

Official Minutes
CCSF Academic Senate Executive Council
Wednesday, May 1, 2013, 2:30 – 5:00 pm
Mission Campus, Room 106

Council Members Present: Jacques Arceneaux, Anna Asebedo, Thomas Blair, Monica Bosson, Venette Cook, Anthony Costa, Lancelot Kao, Benedict Lim, Suzanne Lo, Kitty Moriwaki, Madeline Mueller, Francine Podenski, Suzanne Pugh, Carol Reitan, Karen Saginor, Louis Schubert, Diana Verdugo, Rosario Villasana, Ellen Wall

Council Members Absent: Robert Clark, Erin Cunningham, Beth Ericson, Vivian Ikeda, Stephan Johnson, Pamela Kamatani, Enrique Mireles, Lisa Romano, Gloria Weinstock

Other Senate Members Present: Lillian Marrujo-Duck

I. Call to Order

The Academic Senate Executive Council came to order at 2:37 p.m.

II. Adoption of Agenda

Council adopted the agenda.

III. Approval of Minutes: Meeting April 17, 2013

Council approved the minutes for the Executive Council meeting of April 17, 2013, as amended.

IV. Public Comment

- Council member Diana Verdugo gave a message in support and affirmation of CCSF faculty for all their continuing efforts.
- Council member Madeline Mueller provided copies of the recent articles in Beyond the Chronicle and Inside Higher Ed.
- Council member Carol Reitan spoke briefly about MOOCs; Michelle Pilati has urged community college faculty to take advantage of funds available for MOOC development for instructional improvement based on faculty-driven processes.
- Council member Anthony Costa the council of chief librarians was pooling resources to develop a statewide information competency curriculum. The CCSF library has provided a series of library-led non-credit competency workshops for many years.
- Council member Tom Blair announced that he still needed 15–20 people for BART/MUNI recruitment sessions Wednesday and Thursday, May 8–9, 2013.
- Council member Ellen Wall expressed concern that, while online education has certain benefits, success-rate evaluation is being used to judge faculty to possible detriment.
- President Saginor spoke on behalf of Stephen Brown, chair of Horticulture, about the upcoming plant sale hosted by his department.

V. Officers' Reports

President Saginor reported that:

- Shanell Williams had been elected student trustee and Bouchra Simmons had been elected to represent the Downtown Campus, and Oscar Peña to represent the Ocean Campus, during recent Associated Students elections.
- Saginor invited participation in commencement, May 25, 2013 in festive dress, academic dress not being required.

- The Faculty Association reception for retirees would be May 10, 2013, in Pierre Coste room.
- She had received information about the College Buys program for subsidizing purchase of Office software, and requested feedback from Council members who have used the program.
- Recommended faculty members familiarize themselves with the scorecard on the State Chancellor's Web site and gave information about CCSF's statistics.
- Gohar Momjian is assembling a workgroup to draft operational guidelines for participatory governance committees, including the process for decisions to make recommendations as a group. Informal notes supplied by faculty committee members are being posted on the Academic Senate home page to provide information to our constituency.
- Academic Senate elections were proceeding smoothly.
- CFT and AFT 2121 have filed a 300-page third-party comment documenting ACCJC conflicts of interest and other major issues, available on the CFT Web site.
- Her notes from state Academic Senate Spring Plenary meeting were available online.

2nd Vice-President Moriwaki reported that:

- During the April 23, 2013 meeting of the Enrollment Management Committee, she had learned that waitlists will be rolled out for all summer and fall 2013 classes. Beginning in Spring 2014, students will be required to pay tuition and fees within 7 days of the semester's beginning or be dropped immediately, to be filled by the next student on the waitlist. She said that there was an understanding that a strategy of raising caps to increase productivity would need to be implemented judiciously, as overly-large class size could jeopardize student success.

VI. Committee Appointments

Resolution 2013.05.01.01 Appointment to Committee

Resolved, that the Academic Senate Executive Council approve the appointments to an unlimited committee, as recommended by the Committee on Committees.

Moved: Verdugo; Seconded: Asebedo; MCU (Appendix A)

VII. Old Business

A. Program Revitalization, Suspension, and/or Discontinuance Policy and Procedure:

President Saginor gave extensive background on differences between the policy recommended by the Academic Senate and the much abridged one to be presented to the Board of Trustees in May. She requested feedback from Council members on the crucial points of the Academic Senate version to retain. The Council will vote on this issue at its May 14, 2014.

B. Accreditation Update: President Saginor referenced her officer's report, as containing the bulk of new information on accreditation matters.

C. Administrative Hiring: President Saginor announced that the administration's goal is for all academic affairs positions for hire to be considered at the May meeting of the Board. She has sent in names for faculty to serve on each administrative search committees, in consultation with the officers and members of the Committee on Committees. Council members expressed alarm at not being provided with CV materials on the Board agenda, particularly as this information has been provided to Board members during their meetings.

D. Academic Senate Self-Evaluation:

Resolution 2013.05.01.02 Academic Senate Self-Evaluation

Resolved, that the Academic Senate approve the draft survey for its self-evaluation, with the understanding that President Saginor may make minor changes to improve it at her discretion.

Moved: Bosson; Seconded: Lo; MCU (Appendix B)

E. Procedures for Collegial Consultation:

Resolution 2013.05.01.03 Procedures for Collegial Consultation

Resolved, that the Academic Senate recommend the “Status of the Process of Establishing CCSF Collegial Consultation Procedures” be forwarded to ACCJC, as part of our update report on fulfilling action plans.

Moved: Reitan; Seconded: Asebedo; MCU (Appendix C)

VIII. New Business:

A. Equal Employment Opportunity Plan: President Saginor presented the draft Equal Employment Opportunity Plan produced by Council Counsel Leilani Battiste working with the Equal Opportunity Committee. She commended the four faculty who had participated in drafting it for their excellent efforts. The Council will return to this document in more detail at a subsequent meeting.

B. International Educational Advisory Committee:

Resolution 2013.05.01.04 International Education Advisory Committee

Resolved, that the Academic Senate approve the description for the International Education Advisory Committee.

Moved: Blair; Seconded: Podenski; MCU (Appendix D)

C. Recommendations concerning 10 + 1 matters: President Saginor presented a draft of Academic Senate recommendations on 10 + 1 matters and requested feedback within one week’s time for inclusion with the packet for May 15th.

IX. Committee Reports: First Vice-President Cook announced a meeting Friday, May 3, from 1:30–3:00 p.m. in Science Hall, for the formation of a Faculty Professional Development Committee. Second Vice-President Moriwaki announced that at the last meeting of the Student Equity Strategies Committee, Steve Spurling and Pam Mery had presented CCSF Student Success Scorecard data. Steve has developed a more finely-tuned, student course-success data tool, which also provides demographic elements in detail. He will demonstrate these pivot tables at the committee’s next meeting, Thursday, May 9, 3:00–4:30 in the basement E-3 computer lab of Conlan Hall.

X. Open Forum:

- Second Vice-President Moriwaki asked about the appeals process for faculty when a request for approval of a CCSF course for column advancement is denied (as was the case for a CCSF counselor).
- Council member Bosson encouraged faculty members to verify textbook adoptions for summer, due to errors resulting from the bookstore management transition.

- Council member Villasana discussed exploring prohibiting Board members from running for subsequent election to other offices, so that they would concentrate on serving CCSF.
- Concerns were expressed about the Program Review and Planning rankings. Council members expressed how a lack of institutional memory due to the administrative reorganization may be leading to overlooking long-term, important goals for CCSF that have been planned and labored for many years.

XI. Adjournment: The meeting adjourned at 5:00 p.m.

Appendix A Appointments to Committees

Name of Committee	C/N	Name	Department	Status
Works of Art	C	Barbara Lass	Behavioral Sciences	New Appointment

Appendix B Draft Survey, Academic Senate Self-Evaluation

DRAFT SURVEY QUESTIONS RE: EFFECTIVENESS OF ACADEMIC SENATE

This brief survey will help us evaluate our work for the 2012-2013 year and make improvements for accreditation. We thank you for your valuable time and feedback.

- Your primary campus/center:
Ocean Airport CNB Civic DTN Evans Ft Mason JAD MISS SEC Other
- Please check all that apply
Full-time Part-time Credit Noncredit Academic Affairs Division
Student Services
- How many years have you been a CCSF faculty member? 1-4 5-10 11+
- How often do you attend the Academic Senate Plenary meeting at the start of Flex Day?
Almost always Sometimes Rarely Never
- Have you ever run for or served on the Academic Senate Executive Council? Yes No
- Have you ever attended an Executive Council meeting? Yes No
- Approximately how many total seats are on the Executive Council? 10 15 20 25 30
- Have you ever consulted with or provided perspectives to an Executive Council member about an academic issue?
- Have you ever served on a committee of the Academic Senate? (e.g. Curriculum, Basic Skills, Scholarship, TLTR, etc. Full list at <http://tinyurl.com/AcadComm>) Yes No
Unsure
- Are you informed of the committees seeking faculty membership? Yes No
Unsure
- In 2012-2013, how often have you read information e-mailed by Academic Senate President, Karen Saginor, concerning college-wide issues?
Regularly Occasionally Never Never received emails

12. How relevant have you felt the information is to you as a CCSF faculty member?

Very relevant Somewhat relevant Not very relevant

13. Do you know where to find agendas, minutes, and other information about the Academic Senate Executive Council online?

Yes No Unsure

14. Rate how effectively the Executive Council and committees of the Academic Senate have informed faculty, facilitated discussions and work, and developed recommendations regarding the following issues this year:

	VERY EFFECTIVELY	SOMEWHAT EFFECTIVELY	NOT VERY EFFECTIVELY	INEFFECTIVELY	NO OPINION
Accreditation	1	2	3	4	X
Administrative reorganization	1	2	3	4	X
Curriculum Changes	1	2	3	4	X
Development of policy for program discontinuance, suspension or revitalization	1	2	3	4	X
Institutional Learning Outcomes	1	2	3	4	X
Restructuring of Participatory / Shared Governance	1	2	3	4	X

15. The Academic Senate is responsible for making recommendations for ten academic and professional matters. How effectively do you feel the Executive Council and committees of the Academic Senate address these areas?

	VERY EFFECTIVELY	SOMEWHAT EFFECTIVELY	NOT VERY EFFECTIVELY	INEFFECTIVELY	NO OPINION
Curriculum	1	2	3	4	X
Degree and certificate requirements	1	2	3	4	X
Grading policies	1	2	3	4	X
Educational program development	1	2	3	4	X
Standards or policies regarding student preparation and success	1	2	3	4	X
Governance structures, as related to faculty roles	1	2	3	4	X
Faculty roles and involvement in accreditation processes	1	2	3	4	X
Policies for faculty professional development activities	1	2	3	4	X
Processes for program review	1	2	3	4	X
Processes for institutional planning and budget development	1	2	3	4	X

16. What do you feel are the most effective ways for faculty to participate in decision-making processes related to these 10 academic and professional matters? Please prioritize the three most effective.

- Serving on department committees
- Serving on Academic Senate committees (e.g. Curriculum, Basic Skills, Scholarship, TLTR, etc. Full list at <http://tinyurl.com/AcadComm>)
- Serving on or attending Participatory Governance Committees: (Participatory Governance Council / Accreditation Committee / Planning Committee / Enrollment Committee / Diversity Committee
- Serving on or attending the Academic Senate Executive Council
- Attending Board of Trustees meetings
- Communicating on EFF
- Serving on Accreditation Workgroups
- Other (specify) _____

17. Please give us any feedback you would like for us to have about the effectiveness of the Academic Senate

Thank you for your time.

The Academic Senate Executive Council will share survey results with the CCSF community.

Appendix C Procedures for Collegial Consultation

Status of the process of establishing CCSF collegial consultation procedures

http://www.ccsf.edu/Organizations/Academic_Senate/StatusCollegialConsultation.pdf

OR <http://tinyurl.com/StatCC>

Clarity in governance roles in respect to the Academic Senate needed

Lack of clarity in governance roles was among the issues that led to the Show Cause finding from ACCJC last year. We won't know until early July how the Commission will judge our current efforts and progress in this area, but our March 15th Show Cause/self-assessment report identified several standards connected to this for which we have not yet completed the work that we need to do. The visiting team asked about governance roles in many of the meetings that included faculty. In one meeting, Dr. John Nixon, former President of Mt. Sac and current Associate Vice President of the Commission, pointedly asked members of the Participatory Governance Council how the Council facilitates the City College policy to rely primarily on the Academic Senate for processes for institutional planning and budget development.

Several sections of Standard IV.A. (appended to the end of this report) that apply to the Academic Senate speak to the need for clearly defined roles and established procedures. This need was partly met by the Board of Trustees last November when it adopted *Policy 2.08 City College Of San Francisco Collegial Governance: Academic Senate*. The same Board Policy called for the establishment of procedures to implement the policy, saying "The Chancellor shall rely primarily on the Academic Senate's recommendations to establish procedures to ensure effective collegial consultation with respect to Areas 1-10 in Section A of this policy." The officers of the Academic Senate have been reviewing best practices in use at other community colleges and seeking dialogue with our administration towards making recommendations for procedures that will be mutually agreeable.

Our March 15 Show Cause report listed as an actionable improvement plan to be completed April 2013:

"Complete procedures to support BP 2.08: Procedure for governing board, with the assistance of senior administrative staff, to communicate when it intends to discuss or deliberate on "academic and professional matters."

Status of completing the actionable improvement plan

The April 2013 date for the action improvement plan was chosen by the Academic Senate officers in anticipation of progressing on this item at a March meeting with the Chancellor which unfortunately had to be cancelled. Since the work will not be completed by the end of this month, we want to report on the current status of this item.

- The Academic Senate officers have investigated best practices in collegial consultation at other California Community Colleges, and reviewed the results with the Academic Senate Executive Council.
- These materials concerning best practices have been shared with Chancellor Scott Skillman and senior administration.
- Collegial consultation was discussed by the Academic Senate officers with Chancellor Scott-Skillman and senior administrators at a meeting on April 8th.
- The Participatory Governance Council will be taking steps to develop written procedures for that Council and for its committees. These procedures may include at least some aspects of collegial consultation.

Current practices for collegial consultation

Although we have not yet developed written procedures, our current practices in regards to collegial consultation include the following:

- The Chancellor and senior administrators meets with officers of the Academic Senate about once a month – the Academic Senate President and the Chancellor bring issues to this meeting.

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- Senior administrators may contact the Academic Senate President for specific issues, such as the review of administrative job announcements.
- The President of the Academic Senate sends information about specific actions of the Academic Senate to the Chancellor and administrators – usually by email.
- For recommendations concerning actions or policies of the Board of Trustees, the Academic Senate President may provide recommendations in writing to the Chancellor and to the Board.
- The Academic Senate President has occasional direct, informal contact with Board members about specific issues.

What more is needed?

From the perspective of the Academic Senate officers, several elements of sustainable, effective procedures for collegial consultation are missing from our current practices. In order to establish procedures that are fully compliant with accreditation standards and board policies, the following elements are needed:

- **A reliable process for the Academic Senate to receive advance information about academic and professional matters that are headed towards consideration by the Board of Trustees.** In September, 2012, Interim Chancellor Fisher terminated the past CCSF practice of open Agenda Review meetings for Board of Trustees at which the Academic Senate President or other officer was welcome. There have been several occasions this year when the Academic Senate had no information that the Board of Trustees would consider an issue until a few days before the meeting when the agenda was publicly posted as required by the Brown Act.
- **Shared understanding of which issues should receive review or recommendations by the Academic Senate.** The Academic Senate understands Board Policy 2.08 as directing the Academic Senate to provide recommendations for issues in all ten of the academic and professional matters listed in Title 5. Chancellor Scott-Skillman and Special Trustee Agrella assert that the Academic Senate is not the primary advisor on some of these matters, such as processes for institutional planning and budget development. The Academic Senate does not understand how current practice is consistent with Board Policy 2.08 or with Title 5 which requires the governing board to rely primarily on, or arrive at mutual agreement with, the Academic Senate in the ten areas.
- **Improve trust and rapport between members and officers of the Academic Senate and members of the Chancellor’s executive team.** Lack of trust was cited as a problem by the 2012 ACCJC team visit report. We believe that the adoption of some of the informal and formal practices that are common at other community colleges would build trust and improve the effectiveness of communication.
- **Written procedures.** Both BP 2.08 and ACCJC Standard IV.A.3. require “established procedures.” An appropriate mode for transparently establishing procedures is to record written procedures and post them online.

Next steps

Although procedures have not yet been fully developed or recorded in writing, the Academic Senate will continue to seek to meet the accreditation standards and to fulfill its responsibilities articulated in Board Policy BP 2.08.

- The Academic Senate officers will engage in the communication processes currently in use, continuing to meet monthly with the Chancellor, subject to her availability.
- Adopting a practice in use at other colleges, the Academic Senate officers will seek regular meetings with the Vice Chancellor of Student Development and the Vice Chancellor of Academic Affairs.
- The Academic Senate will offer recommendations on issues in the 10 areas of academic and professional matters articulated by BP 2.08, in full understanding that these are **recommendations** – the district is not required to take actions recommended by the Academic Senate.
- Explore possibilities for professional support in developing procedures and improved communication in the form of Technical Assistance services offered jointly by ASCCC and CCLC or other opportunities.

Reference Documents

BP 2.08 City College Of San Francisco Collegial Governance: Academic Senate.

http://www.ccsf.edu/Policy/Manuals/2/bp2_08.pdf

BP 2.07 City College Of San Francisco District Policy on Participatory Governance.

http://www.ccsf.edu/Policy/Manuals/2/bp2_07.pdf

Best Collegial Consultation Practices Based on Research on Selected California Community Colleges

http://www.ccsf.edu/Organizations/Academic_Senate/BestConsultationPractices.pdf

Grid for Discussion of Collegial Consultation Practices.

http://www.ccsf.edu/Organizations/Academic_Senate/DiscussConsultationPractices.pdf

ACCJC Accreditation Standard IV.A.

- IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.
- IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making process. The policy specifies the manner in which individuals bring forward the ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.
- IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.
- IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.
- IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.
- IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with accrediting Commission Standards, policies, and guidelines, and commission requirements for public disclosure, self evaluation and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously respond to recommendations made by the commission.
- IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Appendix D International Education Advisory Committee (IEAC)

- I. Name: International Education Advisory Committee (IEAC)**
- II. Type of Committee: Advisory**
- III. Membership: 30members: 21 faculty, 3 administrator, 6 classified staff member, 0 student. no term limits.**
- IV. Committee Chair(s) elected annually in which month: September**
- V. Meeting day and time: 2:00-3:30 pm Which day?**
- VI. Meeting frequency: Once a semester**
- VII. Website address: http://www.ccsf.edu/Offices/Shared_Governance/inted.html**
- VIII. Support for student learning: IEAC 1) supports and assists that both international students and domestic students to demonstrate 1) an understanding the history and values of other people and cultures, 2) an understanding of civic, social, and environmental responsibility, 3) collaborate effectively in diverse social, cultural, and global settings.**
- IX. Description of purpose and goals: IEAC recommends policies and discusses issues related to international education for both international students who come to CCSF as well as domestic students who plan to study abroad. Representatives from Intensive English Program, International Students Program, Study Abroad, Foreign Languages Department and International Student Counseling collaborate on best ways to promote the success of the studentsby making them become effective, confident speakers of English in academic institutions and professional settings as well as in everyday life.**
- X. Academic and professional matters as adumbrated in CCSF Board Policy 2.08 and Title 5 CCR § 53200 (c)**
(1) curriculum, including establishing prerequisites and placing courses within disciplines;

- (2) degree and certificate requirements;
- (4) educational program development;
- (5) standards or policies regarding student preparation and success;
- (8) policies for faculty professional development activities;

XI. ACCJC Accreditation Standards to which committee contributes:

- II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.
- II.A.1.a. The institution identifies and seeks to meet the varied education needs of its students through programs consistent with their education preparation and the diversity, demographics, and economies of its communities.
- II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.
- II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution...regardless of type of credit awarded, delivery mode, or location.
- II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.
- II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outlines.
- II.B. Student Support Services. The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.
- II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.
- II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.
- II.B.3.e. The institution regularly evaluates **admissions** and placement instruments and practices to validate their effectiveness while minimizing biases.
- III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.
- IV.A.1. Institutional leaders create an environment for empowerment, innovation and institutional excellence. They encourage staff, faculty, administrators and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.