and members of the public, as stated in the Code of Student Conduct.

Guidelines for Employee Responsibilities are included:

- To provide and protect student access to the educational resources of CCSF;
- To protect human dignity and individual freedom, and assure that students are respected as individuals, as learners, and as independent decision-makers;
- To protect students from disparagement or arbitrary judgment;
- To keep foremost in mind at all times that CCSF exists to serve students;
- To develop a climate of trust and mutual support;
- To foster openness by encouraging and maintaining open communication;

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[151] Board Policy 1.18 - Institutional Code of Ethics

- To encourage, support, and abide by the written Board Policies and Administrative Procedures of City College of San Francisco; and

- To challenge unethical behavior in a timely manner.

The AFT/SFCCD Collective Bargaining Agreement, Article 8 includes language on Academic Freedom, Duties, and Responsibilities.[152] Addressed in this article are the principles and policies related to Faculty-Student Relationships, Conflict of Interest, Tutoring, Determination of Grades, Student Records, Eavesdropping and Monitoring, Illegal Drugs and Alcohol, and Field Trips.

Written Code of Professional Ethics. The Institutional Code of Ethics (Board Policy 1.18) pertains to all employees of City College of San Francisco.[153]

A separate Code of Ethics and Responsibilities, specifically for the Governing Board, is Board Policy 1.17 (Governing Board Code of Ethics).[154]

Regarding written consequences for violations, CCSF has the following:

- Board Policy 3.20 (Termination of Services)[155]
- Board Policy 3.21 (Imposition of Penalties)[156]
- AFT/SFCCD Collective Bargaining Agreement, Article 10 - Disciplinary Action[157]
- SEIU/SFCCD Collective Bargaining Agreement, Article 9 - Discipline[158]

III.A.13. Analysis and Evaluation

Board Policy sets forth expectations of ethical behavior for City College of San Francisco employees and states that employees shall be committed to the principles of honesty, equity, and professionalism. The AFT/SFCCD Collective Bargaining Agreement supports Board Policy with principles and policies related to professional ethics. In addition to the Institutional Code of Ethics, the District has Board Policies that set the expectation of ethical behavior for its Trustees. Given these points, it is clear that CCSF upholds a written code of professional ethics for all its personnel. The Progressive Discipline Process is used in cases of any violations.

Conclusion. CCSF meets Standard III.A.13.

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[152] AFT/SFCCD Collective Bargaining Agreement, Article 8
[153] Board Policy 1.18
[154] Board Policy 1.17
[155] Board Policy 3.20 - Termination of Services
[156] Board Policy 3.21 - Imposition of Penalties
[157] AFT/SFCCD Collective Bargaining Agreement, Article 10- Disciplinary Action
[158] SEIU/SFCCD Collective Bargaining Agreement, Article 9 - Discipline

III.A.14. *The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

III.A.14. Evidence of Meeting the Standard

Commitment to Professional Development. CCSF plans and provides all personnel with appropriate opportunities for continued professional development that are consistent with the College mission and priorities or have been made necessary by evolving pedagogy, technology, learning needs, and advancement in a field or subject area. The interest in and commitment to professional development within the College is extensive as evidenced by the multi-pronged approach and involvement by many sectors in planning meaningful activities and programs:

- At the District level is the College Professional Development Committee that provides input directly to the Office of Professional Development regarding all Flex Day events and has developed the College Professional Development Plan for 2015-16 that is based on the College Professional Development Committee's 2014-15 Survey results.

- The Technology Learning Center provides computer and software training to faculty and staff on the use of technology that is necessary to execute one's job duties and responsibilities.

- The Academic Senate has the Faculty Professional Development Activities Committee that provides input on the College's Professional Development Program and a coordinator to handle faculty travel requests and approve those that meet the guidelines.

- Through the Student Learning Outcomes (SLO) Office, the SLO coordinators have been instrumental in promoting and furthering the work on SLOs by planning and offering SLO-focused professional development programs, seminars, workshops, and clinics.

- The collective bargaining agreement between CCSF and SEIU 1021 stipulates certain professional development programs for classified employees.

- The Classified Senate, SEIU 1021, the Office of the Chancellor, and the Office of Professional Development sponsor and hold the annual Classified Staff Development Day.

- Some individual departments, such as the ESL Department, have their own departmental professional development committees to plan and organize professional development efforts that are particularly relevant to their faculty and staff.

Financial Commitment to Professional Development. Institutional commitment to professional development is made evident by a fiscal year budget allocation of $250,000 from the District's General Funds annually for the last three years. In addition to District funding,

grants and categorical programs have their own budgets for faculty and classified staff to attend training, conferences, and professional development workshops.

Annually, besides the costs of the Flex Programs in 2015-16, the $250,000 allocation also provided $75,000 in 2015-16 to the Academic Senate for faculty professional development and $30,000 in 2015-16 for classified employees' professional development. Administrators also receive travel funds for conferences and training opportunities. This level of investment reflects the awareness of and understanding of faculty, staff, and administrators to stay current, be well-informed on successful practices in the field, and be prepared to offer the best services possible.

Range of Professional Development Programs and Activities.

- **Flex Program Planning and Implementation.** The Office of Professional Development has primary responsibility for planning and providing for the entire College Flex Day activities and programs that reflect the Mission and Priorities of CCSF. Flex Days that are held at the beginning of each semester allow the College community to convene as one, which is no small feat when the gathering easily includes over a thousand people. The Flex Days held at the beginning of a semester are opportunities to discover and discuss the current issues facing CCSF and how the College proposes to act. On behalf of the administration, the Chancellor addresses the entire audience. The Academic Senate convenes a meeting with faculty while the Classified Senate meets with classified employees. Departmental meetings follow the College-wide forums. Then subject-focused or skills-specific content workshops take place. While SLOs have been a part of Flex Programs previously, in recent years, entire Flex Programs have been devoted to SLOs.[159]

  In addition to the Flex Days at the start of a semester, the College has offered one-day Flex Programs during the semester. Most recently, on March 3, 2016, through a coordinated effort by the SLO coordinators, the College Professional Development Committee, the Outcomes-Assessment Planning Team, and the Office of Professional Development, CCSF held a mid-semester Flex Day for faculty, classified, and administrators that was entitled "Enacting Institutional Change," which had two goals:[160]

  1. Enact institutional changes based on past assessment recommendations.
  2. Design and schedule actions based on these discussions and recommendations.

  The day's professional development program was geared toward continuing the advancement of SLOs, assessment of SLOs; revision of SLOs; the reassessment, documentation of student outcomes through CurricUNET; and examination of outcomes in order to refine SLOs, courses, services, programs, and departments throughout the College.

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[159] March 8, 2016 and October 20, 2015 Flex Days
[160] March 3, 2016

- **SLOs Being an Important Element in Professional Development at CCSF.** CCSF is heavily invested in outcomes and assessment throughout every unit, office, program, and operation of CCSF. All units at CCSF (including committees) developed outcomes, assess them, and analyze them to inform program improvements. In addition to Instructional Student Learning Outcomes being the responsibility of instructional faculty and their departments, CCSF has implemented Student Service Outcomes (SSO) that are used by those offices and units that provide services to students other than instruction, such as registration, transcript procurement, and financial aid. Also implemented are Administrative Unit Outcomes by offices and units that provide services to faculty, staff, administrators, vendors, external organizations, and such, that are necessary to produce and maintain an environment of learning for our students.

  Extensive SLO training has taken place at CCSF. Here are merely a few examples of past SLO training events, click on the footnoted evidence for all Flex Programs for past two years:[161]
  - Assessing Student Learning Outcomes and Closing the Loop
  - Developing, Implementing, and Assessing Student Learning Outcomes for Student Services Programs

- **Diverse Professional Development Offerings.**
  - Coming Out to Students - Part II
  - Teaching with Technology
  - Strategies for Increasing Faculty Diversity
  - Program Review and You
  - Preparation for Statistics: An Alternate Path to Transfer-Level Math

- **Leadership Training.** District employees have training opportunities available for leadership training:
  - The District provided funding for a group of classified employees, faculty, and administrators to attend leadership training at Asilomar.
  - Seminars and workshops on leadership were held at CCSF and included various topics that were based on interest, need, and accreditation.
  - The District provides funding for Trustees to participate in individual training and workshops.
  - The Chancellor has also encouraged participation in management leadership training by supporting and funding faculty and administrators to enter the Association for California Community College Administrators' (ACCCA) Mentor

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[161] Flex Program Archive - Workshops for 2015-2016 and 2014-2015

Program as well as to attend the annual ACCCA conference and other state conferences.[162]

- Additional training topics have included Enrollment Management, Major Provisions of the SFCCD Collective Bargaining Agreements; Banner/Argos Training - Basic Intro to Business,Office Functions, including Budget, Risk Management, Program Review, and Annual Planning.[163]

- An additional professional development option offered through contractual agreement with AFT 2121 is sabbatical leave in accordance with the SFCCD/AFT Collective Bargaining Agreement, Article 17.N - Leaves, Partial Load Leave, which allows 4 percent of full-time faculty, including department chairs, to take sabbatical leaves during an academic year.[164] The Sabbatical Committee determines the granting of sabbatical awards in accordance with SFCCD/AFT Collective Bargaining Agreement, Article 17.L-Sabbatical Leave.[165]

- Opportunities for salary column movement have been enhanced by the AFT 2121/District program to reward ongoing education and training by faculty.[166] Since Fall 1999, AFT 2121 and the District have agreed to grant salary column movement for faculty members who do not possess doctorates. Faculty members, who wish to take college courses to accumulate units for salary column movement, may: (1) take undergraduate courses, which requires prior approval from their respective school dean and vice chancellor, or (2) take graduate courses. HR conducts evaluation of faculty coursework for salary column movement.

- In cooperation with the leadership of the classified employees (SEIU 1021 and the Classified Senate), the Office of Professional Development and the Chancellor's Office have sponsored Flex Days for classified employees once a year.[167] [168] The District provides release time for classified employees to attend the training or serve as presenters.

- The Classified Senate had established the Joan McClain Scholarship to aid classified employees in their pursuit of their academic goals. This scholarship program reflects the principles of Ms. McClain in her roles at CCSF as a leader and founding member of the Classified Senate.

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[162] ACCCA

[163] Budget Training

[164] SFCCD/AFT Collective Bargaining Agreement, Article 17.N - Leaves, Partial Load Leave

[165] SFCCD/AFT Collective Bargaining Agreement, Article 17.L -Sabbatical Leave

[166] Salary Column Movement

[167] Flex Days for classified employees

[168] Classified Senate

- Classified employees can apply for a Classified Educational Grant that provides reimbursement of up to $750 per fiscal year for registration or tuition fees to most workshops, conferences, seminars, or classes; access the Classified Fee Waiver Program whereby the College waives enrollment fees for eligible classified employees who enroll in CCSF credit courses; and borrow textbooks from the Bookstore for CCSF coursework at no cost under the Book Loan Program—provided that the requests comply with set requirements.

  Specific information about each of the aforementioned programs is available in the Classified Handbook and in the SFCCD/SEIU Collective Bargaining Agreement, Article 13 - Staff Development.[169] [170] For each fiscal year, the District allocates $30,000 for the three professional development programs.

- Responding to a need by faculty members for retirement information, AFT 2121 has repeatedly sponsored, organized, and hosted annual Retirement and Financial Planning Days with workshops on CalSTRS (Fundamentals, Finances and Liabilities, Part-time Educators, Your Pensions/Your Decision, Check Up at 3 to 5 Years to Retirement, Pension 2) , Social Security & Medicare, Retirement Planning, Wills and Trusts, HSS Health Benefits, and the HR Department's How to Retire from CCSF.

- Instructional departments have organized their own professional development programs. Examples of this can be found in the ESL Department, which annually holds its own college wide ESL Colloquia, which is hosted by the ESL Staff Development Committee, as well as the ESL Tech Camp, which is organized by the ESL Technology Committee. Instructors volunteer to organize the events and even perform tech support. Instructors also volunteer to serve as presenters. Even though attendance is not mandatory, these events draw large crowds and are well attended by instructors. In fact, the ESL events have become so popular that San Francisco State University professors and students as well as faculty members from nearby community colleges and the UC Berkeley Extension have increasingly taken advantage of them and attend regularly.

Identifying Professional Development Needs of Faculty and Other Personnel. Employees receive an evaluation or a survey regarding professional development activities and/or training sessions. [171] Faculty complete their required Professional Development and Flex Day obligation of attendance hours. While classified employees and administrators do not have Flex obligations, many value the opportunity and attend workshops; and they then submit evaluations and complete survey forms. Evaluation or survey results are tallied, reviewed, and used for planning purposes to address the needs of classified employees, faculty, and administrators.

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[169] Classified Handbook
[170] SFCCD/SEIU Collective Bargaining Agreement, Article 13 - Staff Development
[171] Professional Development Workshop Form

Processes Ensure Professional Development Opportunities Address Employee Needs. The Office of Professional Development surveyed the CCSF community during 2015-16 to identify meaningful, relevant professional development activities. The responses in the planning of future professional development efforts from College wide ones—such as the Student Learning Outcomes seminars and workshops—to specific topics of interest for specific groups. Flex Day programs provide an array of professional development offerings that focus on improving teaching, student services, and student learning such as the Basic Skills Faculty Colloquia, the Technology Learning Center (TLC) training sessions, and workshops related to diversity and inclusion.

CCSF's Professional Development Committee developed a Professional Development Plan for 2015-16.[172] The Professional Development Plan comprises three distinct features: (1) the Faculty Professional Development Plan, (2) the Classified Staff Professional Development Plan, and (3) the Administrators Professional Development Plan. Members who serve on the College Professional Development Committee and were from one of the constituent groups first drafted each plan. Then the plan was vetted by unit members of the respective constituent group. The Committee sought input and reviewed suggestions and recommendations. The intent of the professional development plan is to lay a foundation for continued discussion around how City College of San Francisco will address professional development needs of faculty, staff, and administrators. The Committee conducted a Faculty Needs Survey in Spring 2015.[173] An overwhelming majority of faculty stated a strong desire for more professional development opportunities. The subsequent professional development activities responded directly to the survey results.

The Committee also held six Listening Sessions in February 2015 at various CCSF locations to hear directly from classified employees.[174] Subsequent to the Listening Sessions, the Committee distributed a comprehensive online survey to classified employees from late February to early March 2015 to ascertain their professional development needs.

The Committee also surveyed administrators and developed a list of topics for training and professional development activities.[175] After each professional development training session, administrators received a Survey Monkey link by email as an easy and convenient means to obtain feedback and enhance submission of evaluations. Administrators engage in professional development training workshops twice a month that are based on their expressed interests and needs, which were articulated in the survey results or requests for training. The unrepresented classified managers and supervisors have been included in the survey and invited to participate in the administrative trainings.

The goals of the College Professional Development Committee are as follows:

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[172] 2015-2016 Professional Development Plan
[173] Faculty Professional Development Survey Results Spring 2015
[174] Professional Development Listening Sessions with Classified Staff
[175] Administrators Professional Development Survey

A. Helping employees enhance their job skills, obtain job-related knowledge and information, and/or prepare for higher-level positions

B. Fostering a cohesive, effective, and proactive institution, and

C. Promoting quality, such as leadership, collegiately, and respect for individual differences.

Additionally, with the Education Master Plan calling for continuous improvement within CCSF, all employees are encouraged to increase their skills and knowledge. The activities, programs, and training sessions that are scheduled throughout the academic year ensure that CCSF is continuing to address the needs of our employees in various methods.

Throughout the Academic Year 2015-2016, CCSF hosted workshop training sessions and programs that were included in the three professional development plans for the three employee groups. Attendees received an evaluation form after each session.

Funding to attend professional development activities is available for faculty, classified staff, and administrators. Additional professional development funds provided by certain categorical programs and/or grants such as the Basic Skill Initiative, Perkins, and Student Success and Equity are also available for employees, depending on their job responsibilities.

Ensure Meaningful Evaluation of Professional Development Activities. Standardized evaluation forms help assess each professional development activity. Ratings and comments from the evaluations are examined to determine if the topics and workshop content met the needs of participants and if the presenter or presenters of the sessions have delivered the activity in an effective, meaningful, and professional manner. The design and planning of future activities and adaptations are based on the goal to improve upon past professional development activities.

Evaluation forms are included in the Flex Day Program booklet. In addition, the Office of Professional Development has sent surveys to employees via email to obtain evaluation and assessment information about the Flex Day programs and workshops attended. Presenters of Flex Day workshops provide an evaluation form to each attendee at the end of each session. The evaluation assessment tools and forms have been updated and revised periodically to obtain more accurate and necessary information for future planning.

Impact of Professional Development Activities on Improving Teaching and Learning. The professional development activities on learning outcomes at CCSF have been designed and concentrated mainly on faculty as the primary audience. The rationale for this being that student outcomes are largely within the purview of faculty. Professional development efforts focused on the cycle of implementation with an in-depth look at the initial setting SLOs, measuring students' attainment of class SLOs and the tie-in with curricula, assessing the effectiveness of SLOs, revising SLOs, redesigning curricula and service delivery, and continuing along the constant loop of steps. SLOs have become a fundamental part of any class and serve as a means of identifying the need to change one's teaching and curricula. The structure at CCSF of having

SLO Coordinators to assist in this effort has made the improvement of teaching, other service delivery, and learning possible.

Evaluating the Improvement. After each and every Flex event produced by the SLO coordinators, evaluations have been conducted College wide on the event, the workshops, and presentations and reports have been written that document results. Based on the findings, the SLO coordinators have made recommendations for ways to improve, including what kinds of workshops to host in the future that would further the work on SLOs. More specific information on this can be found in the sections dealing primarily on SLOs within this self evaluation.[176]

Specialized Professional Development and Mandated Training for DE Instructors. CCSF provides mandated training for instructors who are interested in teaching DE courses. The training is stipulated in the AFT/SFCCD Collective Bargaining Agreement, Exhibit O Development/Teaching of Distance Education Classes.[177] A faculty member must satisfactorily complete and fulfill the requirements of the mandated training before he or she is considered for a DE teaching assignment. The Educational Technology Department provides the training and assesses the participation of the instructor.

DE instructors have access to all other CCSF professional development activities and programs. Additionally, specialized professional development for DE has been included in Flex Day programs. For example, among the 2015-16 Flex Day workshops was Student ePortfolios Using Live Text.[178]

Determining Professional Development Needs of DE Personnel. CCSF offers professional development for DE personnel. Staff who support DE participate in vendor-sponsored training and monthly learning management specific dialogue with other system administrators from institutions of higher education throughout the state and country. Faculty who teach online are enrolled in the Resource Center for Distance Learning Faculty. The center provides relevant information about how faculty can enhance the learning in their online classroom. At Flex Day meetings and also throughout the semester, the Educational Technology Department offers one-on-one training and targeted training on topics such as effective communication practices in an online class, designing effective quizzes, and maximizing the use of the gradebook. Additionally, CCSF sends the Distance Education Coordinator and the Distance Learning Specialist to conferences specific to online learning such as the annual Online Teaching and Learning Conference. Both faculty members serving in these roles also attend the Online Education Initiative trainings and work with other faculty members in using the OEI-established rubric for evaluating online courses. The Alternative Media Specialist from Disabled Students Programs and Services also works with the Educational Technology Department to offer training sessions specific to accessibility and online learning. These are all in addition to the mandated training

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[176] Outcomes and Assessment Professional Development
[177] AFT/SFCCD Collective Bargaining Agreement, Exhibit O
[178] Student ePortfolios Using Live Text

from the Educational Technology Department that faculty members must complete satisfactorily before being considered for a DE teaching assignment.

CCSF has a long commitment to professional development and growth and recognizes that the call for professional development workshops or training can come from any sector of CCSF.

III.A.14. Analysis and Evaluation

CCSF plans and provides all personnel with appropriate opportunities for continued professional development that are consistent with its mission and priorities or made necessary by evolving pedagogy, technology, and learning needs. The Office of Professional Development plans and provides college-organized Flex Day activities and programs that reflect the mission and priorities of CCSF. Professional Development opportunities are offered at many levels within the district and are available to all staff, faculty and administration. As can be seen, CCSF provides all personnel with appropriate opportunities for continued professional development. CCSF evaluates the programs and uses the results as the basis for improvement, as well as to develop future topics for professional development.

Conclusion. CCSF meets Standard III.A.14.

III.A.15. *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.*

III.A.15. Evidence of Meeting the Standard

Keeping Personnel Records Secure and Confidential. HR keeps all personnel files in a secured and locked area at 33 Gough Street. One official District personnel file is maintained for each employee. It consists of records of employment with the District and can consist of records of educational advancement, other work or experience that pertains to the status of the employee's employment with the District, which includes, but is not limited to, appointment request forms, leave forms, transcripts, recommendations, evaluations for job application, and correspondence pertaining to the employee.

Providing Employees' Access to Their Records. In the employee handbooks, the procedures to access the individual's own personnel file are clearly stated.[179] A request for an appointment must be made with the General Services Unit of the HR Department at least 24 hours in advance on a regular business day. The appointment must take place during normal business hours. For faculty members, an appointment must be scheduled at such times when the faculty member is not otherwise required to render service to the District. During the appointment, an HR staff member must be present with the personnel file. During the appointment, no materials can be removed from the personnel file by the employee.

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[179] Employee Handbooks

III.A.15. Analysis and Evaluation

CCSF has developed and implemented policies that comply with faculty and classified contracts, Board Policies, and the California Education Code. Those policies ensure that all personnel files are kept in a secured and locked area in the Human Resources (HR) Department as to provide for security, confidentiality, and accessibility in accordance with law.

Conclusion. CCSF meets Standard III.A.15.

Standard III.A. Changes and Plans Arising out of the Self Evaluation Process

The College has no changes or plans to report for Standard III.A. beyond those that are part of the College's regular quality improvement cycles.