

Official Minutes
CCSF Academic Senate Executive Council
Wednesday, December 14, 2011
Ocean Avenue Campus, Art 314

Council Members Present: Anna Asebedo, Thomas Blair, Monica Bosson, Steven Brown, Robert Clark, Venette Cook, Anthony Costa, Erin Cunningham, Beth Ericson, Bill Goodyear, Lancelot Kao, Benedict Lim, Suzanne Lo, Susan Lopez, Enrique Mireles, Kitty Moriwaki, Madeline Mueller, Francine Podenski, Indiana Quadra, Karen Saginor, Louis Schubert, Fred Teti, Diana Verdugo, Melinda Weil

Council Members Absent: Jacques Arceneaux, Stephan Johnson, Maria Rosales-Uribe, Kovak Williamson, Kim Wise

Other Senate Members Present: Loren Bell, Karen Cox, Alan D’Souza, Cynthia Dewar, Kim Ginther-Webster

- I. Call to Order
The Academic Senate Executive Council came to order at 2:36 p.m.
- II. Adoption of Agenda
Council adopted the agenda as amended.
- III. Approval of Minutes:
Council approved the minutes of November 30, 2011.
- IV. Public Comment.
 - Council members thanked Karen Saginor and City Guardsman student editor Joe Fitzgerald for clearly representing the City College opposition to SB 1143/SSTF on KALW.
 - Council members were encouraged to continue researching and reading media articles about the SSTF.
 - Council members were thanked for snack and drinks, and reminded to attend the AFT End of Semester Party on Friday, December 16.
- V. Officers’ Reports
Saginor reported that:
 - The Guardsman dedicated much of its latest issue to opposing the SB 1143/SSFT and had also successfully encouraged other community college newspapers to do the same.
 - She would present an updated report on SB 1143/SSFT at Flex Day with Susan Lopez, as well as a presentation on Student Learning Outcomes.
 - The Strategic Plan was recommended for approval with suggestions at a Board of Trustees Committee meeting and would be on the agenda for the Board of Trustees December 15th meeting.
 - She distributed other announcements and updates in a written form.Teti reported that:
 - The Academic Policies Committee had been studying the current policy about students who take courses out of sequence, which can affect students’ ability to earn credit. Currently there is not exception allowed for giving credit for courses taken out of sequence, and the committee would like to develop an appeals process. The AP committee will bring this item to the Council next semester.

- Currently the CCSF Curriculum Handbook states that attendance may not be considered part of a final grade. Some faculty would like to include attendance as part of a learning outcome. The Grading Policies subcommittee voted to ask the Council to remove this item from the Curriculum Handbook. The Academic Policies Committee approved this position, and the next step involves the Curriculum Committee. Teti stated that the AP and Curriculum Committees might bring a joint resolution to the Council in Spring 2012.
- The Articulation Office would like the Bipartite Committee to allow students to satisfy GE area requirements on specific test scores, Advanced Placement high school courses, and the International Baccalaureate. The State Academic Senate has encouraged this policy. The Academic Policies Committee will continue to review this request in the spring semester.
- IN the early 90s, CCSF voted to eliminate plus & minus grading. Since then, Title 5 has changed how to award plus-minus grades. The Grading Policies subcommittee has recommended that CCSF begin using plus & minus grading again. Admissions and Records staff dislike the idea and find that it would be impractical to administer. The Academic Policies Committee will discuss further in the spring and then bring the item to the Council.
- The Dean of Financial Aid reported concerns about students' financial aid eligibility and possible fraud to the Grading Policy Committee. The Grading Policy Committee drafted language to encourage faculty to withdraw students who do not attend. The Student Prep Success Committee did not approve the language, so this will be further discussed in the AP Committee in the spring semester before a resolution is presented to the Council.

Brown reported:

- He attended the Academic Oversight Committee for Administrators Evaluation with other Council members.

VI. Committee Appointments

Resolution 2011.12.14.01 Limited Committee Appointments

Resolved, that the Academic Senate Executive Council approve the appointments to Shared Governance committees with limited membership, as recommended by the Committee on Committees.

Moved: Lo; Seconded: Brown; MCU Appendix A

The Council discussed teaching load and committee appointments and the precedent for suspending rules about teaching loads.

Resolution 2011.12.14.02 Curriculum Committee Appointment

Resolved, that the Academic Senate Executive Council approve the appointment to the Curriculum Committee, as recommended by the Committee on Committees.

Moved: Brown; Seconded: Schubert; MCU; Appendix A

VII. Unfinished Business

- A. Amendment to the By Laws of the Academic Senate:

Resolution 2011.12.14.03 Amendment to the By-Laws Article VI

Resolved, that the CCSF Academic Senate modify its By-Laws Article VI to read as indicated here:

Members of the *Executive* Council are expected to attend all ~~Council~~ meetings. *Members may request an excused leave of absence for two months or more for sabbatical absence, personal issue, or health issue by writing to the President requesting a leave and stating the beginning and estimated ending dates of the leave and briefly explaining the need. The President will consult with the officers before granting or refusing the request. Members on excused leave are not counted for quorum and may not vote. Members who miss four or more meetings in a semester without having applied for an excused leave are absent excessively or who take a leave of more than two months' duration may be deemed by the Council to have resigned, and their seats will be filled under the provisions of Article V of the Constitution*

Moved: Schubert; Seconded: Bosson; MC with 2/3 majority and 2 abstentions

B. Instructionally Related – Non-Instructional Policy Resolution.

Resolution 2011.12.14.04 Instructionally Related Assignments Draft Policy

Resolved, that the Executive Council endorse The Instructionally Related and Non Instructional Assignment Criteria Draft with their amendments as policies for criteria for outside the classroom assignments and endorse the appendix as examples of these activities.

Moved: Blair; Seconded: Brown; MCU Appendix B

The Council discussed the eight categories listed in the draft policy and concluded that these broad and inclusive categories clearly describe instructionally related work assignments. Saginor stated these categories would be linked to codes used to pay faculty. The Council also discussed the appendix examples, which are both broad and flexible. The Council agreed that these categories present specific information to the Board of Trustees about budget expenses for Instructionally Related Assignments.

C. Named Gift and other Giving Opportunities:

The Council agreed there would be no endowed chair positions and will discuss guidelines for specific gift amounts in the spring.

Resolution 2011.12.14.05 Named Gift and other Giving Opportunities

Resolved, that the Executive Council endorse the suggested policy for Named Gift and other Giving Opportunities.

Moved: Brown; Seconded: Lopez; MCU Appendix C

- D. **Course Repeatability:** Saginor distributed a document, based on State Academic Senate Resolutions and suggested Amendments, which described how changes in course repeatability could impact CCSF. She encouraged Council members to study the document and to share its information with their colleagues. Leslie Smith reported details from the State Advisory Committee on Curriculum and offered information about how to lobby with community groups for a broader approach to repeatability and more local control of curriculum. The Council discussed strategies to design curriculum to broaden definitions of repeatability for process and practice classes and maintain local control. Council members volunteered for a committee workgroup with Madeline Mueller as facilitator.
- E. **Student Success Task Force Update and Possible Action.** Council members commended Saginor and Joe Fitzgerald, the student City Guardsman Editor, for their radio representation on KALW. Council members discussed ways to reach outside the local community to professional organizations and other community colleges to build support against the SSFT/SB 1143. Council members were encouraged to research and share updated information via the EFF and to organize and attend the Board of Governors January 9th meeting in Sacramento.
- F. **Information Technology Issues: Academic & Professional Concerns.** The Council heard updates on Zero Client computer pilots and made suggestions about future pilot projects. Council members discussed ways to improve the process for including the faculty input and Shared Governance in software and hardware purchases since instructional technology represents an integral, rather than mechanical, component of curriculum delivery. Council members also discussed the need for clear, realistic long term cost analysis for software and hardware purchases. Saginor requested that members send draft resolution language or suggestions for action about IT concerns and Shared Governance to her before January 17th, so that these ideas may be discussed at the January 25th Executive Council meeting.
- G. **Registration Priority Issues:** The Council discussed the registration priority process and requested more detailed information about registration rates and how quickly classes are closed.

Resolution 2011.12.14.06 Registration Priority for Puente Program Students

Resolved, that the Executive Council approve the Second Day Group Registration Priority for Puente Program students and suspend the rules requiring consultation about registration priority changes with Vice Chancellor.

Move: Teti; Second: Schubert MCU, with 2/3 vote as needed.

- VIII. **New Business**
 - A. **Online voting for Spring 2012 Executive Council Elections.** Saginor reminded Council that the 2012 elections for Executive Council would be online by default. Council members discussed cost savings and methods for clearly informing all faculty about voting options.

Resolution 2011.12.14.07 Executive Council Online Elections Spring 2012

Resolved, that the Executive Council approve online voting for Executive Council Spring 2012 elections as the default method, and

that the Executive Council approve the recommendation to inform faculty clearly in writing that paper ballots may be requested, and be it finally resolved,

that the Executive Council evaluate the effectiveness and rate of participation for online elections.

Moved: Brown; Seconded: Lo; MCU

- B. Curriculum Committee Recommendations: The Council discussed past practice and rationale for seeing course recommendations before they go to the Board of Trustees.

Resolution 2011.12.14.08 Approval of Curriculum Committee Courses and Recommendations

Resolved, that the Executive Council approve the recommendations of the Curriculum Committee on new courses and other matters.

Moved: Bosson; Seconded: Teti; MCU

- C. Student Learning Outcomes: Saginor stated that because ACCJC/WASC expects the college to document being at the proficiency level in SLOs by Fall 2012, considerable progress should be made during the spring semester. In January, the Council would consider a resolution to create and define the purpose of an ad hoc committee to focus on meeting this firm expectation.
- D. Administration: Proposed changes in Job Descriptions and Personnel. Saginor explained that interim and lateral appointments do not require Council approval, but changes to administrative job descriptions that affect faculty roles must be approved by the Council. The Council discussed the composition of search committees for permanent new administrative hiring in Spring 2012 and would look more closely at the next meeting.
- IX. Open Forum
- The Council reviewed corrections and options for January 2012 Flex Day, as well as Independent Flex approval. Saginor said she would request clarification from Clara Starr.
 - Council members were encouraged to read further about Deliverology, a theory about tracking educational progress numerically.
- X. Adjournment
The Council adjourned at 5:12.

Appendix A Limited Committee Appointments December 14, 2011

Name of Committee	C/N	Name:	Department	Pos-2	Status
Communications	C	Francine Podenski	Broadcast Electronic Media Arts		Reappointment
Communications	C	Andrea Niosi	Library Services		Reappointment
Curriculum	C	Wendy Miller	Fashion		New Application (Area E)
Distance Learning Advisory	C	Deborah A. Kitchin	Business		New Application
Information and Technology Policy	C	Carol Reitan	Foreign Languages	Resource	New Application
Information and Technology Policy	C	Cynthia Dewar	Special Assignment	Resource	New Application
Registration and Enrollment	C	Kimberly Ginther- Webster	Library and Learning Resources		Reappointment
Student Grade/File Review	C	Peijue Chen	Child Development/Family Studies	Resource	Reappointment

Appendix B

OUTSIDE-THE-CLASSROOM INSTRUCTIONALLY RELATED ACTIVITIES

Instructional and Non-Instructional: The 50% Law

Education Code Section 84362 requires community college districts to spend at least half of their “current expense of education” for “salaries of classroom instructors.” This law applies to funds that the district receives from apportionment and some additional sources. Every year, the district must report to the state on its spending for instruction and its spending for other expenses – referred to in these reports as “non-instructional” expenses.

In the narrow definition of the 50% law, instructional assignments include only classroom and online teaching with their accompanying duties of curriculum development; preparation of instructional materials and presentations; grading of homework/tests/projects; portfolio evaluation; interaction with students outside of class hours; the recording of enrollment, grades, etc.; and similar duties connected with the teaching of specific credit or noncredit courses. Everything else is reported to the state as non-instructional.

The state’s non-instructional category is very broad. It includes the work of administrators and classified staff in addition to assignments in which faculty instruct students directly in open labs, libraries, instructional faculty offices, counseling faculty offices, student health examining rooms, resource centers, and other environments. Some faculty assignments that generate FTES (Full Time Equivalent Students) for apportionment must nonetheless be reported to the state as non-instructional because the activities take place outside of a classroom. Perhaps a more accurate term for the range of activities that the State labels non-instructional would be to call them “Outside-the-Classroom” instructionally related activities.

Need for Paid Outside-the-Classroom Faculty Assignments

As part of their regular professional responsibilities, faculty contribute very substantially to filling the needs of the College in the areas that the State considers non-instructional. The College encourages such contributions through shared governance and other voluntary efforts. In some cases, such work is required (e.g., full-time instructional faculty are required to hold office hours for students). It is the policy of the College to provide additional paid faculty assignments only for needs that cannot be met by faculty as part of their ordinary professional responsibilities.

Paid assignments may be necessary for one or more of the following reasons:

- the necessary activities require many more hours than faculty members can be expected to do on a voluntary basis
- the necessary activities must be done on campus during times when the faculty are not contractually required to work (e.g. days outside the academic calendar)
- the necessary activities require the continued effort of a single person or small team and cannot be shared among many faculty in order to perform the work,
- the faculty member needs to take on a different status (e.g. supervisory)

Approval Process for Assignments. There are established processes for the approval of “outside-the-classroom” assignments. For specific activities without extensive history, the administration makes decisions on a case-by-case basis and authorizes paid assignments that are instructionally related or non-instructional only when it is not feasible to ask faculty to perform the work as part of

their regular contractual load. The process of authorizing an assignment includes a description of the work expected and a discussion of the time that will be required for the work. Each assignment must be approved by the faculty member's Department Chair, by the appropriate Dean, and by the appropriate Vice Chancellor. Paid assignments may be authorized for a percentage of load or for a set number of hours. Faculty must not spend less time on the paid activity than the number of hours for which they receive pay, but they may, (and many do) spend considerably more time on the activity than the number of hours for which they receive compensation. Hourly assignments are reported each pay period and are reviewed and signed by the faculty member's supervisor before being sent to payroll.

Categories of "outside-the-classroom" activities for which costs are reported to the State under the 50% Law.

Paid faculty assignments may be authorized for one or more than one of the following purposes:

- 1) To provide students with the support of **counselors, advisors, librarians, student health nurses and psychologists.**
- 2) To **supervise** or **coordinate** programs, projects, advising, the work of others and/or the use of resources.
- 3) To provide indispensable **support to classroom instruction.**
- 4) To provide students with **learning experiences outside (or inside) the classroom.**
- 5) To promote, coordinate, provide, or engage in **professional development.**
- 6) To perform work that is **required** by law or regulation, or to meet accreditation or licensing standards, or to satisfy the requirements of a grant.
- 7) To provide professional support to meet **institutional goals.**
- 8) To perform activities and duties described in **district contractual agreements** and **MOUs.**

APPENDIX

ADDITIONAL illustrative description and examples of instructionally related and non instructional assignments.

This is **not** a complete list of assignments in these areas.

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- 7) To provide professional support to meet **institutional goals.**
- 8) To perform activities and duties described in **district contractual agreements and MOUs**

1) To provide students with the support of counselors, librarians, student health nurses and psychologists. Faculty with the requisite qualifications are hired on a full- or part-time basis specifically for these assignments. The costs of providing counselors, librarians, and student health personnel must be reported to the State in their non-instructional category. The full- and part-time faculty members who provide counseling, library, and student health services are entitled to all the rights, responsibilities, and protections described in the AFT 2121 contract. When needed, faculty in this category are assigned additional “outside-the-classroom” hours to serve students.

2) To supervise or coordinate programs, projects, the work of others and/or the use of resources. Activities of these types may or may not include direct work with students. Examples:

Resource Center or Services Coordinators. The activities of coordinators are many and varied. Coordinators provide information to students and the community through individual contact, through presentations to groups, by staffing tables at fairs, and other interactions. They create and maintain informational materials – documents, flyers, web pages, and/or visual media. Coordinators advise and refer students for support in relation to the focus of the center or service. They serve as a liaison to other entities within the College, to other institutions, and to community partners.

Project or Program Coordinators. Coordinators plan, coordinate, and implement program activities. They provide, maintain, and submit institutional information which may include a budget, program review, numerical data, and grant requirements. Some coordinators schedule, train, and direct the work of students in their areas. The activities of coordinators

may include the coordination of student projects and programs, the provision of learning opportunities for students, advising or other types of student support, and coordination of student workers and their schedules. They may facilitate the work of classified staff in the preparation of student records, monitoring the budget, or managing other types of information. These assignments are included in the Department Chairpersons Council (DCC) contract.

3) To provide indispensable support to classroom instruction. The activities in this category are described as indispensable to indicate that, if these activities are not done, particular courses cannot be offered, as in the example of ceramics classes, which the Art Department cannot offer without someone to fire the kilns. Examples:

Assessment. The development and grading of tests for specific classes are the responsibility of the instructional faculty who do the work as part of their instructional assignment without additional compensation. Additional faculty assignments are used to provide testing that is **not** tied to a specific course, including the coordination of promotional tests for students in ESL, and the grading of student compositions for English placement tests.

Curriculum. Both full- and part-time faculty engage in curriculum development without additional compensation. Faculty are compensated for curriculum development only in the following special circumstances: a) to develop a new online course or an online version of a classroom course; b) to develop multi-course or program curriculum structures in response to a grant or institutional mandate; and, c) to execute the extensive duties assigned to the chair of the Curriculum Committee (MOU)

Forensics. For students enrolled in Intercollegiate Speech Competition courses, faculty receive compensation for part of the time they dedicate to coaching students individually, making arrangements for student travel to competitions, and accompanying the students to competitions on weekends.

Specialized preparation of instructional materials. In some disciplines the nature of the discipline or the types of instructional materials used require more work than can be performed by the instructors of the courses as part of their regular load. Examples in this area include:

- firing the kilns for ceramics classes. This must be done on campus (Ocean Avenue and Ft. Mason) and at specific times including nights and weekends. Near the end of each semester, a great quantity of student work must be fired to meet final assignment due dates.
- maintaining live specimens for courses in Environmental Horticulture and Floristry – This requires work on campus during times outside of regular instructional calendar: winter break, spring break, and summer.
- managing theater operations for performances for theater, music, and dance students

Labs with specialized equipment or specialized software. Faculty may be given compensated non-instructional assignments to provide instruction to students who are working on assignments that cannot be completed without the use of expensive, specialized equipment, studios or software. Such courses are in a variety of disciplines, including

foreign languages, photography, graphic communication, electronic media production, architecture, music *et cetera*. Student use of these labs generate FTES for apportionment.

4) To provide students with learning experiences outside (or inside) the classroom. These activities differ from the category above in that ceasing these activities would not necessarily entail cancelling courses. However, the activities are vital for student success – in some cases, ceasing the activities would lead directly to a higher rate of failing students. Examples:

Open Computer Labs. Faculty may be given compensated non-instructional assignments to provide instruction to students who are working on assignments for a variety of courses such as business, English, history, math, etc. These labs are essential for students who are learning to use technological tools or who do not own or have access to computers, printers, scanners, or required software. Student use of these labs generate FTES for apportionment.

Office hours. Full-time faculty meet with students one-on-one during office hours as part of their instructional assignments with no additional compensation. Part-time faculty may receive compensation for office hours in accordance with the contract with AFT 2121.

Concert and Lecture Series. A faculty member has an assignment to plan, coordinate, arrange, publicize and produce presentations by speakers, master craftspeople, performers, authors, dramatists, diplomats and other professionals in their field in an environment that provides opportunities for direct interaction. Each event is coordinated with instructional faculty to serve as an in-class learning experience for a particular course as well as being open to all students and other members of the college community.

5) To promote, coordinate, provide or engage in professional development.

Since the evaporation of state funding for this area, CCSF has been able to offer only a few compensated opportunities for faculty to offer or receive training and professional development. Examples:

Mentoring for new faculty. For each newly hired full time tenure track faculty, another faculty member receives an assignment to serve as a mentor for one or two semesters. S/he is compensated for a set number of hours for this work. The mentors frequently exceed the number of hours for which they are compensated. This is a contractual assignment.

Reading Apprenticeship Program. Until two years ago, faculty members were given assignments to provide/ receive cross-discipline training in research-based approach to content area literacy. Funding for this activity is no longer available.

Student Learning Outcome Trainings. Faculty provide peer training, created and maintain a website to support student learning outcome activities district wide.

Technology Training. Faculty are assigned to provide training sessions for faculty, staff & administrators in various technology related areas such as Google Apps, Microsoft Word, Excel, CMS, Banner, producing videos for the classroom, new versions of Groupwise, creating instructional websites, etc. Faculty trainers provide expertise and experience in the best use of technologies to meet the pedagogical needs of students, assist with conversion of

courses from the face-to-face format to an online or hybrid course format and support colleagues in the use of the college's distance learning management system (Insight powered by Moodle) and other educational technology tools.

Multicultural Infusion Project (MIP). Faculty members are assigned to provide training in multicultural education, and to develop projects or curriculum for their own work with students. Faculty are compensated for attending their first semester of training.

Sabbatical leaves. Full time faculty who meet certain requirements may apply for a limited number of opportunities for sabbaticals to engage in study, research, or travel. Faculty granted sabbatical leave are compensated in part (for two semesters) or in full (for one semester) This is a contractual assignment.

Conference attendance. At one time, the State provided funding under AB 1725 to reimburse faculty at least partially for travel to discipline relevant conferences. For the past few years, faculty have had to pay all their own expenses if they choose to attend an approved outside class, training, conference, etc.

6) To perform work that is required by law or regulation, or to meet accreditation or licensing standards, or to satisfy the requirements of a grant. Examples:

Grant Coordinator. The activities of grant coordinators depend on the specifics of the grant. They may be required to plan, coordinate and implement program activities, including the provision of learning opportunities for students and coordination of student workers and their schedules. Grant coordinators may also participate in shared activities with partner organizations, develop policies related to project implementation, and evaluate projects. They keep abreast of regulations and implementation guidelines. Grant coordinators must write reports, supply data, and provide other types of information required by the grant. They may also be required to write applications for extensions of grants, and/or seek additional funding from other sources.

2012 ACCJC/WASC Accreditation Self Study Report. The continuing accreditation of City College requires the creation of a extensive self study report to provide thoughtful, detailed, evidence-based responses to more than 120 articulated standard segments. About a hundred faculty members engaged in providing information and feedback to the self study on a volunteer basis without compensation. Non-instructional assignments were given to the faculty coordinators of the four major standards who organized research and evidence, solicited information and feedback, and wrote and revised drafts. Non-instructional assignments were also given to the faculty who edited, compiled evidence, provided fact checking, and performed other major tasks for the completion of the Self Study Report.

Programmatic Accreditation and Certification.

Compensated faculty assignments are provided to such departments as Radiologic Sciences, Registered Nursing, and the Fire Academy that have extensive requirements for accreditation, certification, licensing, or compliance with state regulations. The faculty activities compensated in this way include ongoing demonstration of compliance with standards, submission of regular reports, site visits or inspections, and meetings with advisory boards. For some programs, faculty must coordinate the collection, evaluation, and

maintenance of additional student information, such as admission applications, drug screening, background checks, or other requirements specific to the program. For some programs, these assignments are funded by grants; others must be covered by funding from other sources.

State mandated assessment. Additional assignments are used to provide testing for Non-credit ESL to comply with the terms of a grant. The assignments are funded by the grant.

7) To provide professional support to meet institutional goals. Most (if not all) of the assignments that meet this criteria also meet additional criteria described in this document.

Examples:

Strategic Plan Team. Faculty members were recruited to work on the 2012–2016 Strategic Plan and compensated for some of the time they invested in the project. Their work included analyzing the previous strategic plan, other college plans, program review documents, and other sources. They synthesized input from listening sessions and hearings, facilitated retreat sessions, received and articulated input, created and revised drafts, and other activities needed to produce a consensus Strategic Plan for the College.

City Currents. The editor of City Currents receives a non-instructional assignment that compensates a portion of the work in researching, writing, editing, organizing and performing other tasks to provide a central source for communication and the dissemination of College information, as required by the Strategic Plan and to meet Accreditation Standards.

8) To perform activities and duties described in District contractual agreements and Memoranda of Understanding. Paid faculty assignments in this area AFT2121 release time, Academic Senate release time, the Department Chairpersons Council, Program Coordinators, etc.,

Examples:

Academic Senate. Academic Senate officers are responsible for preparing agendas, minutes, and documents for meetings of the Academic Senate Executive Council, the Bipartite Committee on Graduation Requirements, Plenary sessions, and other meetings facilitated by them. They recruit, receive, and organize requests from faculty to serve on Shared Governance bodies. Officers are responsible for the maintenance of Academic Senate records and supervision of the Academic Senate Office. They provide information as needed to City College faculty and to other constituent groups. As required by Title 5, they represent faculty concerns regarding academic and professional matters in many forums, including meetings of the Board of Trustees. Academic Senate officers advocate for the students of City College in statewide decision making, such as at plenary meetings of the Academic Senate for the California Community Colleges.

AFT 2121 – [description to be provided]

Department Chairs and Program Coordinators. The responsibilities of department chairs for personnel, curriculum, instruction, services, students, fiscal management, facilities, equipment, professional matters, communications, public relations, program coordination

and other areas are described in the Collective Bargaining Agreement between the San Francisco Community College District and the Department Chairperson Council. A link to that document can be found on the Employee Relations web page under Human Resources.

Tenure Review and Faculty Mentoring. For each candidate for tenure, a small number of experienced faculty are appointed to serve as a tenure review committee with compensation for the assignment (under the AFT 2121 contract). The work of the committee members includes receiving training, conducting observations of the candidate (preceded and followed by meetings), reviewing portfolios prepared by candidates, and writing evaluations of the candidates' work. The additional duties of the chair of the tenure review committee include coordinating the work of the committee, composing a consensus evaluation, and managing records of the process. An additional faculty member is appointed as a mentor to welcome, assist and support newly hired faculty undergoing tenure review.

Distance Learning. Faculty developing online classes receive an outside-the-classroom assignment for training and online course development. This is a contractual assignment.

Sabbatical leaves. Full time faculty who meet certain requirements may apply for a limited number of opportunities for sabbaticals to engage in study, research, or travel. Faculty granted sabbatical leave are compensated in part (for two semesters) or in full (for one semester) This is a contractual assignment.

Appendix C

Suggested Policy endorsed by the Academic Senate Executive Council on December 14, 2011

Considerations for Naming

It is the policy of City College of San Francisco to name buildings, facilities, and educational programs for a specified period of time, based on the following considerations:

1. To honor persons with appropriate outstanding historic, artistic, scientific or other extraordinary achievements; or
2. To honor persons recognized as having given extraordinary, dedicated service to the college; or
3. To honor persons who have made significant financial contributions to the college; or
4. To designate the function of the building, facility or program; or
5. To recognize a neighborhood or location.

District facilities may not bear the following types of names:

1. names that may cause confusion
2. names deemed to be prejudicial or discriminatory
3. names that reflect or promote individual or organizational intentions that are not consonant with the District's mission
4. names that imply an endorsement of an ideological or partisan political position
5. names whose financial sponsors could threaten the integrity of a District program or function

The naming of a building after a living person should be a rare exception and clearly justified. Furthermore, if a building is being replaced, consideration should be given to giving the new building the name of the building it replaces.

The College's Shared Governance system shall review all naming proposals and make recommendations to the Chancellor and the Board of Trustees.

Proposals for naming buildings, facilities and/or programs shall be presented for review before the Facilities Review Committee (FRC). The FRC review includes, but is not limited to, consultation with faculty and staff working in the facility

The FRC will forward its recommendation to the Planning and Budgeting Council, the College Advisory Council (CAC) and the Academic Senate Executive Council, each of which will make its own recommendation to the Chancellor. Upon review of the recommendations, the Chancellor shall forward his or her own recommendation with a summary of the constituent recommendations to the Board of Trustees.

If the name of a faculty member is being considered for a naming opportunity, the procedure will be the same as outlined in the previous paragraph, except that the Board will rely primarily upon the advice and judgment of the Academic Senate and its representatives.

Additional language needed here for consideration of naming for classified staff or administrator or student.

The Board of Trustees shall make the final decision regarding the naming of buildings, other facilities, and programs within the San Francisco Community College District.

Changing Facility Names

The renaming of any District Facility shall be subject to the above procedure for Naming.

The Board also reserves the right to remove any name that would violate the above naming considerations. If at any time following the naming of a District facility, circumstances change substantially or the District obtains information suggesting that the continued use of the name may violate the naming principles, the Chancellor shall consult with the District's General Counsel as appropriate regarding future action.

Guidelines Regarding Gift Levels for Certain Naming Opportunities

Guidelines for gift levels for certain naming opportunities shall be developed and approved by the College Advisory Council, with input from the City College of San Francisco Foundation Board of Directors through its Executive Director, and sent to the Chancellor as guidelines for her or his approval in seeking outside gifts for naming opportunities.

These guidelines shall be reviewed annually and modified when deemed appropriate.

The Board of Trustees has final authority in accepting any and all proposed gifts for naming opportunities and approving any contractual agreements and/or necessary fiduciary oversight connected to any proposed gifts in relation to a naming opportunity.

Review of Policy on Naming Buildings and Facilities

The Policy on Naming Buildings and Facilities should be reviewed every three years.