ROLES RESPONSIBILITIES & PROCESSES HANDBOOK

San Francisco
Community College District

December 2022

Acknowledgements:

The RRP Handbook began as an Academic Senate initiative in Spring 2015 with the recognition that the decision-making process at the College needed further clarification. The resulting Spring 2016 RRP Handbook was a collaborative effort led by the Academic Senate and the Chancellor, with assistance from Institutional Development (now Institutional Advancement and Effectiveness), that incorporated feedback from all constituents.

Subsequently, representatives from Institutional Advancement and Effectiveness facilitated a comprehensive evaluation process from Fall 2017 through Spring 2022 and engaged all constituent groups in making revisions. The result is this current version of the RRP Handbook (finalized in December 2022).

Cover Design:

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We are grateful to all members of Emerge Studio who submitted striking cover designs for consideration!

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Introduction to Roles, Responsibilities, and Processes

This guide codifies our decision making and resource allocation processes at the College and the roles and responsibilities within those processes. These processes are related to:

1. Program Review
2. Planning and development of college wide plans[1]
3. Planning and development of college wide initiatives,[2] Board policies, and administrative procedures
4. Resource allocation of supplemental General funds
5. Resource allocation of categorical funds

The purpose of these narratives and flowcharts is to ensure appropriate dialog and to clarify how all constituent groups participate in decision making.

The College recognizes that, in certain situations, we may need to expedite decision making when facing time-sensitive or otherwise urgent issues. In these cases, the College will maintain the general flow of decision making but may adjust the amount of time to ensure its ability to meet required deadlines.

As our processes change and improve, this document will also change in an effort to maintain and document our continuous quality improvement.

The College values the contributions of all constituencies, and the narratives and flowcharts within this document promote those contributions while ensuring that we comply with Title 5 requirements, as described on the following pages.

[1] Note: within the scope of this document, "college wide committees" are those that make recommendations through the Participatory Governance Council (PGC) to the Chancellor and have representation from all constituency groups (including students). "College wide plans" or "college wide initiatives" involve input from all constituency groups (including students) and are recommended through the PGC to the Chancellor; college wide plans and initiatives represent the overall direction of the College and involve collaborations across divisions. Plans and initiatives that contain Academic and Professional (A&P)/10+1 matters will also follow Administrative Procedure 2.08. Academic Senate committees are those that make recommendations on A&P/10+1 matters through the Academic Senate Executive Council and have representation from all constituency groups (where appropriate).

[2] See footnote 1.

Effective Participation Specifically Defined by Title 5

Title 5 sets forth particular requirements for effective participation in decision making for each constituent group, as described below.

Student Participation

Title 5 §51023.7 defines the following as issues on which colleges and districts must provide students the opportunity to "participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students."

1. Grading policies *
2. Codes of student conduct
3. Academic disciplinary policies
4. Curriculum development *
5. Courses or programs which should be initiated or discontinued *
6. Processes for institutional planning and budget development *
7. Standards and policies regarding student preparation and success *
8. Student services planning and development *
9. Student fees within the authority of the district to adopt; and
10. Any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.

* Items marked with an asterisk are those that overlap with faculty academic and professional matters (10+1). Academic Senate committees provide opportunities for students appointed by the Associated Students to participate in the development of policies and plans, as appropriate.

Classified Staff Participation

Title 5 §51023.5 requires that "governing boards of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance."

In alignment with Title 5 §51023.5 (a)(4)-(a)(6):

- Staff will be asked to "participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff." At City College of San Francisco, these areas include the following. For all of these items, classified staff should be afforded the time by their managers to engage in this work:
    - district and college governance structures, as related to classified roles
    - policies for classified professional development activities
    - processes for institutional planning and budget development
    - inclusive and substantive participation in the development of program reviews in their respective areas
    - involvement in accreditation processes, including self-evaluation and mid-term reports
    - student services planning and development
    - health and safety, including Public Safety planning and development
    - facilities, buildings & grounds planning and development
- The governing board should not take action on matters significantly affecting staff until staff has participated in the formulation and development of those matters through appropriate structures and procedures as determined by the governing board in accordance with the provisions of this Section.
- The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are considered.

Faculty Participation

Faculty participation takes place through the appointment of representatives by the Academic Senate and follows the processes outlined in AP 2.08.[3] Commonly known as the "Ten Plus One " or "10+1," (as articulated in Title 5 of the Administrative Code of California, Sections 53200) the following define "Academic and Professional matters."

1. curriculum, including establishing prerequisites and placing courses within disciplines;
2. degree and certificate requirements;
3. grading policies;
4. educational program development;
5. standards or policies regarding student preparation and success;
6. district and college governance structures, as related to faculty roles;
7. faculty roles and involvement in accreditation processes, including self-study and annual reports;
8. policies for faculty professional development activities;
9. processes for program review;
10. processes for institutional planning and budget development; and
11. other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

Per City College of San Francisco Board Policy 2.08[4]:

> The Board of Trustees, and its official representative, the Chancellor, shall rely primarily upon and normally accept the advice and judgment of the Academic Senate in the areas defined by Title 5, Sections 53200 and 53203.

The Chancellor effectuates this Board Policy through a process of "collegial consultation" involving regular meetings with the Academic Senate.

[3] See link to Board Policies and Administrative Procedures on the Board of Trustees web page: ccsf.edu/Board

[4] See link to Board Policies and Administrative Procedures on the Board of Trustees web page: ccsf.edu/Board

Administrator Participation

Administrator participation in governance takes place through the appointment of representatives to governance committees by the Chancellor, based on the recommendation of the Administrators Association Executive Council. Any responsibilities not specifically defined in other areas remain management responsibilities. The administration has the ultimate accountability and fiduciary responsibility to ensure that roles, responsibilities, and processes are carried out effectively and within regulatory requirements. This document references “senior administrators” in a number of places. Senior administrators include those with the following roles:

- Chief Executive Officer/Chancellor
- Chief Instructional Officer
- Chief Student Services Officer
- Chief Technology Officer
- Chief Financial Officer
- Chief Human Resources Officer

D1. Development of Program Reviews

The program review process is designed to assess the effectiveness and future needs and directions of all departments and programs. Comprehensive program reviews are submitted once every 3 years. Annual plans are submitted during intervening years and contain a subset of the comprehensive program review elements. For guidance see: ccsf.edu/programreview

During spring and summer, a variety of data becomes available. These data include the upcoming year's budget, Board-set college priorities, assessments of student learning outcomes and student services outcomes, student equity and achievement data, enrollment data, and additional research and data specific to individual units.

Phase 1: In the first year of the 3-year Program Review cycle, each unit reviews the available data and drafts its Comprehensive Program Review.[5,6]

Within the Program Review, units review progress on their previous goals and establish short-term and long-term goals based on review of their data. Where needed to meet these goals, units make requests for College resources and categorical funds.[7]

In the second and third years of the cycle, each unit drafts an Annual Plan, including requests for College resources and categorical funds needed to meet the goals established in the Comprehensive Program Review and emerging needs.

Units connect all requests to the College Mission, the Education Master Plan, and to relevant college priorities and plans.

Each unit submits its Program Review to its unit supervisor, generally the dean or senior administrator.

The unit supervisor reviews each Program Review/Annual Plan and, if acceptable, approves the Program Review online, and the Program Review/Annual Plan is forwarded to the next level of management.

Through the Program Review management system, the appropriate senior administrator submits the final, approved Program Review/Annual Plan to the Office of Institutional Effectiveness. The Office of Institutional Effectiveness organizes college wide all Program Review/Annual Plan resource requests by type of request and by division.

Phase 2: Resource allocation processes begin, using the organized resource requests (by type of request and division) flowing from the Program Review/Annual Plan planning processes (see R1. Resource Allocation of Collegewide Supplemental General Funds, and R2. Resource Allocation of College Wide Categorical Funds with State Plans).

[5] For specific responsibilities of department chairs, see Department Chair Council (DCC) contract, Appendix G, Duties and responsibilities, Planning and Development.

[6] Units are led by department chairs or administrators and include faculty and Classified staff.

[7] Requests for full-time faculty are handled via the Faculty Position Allocation Committee (FPAC) and may follow an accelerated timeline per ccsf.edu/fpac.

Phase 3: The College Planning Committee will evaluate the Program Review process, identify improvements to the process, and implement those improvements in the next Program Review cycle. As part of this process, the College Planning Committee will work collegially with the Academic Senate regarding A&P/10+1 processes related to Program Review and will "rely primarily" on the recommendation of the Academic Senate (see AP 2.08 for guidance).

D1. Development of Program Reviews

See also Board Policy/Administrative Procedures 2.07 and Board Policy/Administrative Procedures 2.08

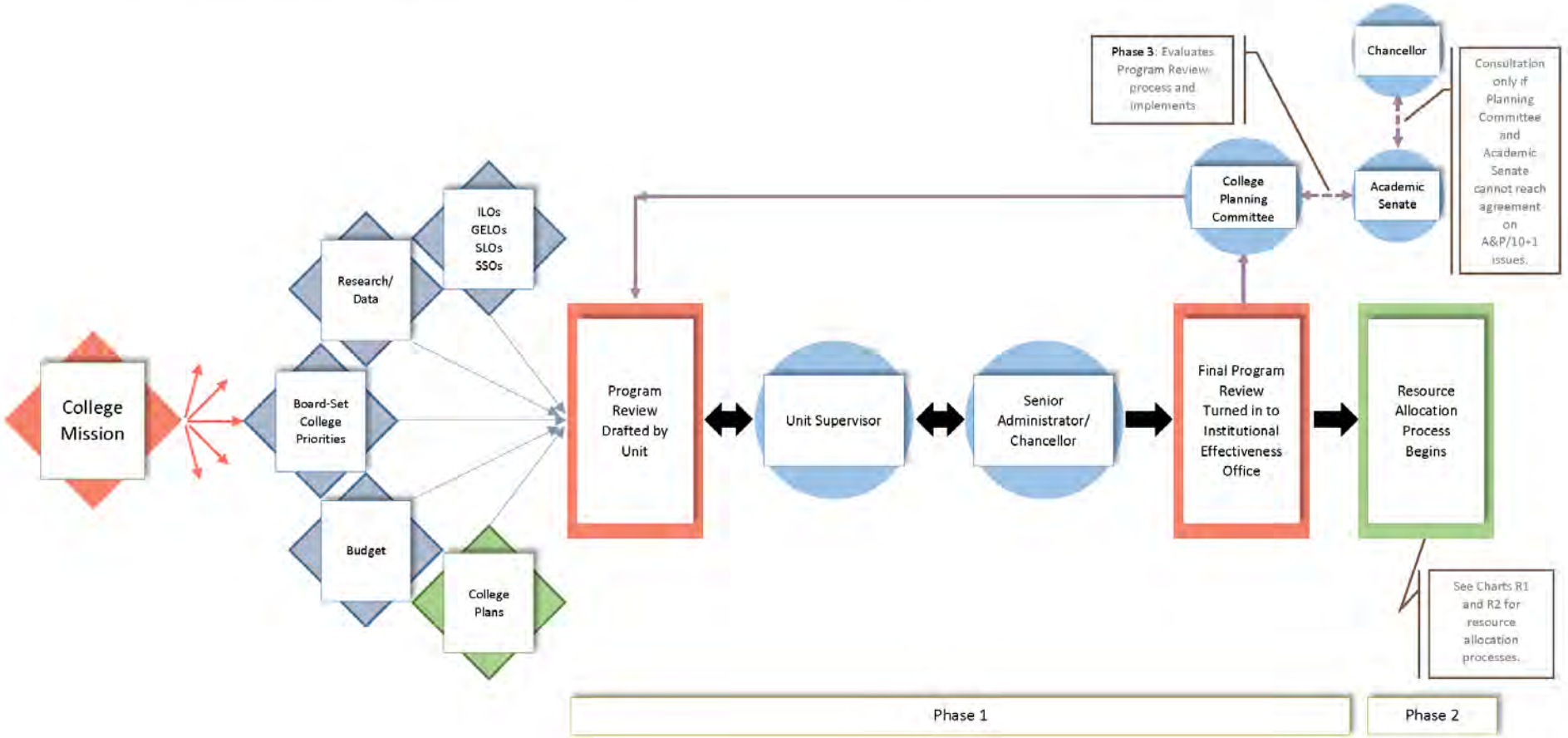


Figure 1: D1. Development of Program Review

D2. Development of College Wide Plans Associated with Categorical Funding

Currently, college wide plans associated with categorical funding (student support plans) include the following:[8]

- Student Equity Plan (supporting the Student Equity and Achievement, SEA, Program)
- Strong Workforce Program (SWP)
- Adult Education Program (AEP)[9]

For more information and the most current set of plans, see ccsf.edu/plans. The process outlined here is for both existing categorical funding and for any new categorical funding that becomes available from the state.

If the College has a college wide participatory governance or Academic Senate committee related to the funding area, the Chancellor will assign the development of the Plan to that existing committee. For a list of participatory governance committees, see ccsf.edu/pgc; for Academic Senate committees, see ccsf.edu/acsenate.

If the College does not have a college wide participatory governance or Academic Senate committee or taskforce related to the funding area, the Chancellor, in consultation with related constituencies, will create a committee or temporary taskforce with constituent representation and designate a chair (or chairs). The number of members can vary. Constituencies appoint representatives to the taskforce/committee through their respective processes.

The taskforce/committee works collaboratively to develop the Plan. In doing so:

- A Lead Manager assigned to the taskforce/committee keeps the appropriate senior administrator informed of progress and solicits input from the senior administrator as needed. Lead Managers are typically deans assigned to the taskforce/committee and with ongoing management responsibility for the plan/allocation.
- If the plan contains Academic and Professional (A&P)/10+1 content, the Faculty Coordinator/Liaison[10] keeps the Academic Senate informed of progress and solicits input from the Academic Senate. In A&P/10+1 issues, the committee will "rely primarily" on the recommendation of the Academic Senate (see AP 2.08 for guidance).

To ensure that the Plan under development coordinates with other College Plans, the "Fan5" reviews drafts of the Plan and provides feedback through the Faculty Coordinators and Lead Managers. Fan5 is a workgroup composed of the Lead

[8] Note: the categorical funding sources listed are already attached to specific committees. The College recognizes that these plans involve A&P/10+1 issues and the Chancellor and Academic Senate will work collegially on revisions moving forward.

[9] Note: some categorical plans may require outside agreements/partnerships with community groups, city agencies, and/or San Francisco Unified School District (SFUSD). These typically have legislated structures, membership, and governing principles.

[10] The Faculty Coordinator/Liaison is co-appointed by the Chancellor and the Academic Senate.

Managers and Faculty Coordinators associated with the Collegewide Plans along with the Academic Senate President or their designee, the Classified Senate President or their designee, and the lead administrator for Professional Development.

Once the Plan is approved by the appropriate senior administrator, it is forwarded to the PGC by the committee/taskforce chair(s) (see footnote 4 above regarding A&P/10+1 issues).

The Plan is forwarded to the PGC through the PGC Agenda Review Group. For the PGC process, consult Charts D4a-D4d, depending on the extent to which the Plans are related to A&P/10+1 or student matters (see AP 2.07 and AP 2.08 for guidance). The PGC reviews the Plan and makes a recommendation to the Chancellor.

Once the Chancellor approves the Plan, the next step depends upon whether the Board of Trustees president's signature is required. If so, the Chancellor brings the plan to the Board for approval. If Board signature is not required, the Chancellor submits the plan to the Board for information only.

After the appropriate College approvals have been obtained, the designated senior administrator submits the Plan to the authorizing agency.

Once the authorizing agency has approved the Plan, the Plan is implemented and the resource allocation process begins.

D2. Development of College Wide Plans Associated with Categorical Funding

See also Board Policy/Administrative Procedures 2.07 and Board Policy/Administrative Procedures 2.08

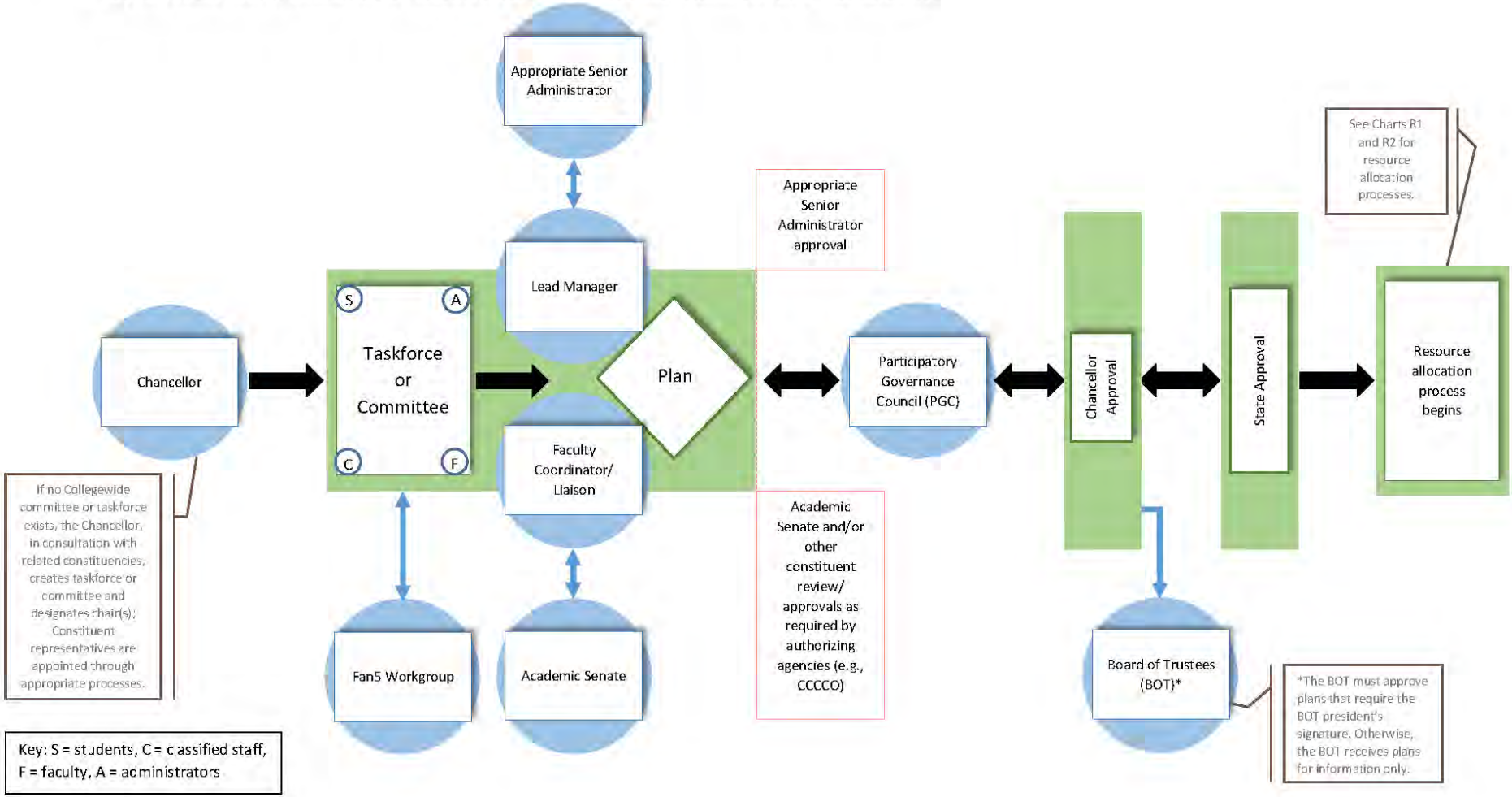


Figure 2: D2. Development of College Wide Plans Associated with Categorical Funding

D3. Development of College Wide Plans without Attached Funding

Examples of college wide plans without attached funding include the following:

- Education Master Plan (Planning Committee)
- Facilities Master Plan (Facilities Committee)
- Technology Plan (Technology Committee)

For more information and the most current set of plans, see ccsf.edu/plans.

If the College does not have a college wide participatory governance committee or taskforce related to the planning area, the Chancellor, in consultation with related constituencies, will create a committee or temporary taskforce with constituent representation and designate a chair (or chairs). The number of members can vary. Constituencies appoint representatives to the taskforce/committee through their respective processes.

If the College has a college wide participatory governance committee related to the planning area, the committee will lead the planning process. Depending on the scope and magnitude of the Plan, the Committee:

- may call on external planning support as needed; if planning support is from outside the college and requires entering into a contract, the Committee will serve as the RFP review and selection group
- should seek additional, supplemental constituent input as needed (includes individuals with relevant expertise and/or input from forums, town halls, or other similar venues)

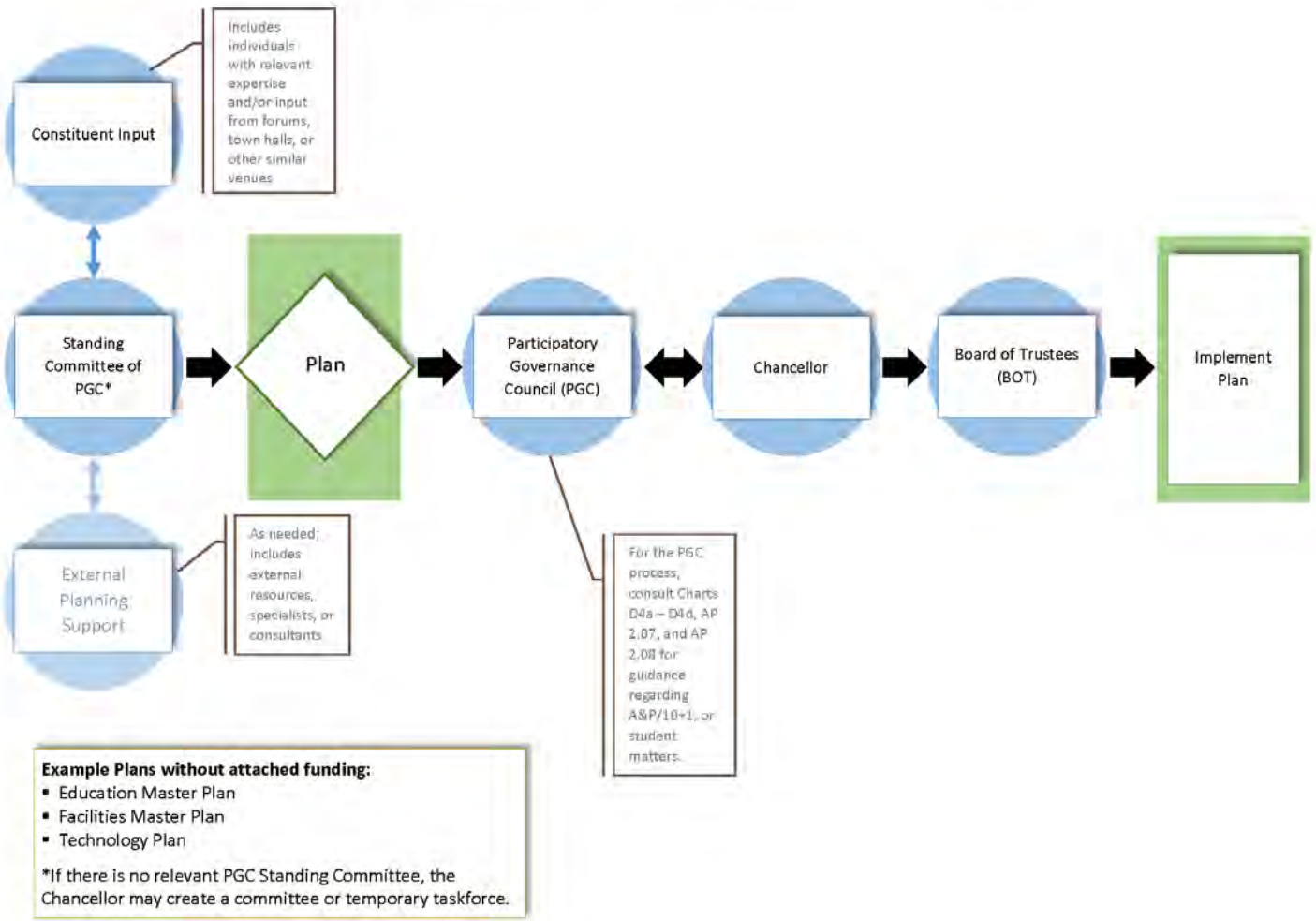
Once the Committee finalizes the Plan, the chair(s) forward the Plan to the Participatory Governance Council (PGC) through the PGC Agenda Review Group. For the PGC process, consult section D4 of this handbook, AP 2.07, and AP 2.08 for guidance regarding A&P/10+1 or student matters.

The PGC reviews the Plan and makes a recommendation to the Chancellor. The Chancellor will review the PGC's recommendation and submit the Chancellor's recommendation to the Board of Trustees for approval. If the Chancellor's recommendation is different than the PGC's recommendation, the Chancellor will send a written response back to the PGC.

After Board approval, the College implements the Plan.

D3. Development of College Wide Plans without Attached Funding

See also Board Policy/Administrative Procedures 2.07 and Board Policy/Administrative Procedures 2.08



Example Plans without attached funding:

- Education Master Plan
- Facilities Master Plan
- Technology Plan

*If there is no relevant PGC Standing Committee, the Chancellor may create a committee or temporary taskforce.

D4. Development of College Wide Initiatives, Board Policies, and Administrative Procedures

In general, **College policies and procedures** should be prepared by the administrator responsible for shepherding the policy review cycle (hereafter "policy review facilitator") to ensure compliance with Title 5 requirements.[11] Board policies should be global statements with details of implementation contained within administrative procedures. If the policy/procedures amends existing documents, then the policy review facilitator tracks the changes to show how the new version differs from the existing version.

College-wide initiatives[12] may be originated by students, faculty, classified staff, and administrators. Proposed initiatives may be in the form of an initial draft or may simply outline the focus and the components to be included in the item under consideration. The originator needs to seek and obtain the support of their constituency leadership via the following bodies before proceeding, consistent with the originator's constituency group and proposal focus:[13]

- Associated Students Executive Council
- Academic Senate Committees[14]
- Classified Senate
- Administrators Association and/or Cabinet
- Participatory Governance Standing Committees[15]

For student-led initiatives, support should be obtained from both Associated Students leadership and the administrator responsible for oversight of Student Activities who will help shepherd the process for students.
Generally speaking, after working with their own constituent group on the initiation of an item, the originator needs to solicit and incorporate input as appropriate from the other constituent bodies listed above.

The specific path to follow prior to bringing a proposal to the PGC Agenda Review Group depends upon content, as described in the following sections:

D4a. Content Unrelated to Either Academic & Professional (A&P/10+1) and/or Student Matters (General)
D4b. Some Content Related to Academic & Professional (A&P/10+1) ("rely primarily") and Student Matters
D4c. Content Related to Academic & Professional (A&P/10+1) ("rely primarily") Matters only (not Students)
D4d. Content Related to Student Matters Only

Typically, an individual in a leadership position shepherds the process from this point forward.

[11] The policy review facilitator will work with the specific administrators responsible for areas affected by the particular policy
[12] Note: College wide initiatives can include grants, projects, events, partnerships, etc. that involve collaborations across divisions and have a broad college impact. These initiatives must also follow the processes to "rely primarily" on the Academic Senate in A&P/10+1 items.
[13] The policy review facilitator coordinates origination of most regulatory/compliance related proposals
[14] For a list of Academic Senate committees, see ccsf.edu/acsenate
[15] For current list of Participatory Governance Standing Committees see ccsf.edu/pgc

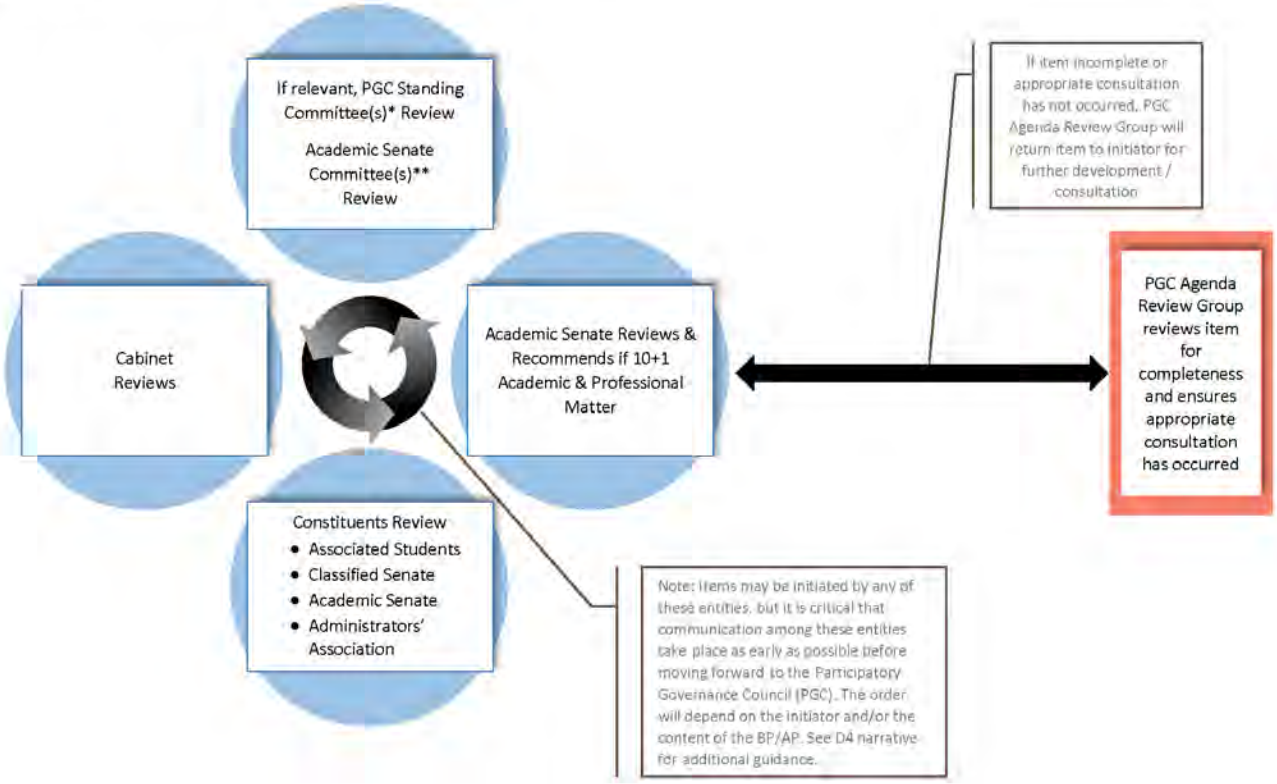
Most often, proposals are reviewed by the appropriate Standing Committee, regardless of source. Areas of concern, if any, are worked out in consultation between the Standing Committee, the forwarding body, and the originator. The Standing Committee then recommends the proposal for consideration by the PGC Agenda Review Group.

When the timeline is too short or there is not an appropriate Standing Committee, a proposal may be brought directly to the PGC Agenda Review Group.

Note: To assure consideration within a given academic year, if an item requires Academic Senate review, PGC review, and Board approval, items should be on the Academic Senate Executive Council agenda for a first read no later than the first April meeting.

D4. Development of College Wide Initiatives, Board Policies, and Administrative Procedures

See also Board Policy/Administrative Procedures 2.07



*See list of Participatory Governance Council (PGC) Standing Committees - ccsf.edu/pgc

**See list of Academic Senate committees - ccsf.edu/acsenate

D4a. Development of College Wide Initiatives, Board Policies, and Administrative Procedures *Unrelated to* Either Academic & Professional (A&P/10+1) or Student Matters (General)

Phase 1 below begins after the steps outlined in Section D4.

Phase 1: The Participatory Governance Council (PGC) Agenda Review Group generally receives proposed initiatives, policies, and procedures from the policy review facilitator or Participatory Governance Standing Committee chairs but may receive them directly from constituency leadership. Upon receipt, the PGC Agenda Review Group will review all proposed initiatives,[16] policies, and procedures:

- to ensure that appropriate background information and sufficient content is included (if sufficient content is not included, the initiative/policy/procedure will be returned to the individual shepherding the item with feedback so that they can provide a more comprehensive draft) and
- to determine that the originator has solicited and incorporated input as appropriate[17]

Phase 2: 72 hours prior to the PGC meeting for which the item has been agendized, the PGC Chair provides the draft initiative/policy/procedures with constituency input clearly identified to all PGC representatives and alternates.

Phase 3: The PGC conducts its first reading of the college wide initiative/Board policy/administrative procedure. If there are no

comments or concerns raised during the first reading, PGC may make a recommendation to the Chancellor. Otherwise, the individual responsible for shepherding the item incorporates feedback as appropriate into the draft prior to the second read.

Phase 4: The PGC conducts its second reading of the policy/procedures. If no further review is required, PGC makes a recommendation to the Chancellor. If further review is required, a third reading takes place at the next PGC meeting and then the PGC makes a recommendation to the Chancellor. In the case of a third reading, the individual responsible for shepherding the item makes necessary changes in the draft based on any recommendations that stem from the second reading. If the PGC is unable to reach agreement, two recommendations may be forwarded to the Chancellor.

Phase 5: The Chancellor receives the recommendation from the PGC. The Chancellor **adopts initiatives and procedures** and **recommends policies** to the Board of Trustees.

[16] Note: College wide initiatives can include grants, projects, events, partnerships, etc. that involve collaborations across divisions and have a broad college impact. These initiatives must also follow the processes to "rely primarily" on the Academic Senate in A&P/10+1 items (see AP 2.08 for guidance).

[17] Working with other members of the PGC Agenda Review Group, the Academic Senate President or designee will identify all items or portions of items that are A&P/10+1.

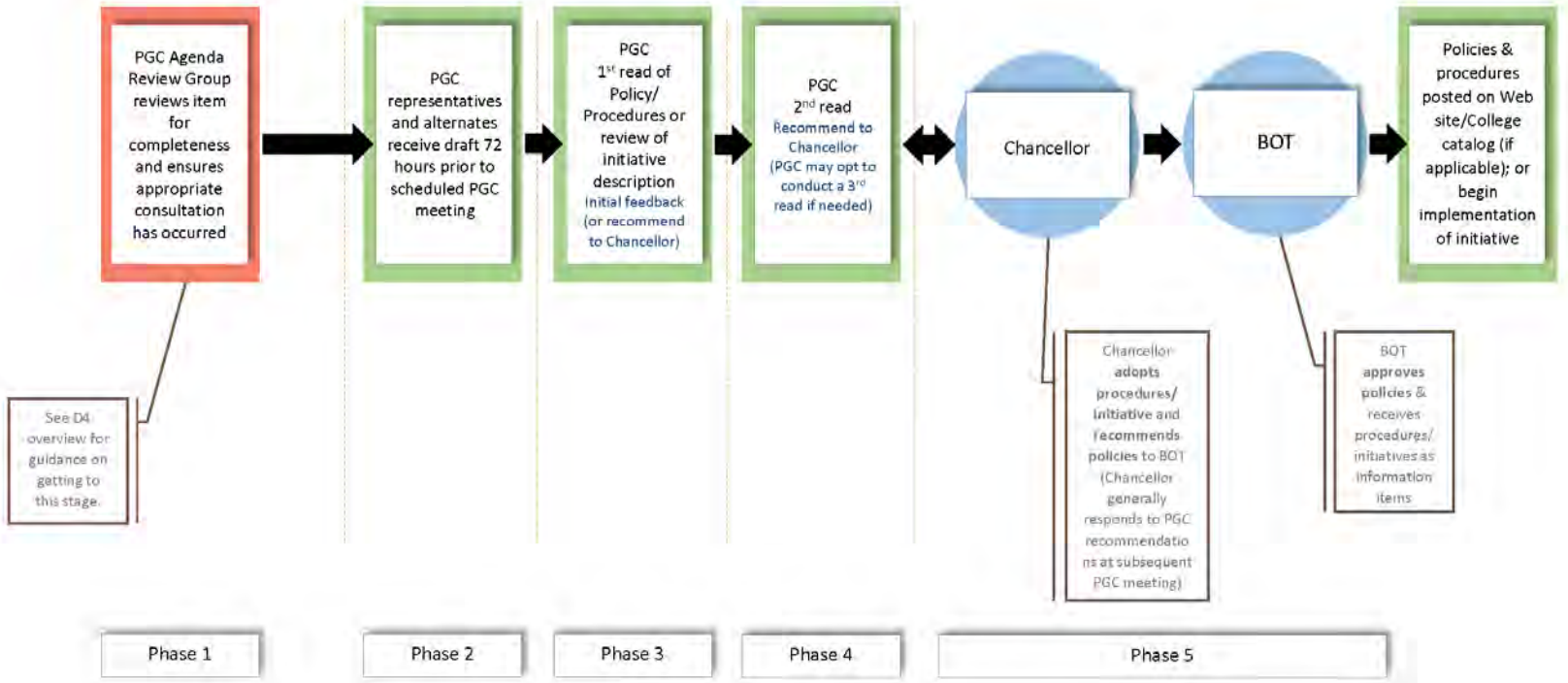
- If the Chancellor is in agreement with the PGC recommendation, they will forward the recommendation to the Board as either informational or for Board approval.
- If the Chancellor disagrees with the PGC recommendation, they will inform the PGC as to the reasons why and forward the Chancellor's recommendation to the Board as either informational or for Board approval.
- If the Chancellor receives two recommendations from the PGC or a recommendation that they feel needs further discussion and clarification by the PGC, the Chancellor can return the item to the PGC for additional discussion and resolution.

The Board of Trustees **approves policies** and **receives initiatives and procedures as information items.**

The policy review facilitator posts policies and procedures together on the Board of Trustees website, and, if applicable, in the College Catalog via the Office of Instruction. If the item is an initiative, implementation begins.

D4a. Development of College Wide Initiatives, Board Policies, and Administrative Procedures *Unrelated to* A&P and Student Matters (General)

See also Board Policy/Administrative Procedures 2.07



D4b. Development of College Wide Initiatives, Board Policies, and Administrative Procedures with Some Content Related to Academic & Professional (A&P/10+1) ("rely primarily") and Student Matters

Phase 1 below begins after the originator has followed the steps outlined in Section D4.

Phase 1: The individual shepherding the item submits the draft item simultaneously to the Associated Students Executive Council and the administrator with oversight of student activities, copying their senior administrator. The portion of the item that relates to A&P and student matters will be highlighted.

The administrator with oversight of student activities will work with the Associated Students Executive Council to review the draft agenda item and provide written feedback on those items related to student matters. The administrator with oversight of student activities will then forward the written comments to the individual shepherding the item, who will share the written feedback with the Academic Senate.

The Academic Senate considers the feedback from the Associated Students Executive Council. In addition, Academic Senate Committees have seats for student representatives to participate in the development of A&P/10+1, as appropriate.[18] The Academic Senate then reviews or amends the portion of the initiative/policy/procedures related to A&P/10+1 matters in consultation with the appropriate senior administrator to ensure Title 5 compliance.

The Academic Senate engages in consultation with the Chancellor regarding the resulting draft (see AP 2.08 for guidance).

Phase 2: During this phase, the policy review facilitator finalizes the draft policy/procedures and incorporates the recommendations received from collegial consultation (which will include consideration of the feedback from the Associated Students Executive Council).

If the item under consideration is an initiative, the individual shepherding the item finalizes the draft initiative and incorporates the recommendation received from collegial consultation (which will include consideration of the feedback from the Associated Students Executive Council).

This is considered a "constituency-informed draft."

Phase 3: The Participatory Governance Council (PGC) Agenda Review Group will review all initiatives,[19] policies, and procedures:

[18] Note: classified staff can provide input on A&P/10+1 matters through their representatives on Academic Senate Committees

[19] Note: collegewide initiatives can include grants, projects, events, partnerships, etc. that involve collaborations across divisions and have a broad college impact. These initiatives must also follow the processes to "rely primarily" on the Academic Senate in A&P/10+1 items

- to ensure that appropriate background information and sufficient content is included (if sufficient content is not included, the initiative/policy/procedure will be returned to the developer with feedback so that they can provide a more comprehensive draft) and
- to determine that the originator has solicited and incorporated input as appropriate (recognizing the purview related to A&P/10+1 and student matters)[20]

Phase 4: 72 hours prior to the PGC meeting for which the item has been agendized, the PGC Chair provides the draft initiative/policy/procedures with constituency input clearly identified to all PGC representatives and alternates. The A&P portions of the item under consideration are for information only.

Phase 5: The PGC conducts its first reading of the initiative/policy/procedures. The portion of the item highlighted as A&P/10+1 is for information only. If there are no comments or concerns raised during the first reading, the PGC may make a recommendation to the Chancellor. Otherwise, the individual shepherding the item incorporates feedback as appropriate into the draft prior to the second reading.

Phase 6: The PGC conducts its second reading of the initiative/policy/procedures. Like the first reading, the portion of the item highlighted as A&P/10+1 is for information only. If no further review is required, the PGC makes a recommendation to the Chancellor. If further review is required, a third reading takes place at the next PGC meeting and then the PGC makes a recommendation to the Chancellor. In the case of a third reading, the individual shepherding the item makes necessary changes in the draft based on any recommendations.

Phase 7: The Chancellor receives the recommendation from the PGC. The Chancellor **adopts initiatives and procedures** and **recommends policies** to the Board of Trustees.

- If the Chancellor is in agreement with the PGC recommendation, they will forward the recommendation to the Board as either informational or for Board approval.
- If the Chancellor disagrees with the PGC recommendation, they will inform the PGC as to the reasons why and forward the Chancellor's recommendation to the Board as either informational or for Board approval.
- If the Chancellor receives two recommendations from the PGC or a recommendation that they feel needs further discussion and clarification by the PGC, the Chancellor can return the item to the PGC for additional discussion and resolution.

The Board of Trustees **approves policies** and **receives initiatives and procedures as information items.**

The policy review facilitator posts policies and procedures on the Board of Trustees website, and, if applicable, in the

[20] Working with other members of the PGC Agenda Review Group, the Academic Senate President or designee will identify all items or portions of items that are A&P/10+1.

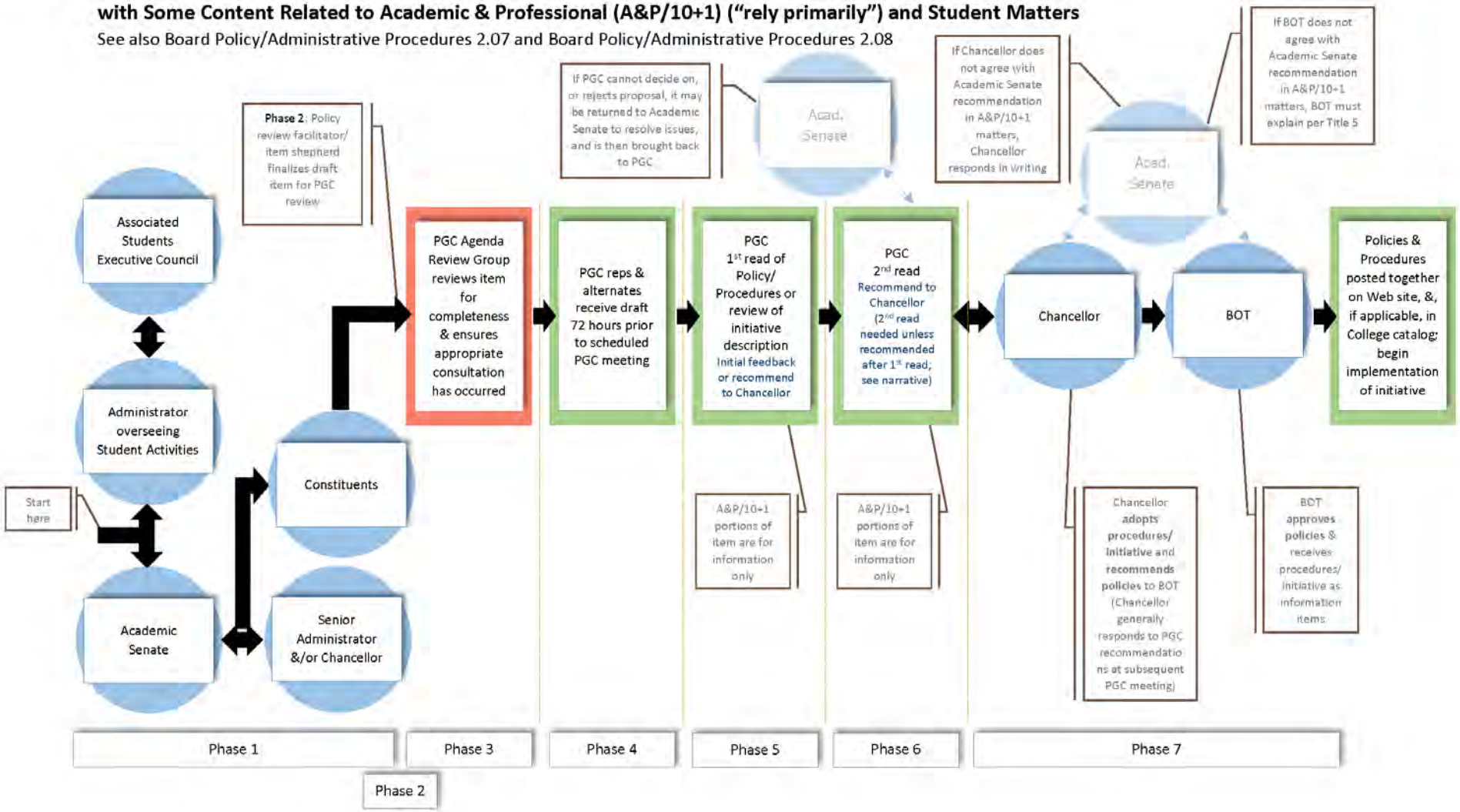
College Catalog via the Office of Instruction. If the item is an initiative, implementation begins.

If the Chancellor does not accept the Academic Senate recommendation in the A&P/10+1 portions of the procedures/initiative or recommend the A&P/10+1 portions of the policies to the Board of Trustees, the Chancellor must submit a rationale in writing to the Academic Senate that describes the exceptional circumstances under which they are not relying primarily on the Academic Senate. In cases where the Chancellor does not accept the Academic Senate recommendation regarding a policy, the Academic Senate may then submit their recommendation directly to the Board (see AP 2.08 for guidance).

If the Board of Trustees does not agree with the Academic Senate recommendation in A&P/10+1 matters, the Board must explain their determination to the Academic Senate per Title 5.

D4b. Development of College Wide Initiatives, Board Policies, and Administrative Procedures with Some Content Related to Academic & Professional (A&P/10+1) ("rely primarily") and Student Matters

See also Board Policy/Administrative Procedures 2.07 and Board Policy/Administrative Procedures 2.08



D4c. Development of College Wide Initiatives, Board Policies, and Administrative Procedures with Content Related to Academic & Professional (A&P/10+1) ("rely primarily") Matters (not requiring student input)

Phase 1 below begins after the originator has followed the steps outlined in Section D4.

Phase 1: The individual shepherding the item, in consultation with the Academic Senate and the responsible administrator for the policy/procedures in question, or the initiative originator (If applicable), highlights the portion of the item that relates to A&P/10+1 matters and then submits the draft item to the Academic Senate.

The Academic Senate then reviews or amends the portion of the initiative/policy/procedures related to A&P/10+1 matters in consultation with the appropriate senior administrator to ensure Title 5 compliance.[21]

The Academic Senate engages in collegial consultation with the Chancellor regarding the resulting draft (see AP 2.08 for guidance).

Phase 2: During this phase, the individual shepherding the item finalizes the draft policy/procedures and incorporates the recommendation received from collegial consultation.

This is considered a "constituency-informed draft."

Phase 3: The Participatory Governance Council (PGC) Agenda Review Group will review all initiatives,[22] policies, and procedures:

- to ensure that appropriate background information and sufficient content is included (if sufficient content is not included, the initiative/policy/procedure will be returned to the developer with feedback so that they can provide a more comprehensive draft) and
- to determine that the originator has solicited and incorporated input as appropriate (recognizing the purview related to A&P/10+1 matters)[23]

Phase 4: 72 hours prior to the PGC meeting for which the item has been agendized, the PGC Chair provides the draft initiative/policy/procedures with constituency input clearly identified to all PGC representatives and alternates. The A&P portions of the item under consideration are for information only.

Phase 5: The PGC conducts its first reading of the initiative/policy/procedures. The portion of the item highlighted as A&P/10+1 is for information only. If there are

[21] Students and classified staff can provide input on A&P/10+1 matters through their representatives on Academic Senate Committees.

[22] Note: collegewide initiatives can include grants, projects, events, partnerships, etc. that involve collaborations across divisions and have a broad college impact. These initiatives must also follow the processes to "rely primarily" on the Academic Senate in A&P/10+1 items.

[23] Working with other members of the PGC Agenda Group, the Academic Senate President or designee will identify all items or portions of items that are A&P/10+1.

no comments or concerns raised during the first reading, the PGC makes a recommendation to the Chancellor. Otherwise, the individual shepherding the item incorporates feedback as appropriate into the draft prior to the second reading. In general, it is expected that the Academic Senate members of the PGC engage with their PGC colleagues, and together work out any issues between the originator, Academic Senate, and PGC.

Phase 6: The PGC conducts its second reading of the initiative/policy/procedures. Like the first reading, the portion of the item highlighted as A&P/10+1 is for information only. If no further review is required, the PGC makes a recommendation to Chancellor. If further review is required, a third reading takes place at the next PGC meeting and then the PGC makes a recommendation to the Chancellor. In the case of a third reading, the PGC Chair, in consultation with the responsible administrator for the policy/procedures in question, or the initiative originator makes necessary changes in the draft based on any recommendations.

If PGC (a) cannot decide on or (b) rejects a proposal, then, if the basis is identification of some specific issue/aspect that can be resolved, the proposal goes back to Academic Senate and comes back to PGC. If there are issues that cannot be resolved, both versions go forward to the Chancellor with reasoning on both sides (PGC and Academic Senate). It may go to the Chancellor with a description of what the Academic Senate passed, the changes PGC requested, and a statement that changes could not be resolved and thus it is being forwarded with the reasoning of each side. Or it may go to the Chancellor as two proposals. The Chancellor may choose to address in collegial consultation or bring both versions to the Board.

Phase 7: The Chancellor receives the recommendation from the PGC. The Chancellor **adopts initiatives and procedures** and **recommends policies** to the Board of Trustees.

- If the Chancellor is in agreement with the PGC recommendation, they will forward the recommendation to the Board as either informational or for Board approval.
- If the Chancellor disagrees with the PGC recommendation, they will inform the PGC as to the reasons why and forward the Chancellor's recommendation to the Board as either informational or for Board approval.
- If the Chancellor receives two recommendations from the PGC or a recommendation that they feel needs further discussion and clarification by the PGC, the Chancellor can return the item to the PGC for additional discussion and resolution.

The Board of Trustees **approves policies** and **receives initiatives and procedures as information items.**

The policy review facilitator posts policies and procedures on the Board of Trustees website, and, if applicable, in the College Catalog via the Office of Instruction. If the item is an initiative, implementation begins.

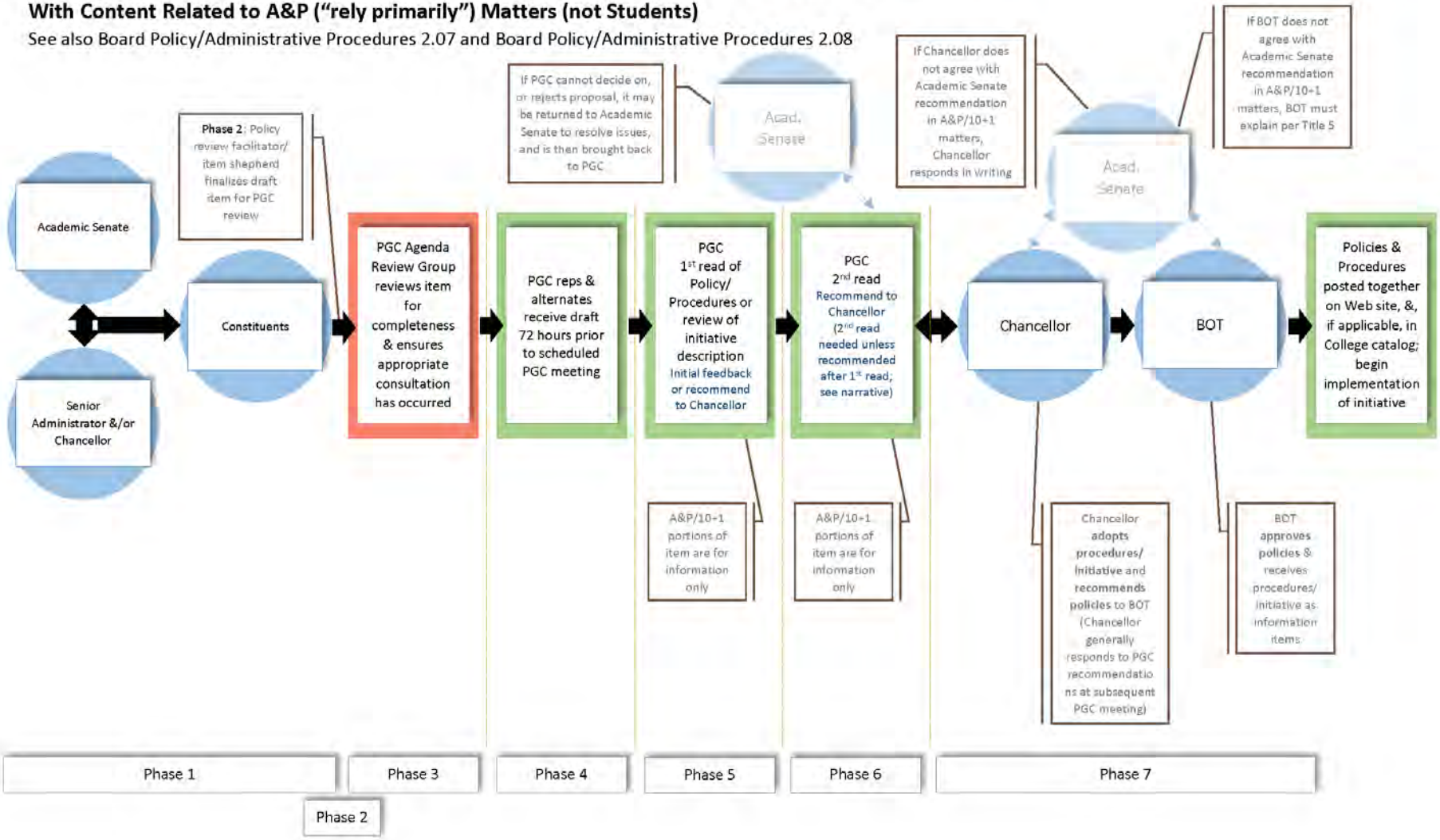
If the Chancellor does not accept the Academic Senate recommendation in the A&P/10+1 portions of the procedures/initiative or recommend the A&P/10+1 portions of the policies to the Board of Trustees, the Chancellor must

submit a rationale in writing to the Academic Senate that describes the exceptional circumstances under which they are not relying primarily on the Academic Senate. In cases where the Chancellor does not accept the Academic Senate recommendation regarding A&P/10+1 portions of a policy, the Academic Senate may then submit their recommendation directly to the Board (see AP 2.08 for guidance).

If the Board of Trustees does not agree with the Academic Senate recommendation in specific A&P/10+1 matters, the Board must explain their determination to the Academic Senate per Title 5.

D4c. Development of College Wide Initiatives, Board Policies, and Administrative Procedures With Content Related to A&P ("rely primarily") Matters (not Students)

See also Board Policy/Administrative Procedures 2.07 and Board Policy/Administrative Procedures 2.08



D4d. Development of College Wide Initiatives, Board Policies, and Administrative Procedures Related to Student Matters Only

Phase 1 below begins after the originator has followed the steps outlined in Section D4.

Phase 1: The individual shepherding the item submits the draft item to the administrator overseeing student activities to share with Associated Students Executive Council, copying their senior administrator. The portion of the item that relates to student matters will be highlighted.

The administrator with oversight of student activities will work with the Associated Students Executive Council to review the draft item and provide written feedback on those items related to student matters. The administrator with oversight of student activities forwards the written feedback to the policy review coordinator/initiative originator within four weeks.

Phase 2: The policy review coordinator/individual shepherding the initiative finalizes the draft policy/procedure/initiative, tracking changes based on written feedback received via the administrator with oversight of student activities, and attaches the feedback from the Associated Students Executive Council.

This is considered a "constituency-informed draft." To the extent possible, if the policy review coordinator/initiative originator does not incorporate all the feedback, there may be a conversation with Associated Students prior to the proposal being brought to PGC.

Phase 3: The Participatory Governance Council (PGC) Agenda Review Group will review all initiatives,[24] policies, and procedures:

- to ensure that appropriate background information and sufficient content is included (if sufficient content is not included, the initiative/policy/procedure will be returned to the developer with feedback so that they can provide a more comprehensive draft) and
- to determine that the originator has solicited and incorporated input as appropriate (recognizing the purview related to student matters)[25]

Phase 4: 72 hours prior to the PGC meeting for which the item has been agendized, the PGC Chair provides the draft initiative/policy/procedures with constituency input clearly identified to all PGC representatives and alternates.

[24] Note: Collegewide initiatives can include grants, projects, events, partnerships, etc. that involve collaborations across divisions and have a broad college impact. These initiatives must also follow the processes to "rely primarily" on the Academic Senate in A&P/10+1 items (see AP 2.08 for guidance).

[25] Working with other members of the PGC Agenda Group, the Academic Senate President or designee will identify all items or portions of items that are A&P/10+1.

Phase 5: PGC conducts its first reading of the initiative/policy/procedures. If there are no comments or concerns raised during the first reading, the PGC makes a recommendation to the Chancellor. Otherwise, the individual shepherding the item, in consultation with the responsible administrator for the policy/procedures in question, or the initiative originator, incorporates feedback as appropriate into the draft prior to the second reading.

Phase 6: The PGC conducts its second reading of the initiative/policy/procedures. If no further review is required, the PGC makes a recommendation to Chancellor. If further review is required, a third reading takes place at the next PGC meeting and then the PGC makes a recommendation to the Chancellor. In the case of a third reading, the individual shepherding the item, in consultation with the responsible administrator for the policy/procedures in question, or the initiative originator, makes necessary changes in the draft based on any recommendations.

Phase 7: The Chancellor receives the recommendation from the PGC. The Chancellor **adopts initiatives and procedures** and **recommends policies** to the Board of Trustees.

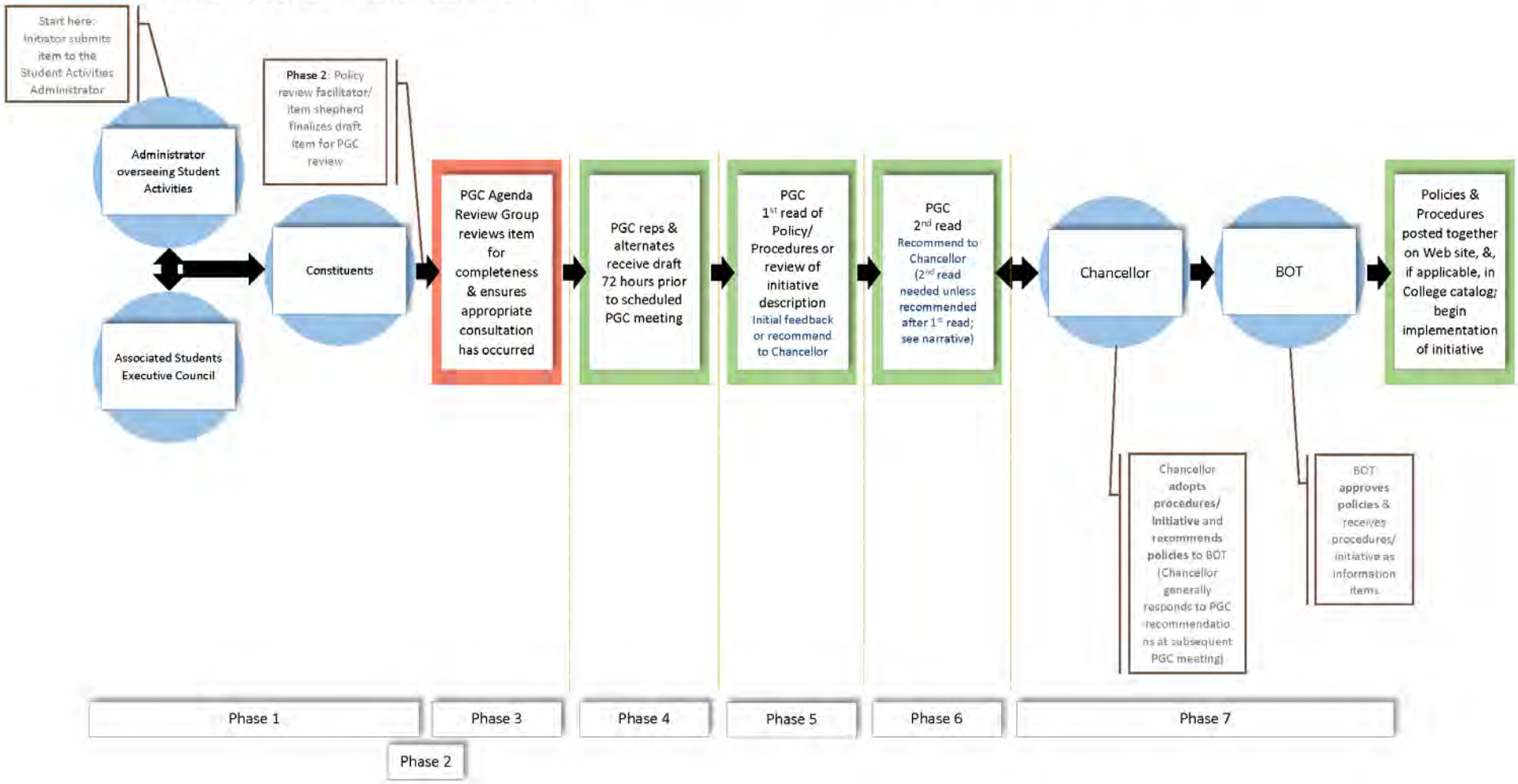
- If the Chancellor is in agreement with the PGC recommendation, they will forward the recommendation to the Board as either informational or for Board approval.
- If the Chancellor disagrees with the PGC recommendation, they will inform the PGC as to the reasons why and forward the Chancellor's recommendation to the Board as either informational or for Board approval.
- If the Chancellor receives two recommendations from the PGC or a recommendation that they feel needs further discussion and clarification by the PGC, the Chancellor can return the item to the PGC for additional discussion and resolution.

The Board of Trustees **approves policies** and **receives initiatives and procedures as information items.**

The policy review coordinator posts policies and procedures on the Board of Trustees website, and, if applicable, in the College Catalog via the Office of Instruction. If the item is an initiative, implementation begins.

D4d. Development of College Wide Initiatives, Policies, and Procedures Primarily Related to Student Matters (not A&P/10+1)

See also Board Policy/Administrative Procedures 2.07



R1. Resource Allocation of College Wide Supplemental General Funds

Phase 1: Once Program Reviews/Annual Plans have been submitted, the Office of Institutional Effectiveness separates resource requests into the various categories. Categories of resource requests include, for example, the following:

- Staffing
- Information Technology/Equipment
- Facilities

See ccsf.edu/programreview for current category list.

When Program Reviews/Annual Plans are submitted, resource requests are reflected in ranked order.

Program Reviews/Annual Plans, including resource requests, are publicly available (see https://ccsf.curricunet.com/PublicSearch).

Phase 2: Senior administrators have the opportunity to rank the resource requests at the Division level. The Office of Institutional Effectiveness coordinates with senior administrators in providing requests, with unit supervisor and Division rankings where available, to the appropriate committees (see below) for review and prioritization. These committees review the resource requests and make college wide prioritization recommendations.

Committees that consider staffing include:

- Faculty Position Allocation Committee (FPAC) for full-time faculty positions
- Vacancy Review Group (VRG) for classified staff positions
- Chancellor's Cabinet for administrative positions

VRG, FPAC, and Cabinet make staffing recommendations directly to the Chancellor. The Chancellor shares the staffing rankings as information only items with the PGC.

Committees that consider technology and facilities include:

- Technology Committee for information technology/equipment requests
- Facilities Committee for facilities requests

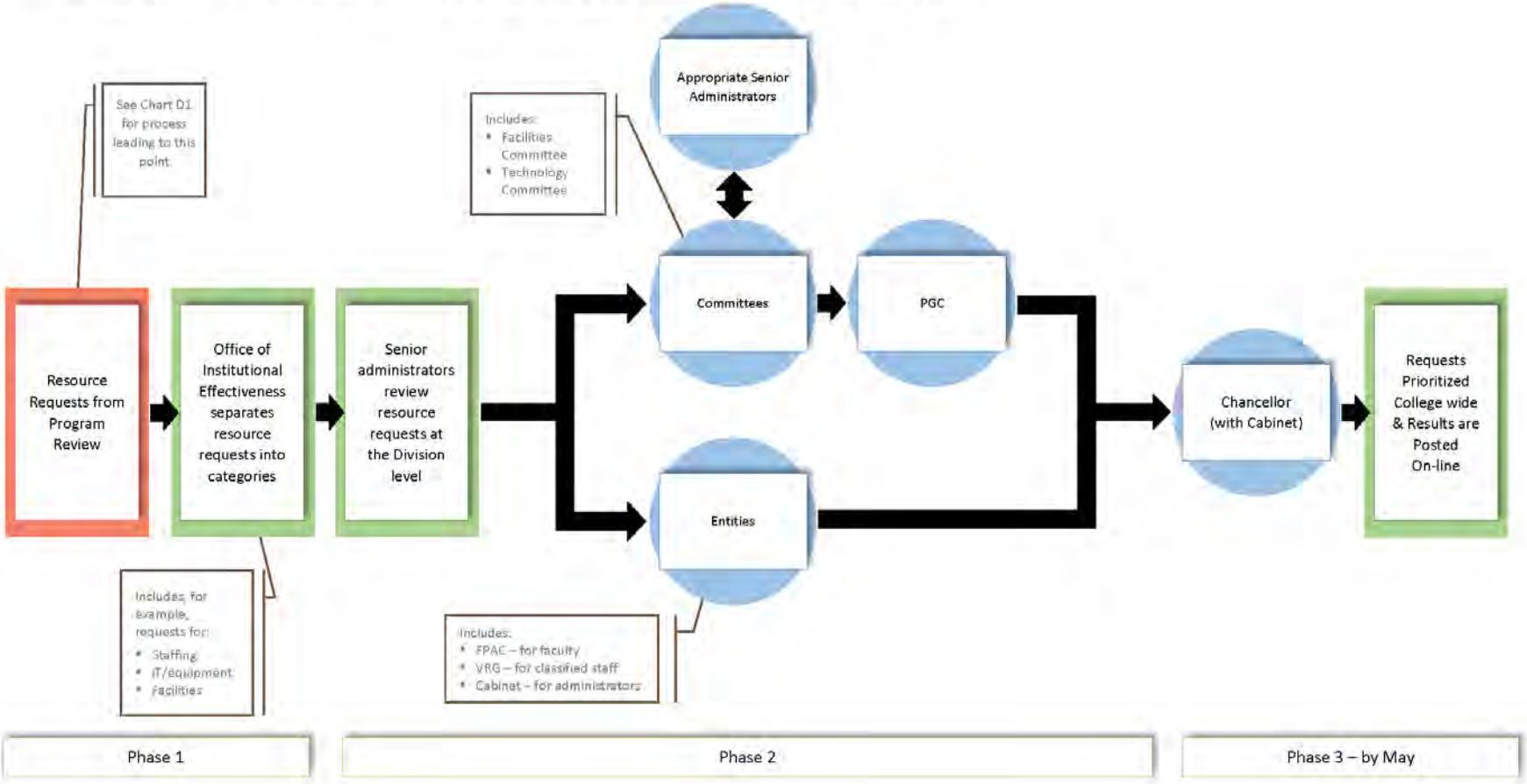
The Technology Committee and Facilities Committee prioritization processes include consultation with the senior administrator of Information Technology Services or Facilities, or their designee, regarding costs, feasibility, and fit with existing operational plans. The Committees then rank the requests and provide the list of rankings as recommendations to the Participatory Governance Council (PGC). The PGC reviews these IT/equipment and facilities rankings and makes a recommendation to the Chancellor.

Phase 3 – by May: The Chancellor receives the recommendations from the PGC and shares with Chancellor's Cabinet. Cabinet reviews and prioritizes across all requests, college wide. All implementation will be in line with the amount of funding available.

The results are posted online on the College Planning website.

R1. Resource Allocation of College Wide Supplemental General Funds

See also Board Policy/Administrative Procedures 2.07 and Board Policy/Administrative Procedures 2.08



R2. Resource Allocation of College Wide Categorical Funds

1. Categorical allocations with State Plans (for Portions Based on Program Review Requests)

Phase 1: The Office of Institutional Effectiveness organizes Program Review/Annual Plan resource requests into a comprehensive list and provides the list to the internal resource allocation workgroup known as Fan5.[26] The Fan5 Lead Managers and Faculty Coordinators/Liaisons review the resource requests to identify those requests potentially eligible for funding by the respective college wide categorical funds. Eligible requests are shared with the unit supervisor, who reviews the list for fit with division and college priorities. Lists are then provided to the appropriate committee/taskforce[27,28] Lead Manager and Faculty Coordinator/Liaison for consideration within the portion of funding available for projects that help support implementation of the plan. For certain categorical funds, an additional application process may be required. Proposed projects must be connected to the applicant's Program Review/Annual Plan. For current guidance, see ccsf.edu/programreview.

Phase 2: The committee/taskforce reviews the resource requests related to their respective plan.[29] In doing so:

- A Lead Manager assigned to the committee/taskforce keeps the appropriate senior administrator informed of progress and solicits input from the senior administrator as needed.
- If the plan contains Academic and Professional (A&P)/10+1 content, the Faculty Coordinator/Liaison keeps the Academic Senate informed of progress and solicits input from the Academic Senate. In A&P/10+1 issues, the committee will "rely primarily" on the recommendation of the Academic Senate (see AP 2.08 for guidance).

To ensure that resource allocation is coordinated between college wide categorical plans, Fan5 meets at the beginning of the resource request/project proposal prioritization process to review eligibility of funding requests, and to identify overlaps and opportunities for leverage and collaboration. Fan5 meets again after each committee/taskforce has developed their prioritized lists to check for overlap and gaps.

This coordination ensures integration and coordination of the plans and serves as a mechanism for identifying potential ways in which resource requests could be funded by more than one source where appropriate.

[26] Fan5 is a workgroup composed of the Lead Managers and Faculty Coordinators/Liaisons associated with the collegewide plans along with the Academic Senate President or their designee, Classified Senate President or their designee, and the administrative lead for District Professional Development. Members of Fan5 can be seen at ccsf.edu/fan5.

[27] Certain categorical funding sources are already attached to specific committees. The College recognizes that these involve A&P/10+1 issues and the Chancellor and Academic Senate will work collegially on revisions as needed.

[28] Note: some categorical plans may require outside agreements/partnerships with community groups, city agencies, and/or San Francisco Unified School District (SFUSD). These typically have legislated structures, membership, and governing principles.

[29] For a list of current plans, see http://ccsf.edu/plans.

The Lead Managers and Faculty Coordinators/Liaisons inform their respective committee/taskforce of the Fan5 discussions.

The committee/taskforce develops funding recommendations that take into account the Fan5 discussions, where relevant, and forwards the recommendations to the appropriate senior administrator.

Phase 3: Fan5 facilitates a joint presentation of all member committee/taskforce recommendations to the Academic Senate for endorsement.

Through ongoing conversations with the Lead Manager and/or through collegial consultation, the senior administrator ensures that any concerns have been addressed and forwards the committee's funding recommendations for consideration by the Chancellor.

The Chancellor approves allocations and provides information on all requests, both funded and unfunded (with explanations), to (1) the administrator responsible for institutional effectiveness for posting on the Program Review web site, and presentation to Fan5, Academic Senate, and PGC and (2) the senior administrator/Lead Manager for communication to individual applicants. Fan5 coordinates communication back to those requestors whose requests were not deemed eligible or prioritized for funding.

The appropriate senior administrator then authorizes the release of funding, and implementation begins.[30] All these actions should be complete by the end of Spring semester, in alignment with the Governor's May Revise, per the annual planning and budgeting timeline.

2. Other categorical allocations

The following categorical allocations are limited in scope and purpose, with little latitude for use beyond the specific programmatic purposes required by the funding body. Designated senior administrators are responsible for managing these funds, assuring the funds are only expended in accordance with requirements and restrictions, and reporting out on their use.

Currently the College receives the following other categorical allocations[31]:

- CalWORKs*
- Disabled Students Programs and Services (DSPS)*
- Extended Opportunity Programs and Services (EOPS)*
- Financial Aid*
- Instructional Equipment**
- Lottery (for instructional supplies)**

* Senior administrator for student affairs responsible for allocation

** Senior administrator for academic affairs responsible for allocation

[30] Lead manager has responsibility for ensuring the expenditures comply with State Chancellor's Office requirements

[31] Categorical funding listed represents current funding sources; these may change over time as funding sources are added or eliminated.

R2. Resource Allocation of College-Wide Categorical Funds with State Plans (for Portions Based on Program Review Requests)

See also Board Policy/Administrative Procedures 2.07 and Board Policy/Administrative Procedures 2.08