



The Academic Senate

CITY COLLEGE OF SAN FRANCISCO
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Curriculum • Degree Requirements • Grading Policies • Program Development • Student Prep & Success • Governance
Accreditation • Professional Development • Program Review • Planning & Budgeting Processes • Others as agreed

CCSF Academic Senate Executive Council Draft Minutes Wednesday, 2014 April 16, 2:30–5:00pm Ocean Campus, Arts A218

2013–2014 Council Members Present: Anna Asebedo, Monica Bosson, Steven Brown, Venette Cook, Dayo Diggs, Matthew Duckworth, Beth Ericson, Donna Hayes, Vivian Ikeda, Lancelot Kao, Wendy Kaufmyn, Kimberly Keenan, Suzanne Lo, Lillian Marrujo-Duck, Carole Meagher, Madeline Mueller, Francine Podenski, Suzanne Pugh, Carol Reitan, Lisa Romano, Karen Saginor, Fred Teti, Rosario Villasana, Ellen Wall, Laura Walsh, Debra Wilensky

2013–2014 Council Members Absent: Kitty Moriwaki, Lou Schubert,

Other Senate Members Present: Ms. Bob Davis, Erin Denney, Beth Ericson, Andrew King, Dana Jae Labrecque, William McClure, Susmita Sengupta, Kristina Whalen

Guests: Susan Lamb, Art Tyler

I. Call to Order (2:35)

II. Adoption of Agenda

Agenda adopted.

III. Approval of Minutes
Minutes approved from 26 March 2014

IV. Public Comment

- A musical, "Good News," was announced.
- IT is resolving several broken links.
- Some Faculty attending the Campus Civility forums have found them useful and encouraged more Faculty and Administrators to attend.
- The Floristry Department is having a sale.
- Concern was expressed regarding the impending loss of experienced Executive Council leadership.
- Faculty were encouraged to vote in Local Union AFT2121 elections.
- Concern was expressed that publically distributed information regarding CCSF is inaccurate.

V. Officers' Reports

President Fred Teti reported: (see Appendix A for full report)

- District Counsel Bruckman has confirmed his interpretation of Title 5 in regards to Option C degrees: coursework in a "Field of Study" needs to be an identified pathway, not any 18 units. He is not open to debating this.
- Attended the state Academic Plenary session. Took notes on several of the breakout sessions attended.
- One session focused on methods to prevent "unit creep." One method of requiring more homework in certain courses is to increase the Carnegie Unit associated with it. Colleges are being discouraged from doing this.
- One session discussed solutions for students in majors that require more than 60 units to complete the necessary lower division work. One solution is to allow students to delay two GE courses until after transfer.
- One session discussed conflicting interpretations of the Transfer Major Curriculum. CSUs claim the TMC plan requires all possible pathways through the curriculum must require 60 units or less.
- Karen Saginor served as a ballot counter for the State Academic Senate elections.
- Student Equity Plans are due this October. Dean Sanchez is looking forward to working with faculty to update our plan.
- Two resolutions endorsing the offering of Bachelor's degrees at CCCs failed. A resolution calling for more research on the subject did pass.

First Vice President Karen Saginor reported: (see Appendix B for full report)

- The Commencement Ceremony Committee appears to support Chancellor Tyler's idea of carrying a mace during the graduation ceremony.
- The Commencement Ceremony Committee has requested to not be part of the Academic Senate Committee structure.

Second Vice President Rosario Villasana reported:

- At the Education Master Plan meeting the committee reviewed the planning portion of the EMP. The language is much improved. Several people are going to review the entire document to continue improving the language.

Secretary Marrujo-Duck reported:

- The Simulated Self-Study report has been delayed until this Friday.

VI. Committee Appointments

<p>Resolution 2014.04.16.01</p>	<p>Resolution Appointing Lillian Marrujo-Duck to the Student Equity Strategies Committee</p>
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<p>Resolved, that the CCSF Academic Senate appoint Lillian Marrujo-Duck to the Student Equity Strategies Committee.</p>

<p>Moved : Steven Brown ; Seconded: Anna Asebedo; MCU Not Present: Kitty Moriwaki, Lisa Romano, Lou Schubert,</p>
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VII. Unfinished Business

A. Accreditation Update

- ACCJC deferred our Substantive Change reports.
- Beth Cataldo was elected faculty co-chair of the Accreditation Committee

B. Discussion: Area C GELO Recommendations

- The Area C GELO committee will meet on April 23rd.

C. Discussion: Education Master Plan Update

- The language in the Education Master Plan is being reviewed.
- Concern was expressed that the process was rushed.
- Faculty expressed that the data in the report has been increased and improved.

D. Enrollment Visibility Pilot

Resolution 2014.04.16.02 Resolution on Enrollment Visibility Pilot Resolution

Whereas Banner has the flexibility to turn enrollment visibility on and off selectively; and
Whereas, There are differing beliefs about the effect that enrollment visibility will have on classes offered at City College; therefore be it

Resolved, That the CCSF Academic Senate recommend that the College turn on enrollment visibility during the primary* 2014 Fall "add" period in order to run a pilot to test the effects on class enrollment; and be it further

Resolved, That department chairs may opt out of the pilot by informing Fred Teti and College webmaster Joe Jah by May 15th; and be it further

Resolved, That the Senate, possibly through referral to the Education Policies Committee, will look at class fill rates, class "under 20" status, class cancelation patterns, and student satisfaction, with the assistance of the Research and Planning Office, to determine success; and be it finally

Resolved, That the data from the pilot, if successful, may be used to propose a policy on enrollment visibility.

*meant to exclude, e.g., the many adding periods for late start classes.

Moved : Anna Asebedo; Seconded: Karen Saginor; MC; Nay: Laura Walsh, Ellen Wall;

Abstaining: Carol Reitan, Francine Podenski, Madeline Mueller

Not Present: Venette Cook, Kitty Moriwaki, Lou Schubert

E. Faculty Hiring Update

- VC Naples is moving forward with the categorical hiring. It has been suggested that we appoint a faculty alternate in order to facilitate meeting times.
- The Chancellor has yet to approve the modifications to the Faculty Hiring Procedure recommended by the Executive Council.

F. Instructional Equipment Funds

- Concern was expressed that the Library's qualification for some of this funding needs to be clarified.

- Clarification is desired about which funding sources may be used for Library materials.
- Student Development requests do not seem to be fully represented.
- Some of these items might be eligible for Perkins Funds. Some of these items might fall under IT Funding. This will help fund more of the requests.
- The Art Department would like to request that the projector needed in their department move further up the priority list.
- IT funding needs to be coordinated across the campuses to more efficiently cover long term needs.
- It was suggested that students from the BEMA Department provide the skilled labor to install the Smart Classrooms.
- It was suggested that Smart Carts might be a more cost efficient means of provided resources to classrooms.
- The Music Department will forward requests that were intended to be covered by the funding for the Performing Arts Center to Fred Teti.

VIII. New Business

A: Welcome new administrator: Chancellor Tyler

- Notice has been taken of the ACCJC Commissioners' Opinion Editorial suggesting that CCSF reduce its status to that of Candidate for accreditation.
- CCSF has no intention of giving up our accreditation.
- The Chancellor will be submitting a press release responding to the Commissioners' Opinion Editorial.
- The Chancellor has been talking to CA State Senate Committees. He made it clear that CCSF will take advantage of its right to due process.
- The new State Score Card was published. CCSF did very well.
- Approximately 50-60 percent of CCSF students arrive underprepared for college but leave CCSF better prepared than statewide averages.
- CCSF outperforms every other college in ESL.
- CCSF students outperform their peers at other institutions on several measures.
- CCSF has substantially fixed all accreditation issues except the finances.
- The Chancellor is seeking stability funding.
- A loan is not an option at this time.
- CCSF needs to improve its accreditation standing before faculty salaries can be restored.
- The low unemployment rate in San Francisco will slow down the future growth in enrollments.
- The centers need additional services.
- CCSF enrollment is down, but potential students are not going to other colleges. There is built up demand for education in San Francisco.
- FRISCO Day was a success with 800 students participating.
- A marketing plan is being developed to increase enrollment.
- CCSF, with legal assistance, has submitted an appeal to ACCJC to reverse the accreditation decision.
- The Vision Statement process will continue at the end of May.
- CCSF should take a leadership role in offering BA degrees, especially in impacted programs.

- Fall 2014 schedules are being mailed to every single home in San Francisco.
- The Chancellor is personally signing every single graduation certificate.
- Multilingual Administrators, and some students, are helping the Chancellor stay on top of press reports in different languages.

B: Resolution Calling for Open Board meetings

Resolution 2014.04.16.03 Resolution for Open Board Meetings

Whereas, it is as yet unclear whether Special Trustee Agrella's extraordinary powers include immunity from Ed Code Section 72121*;
 Whereas, Special Trustee Agrella could choose to comply with Ed Code Section 72121
 Whereas, the Senate feels strongly that compliance with Ed Code Section 72121 would greatly improve the campus climate, ease some tension, and promote robust dialogue; be it
 Resolved, that the Senate strongly urge Special Trustee Agrella to hold open Board meetings complete with synchronous, in-person, webcast public comment.

Moved: Karen Saginor; Seconded: Rosario; MCU
 Not Present: Steven Brown, Dayo Diggs, Kitty Moriwaki, Lou Schubert,

C: Proposed new working for ILO I

Resolution 2014.04.16.04 Resolution to Modify Institutional Learning Outcome I

Resolved, based on a proposal from the SLO Committee, that the CCSF Academic Senate recommend changing Institutional Learning Outcome I. Critical Thinking and Information Competency from

- Use reason and creativity to make decisions and solve problems
- Apply diverse viewpoints to aid in decision making or problem solving
- Locate, retrieve, and evaluate information using appropriate research strategies, tools and technology.

to

- Apply critical and creative reasoning, including diverse perspectives, to address complex problems
- Locate, evaluate, synthesize, and appropriately use multiple forms of information

Moved: Carol Reitan; Seconded: Francine Podenski; MC; Abstain: Ellen Wall
 Not Present: Venette Cook, Kitty Moriwaki, Lou Schubert

D: Facilities Director Job Description

- Faculty would like to see the entire current Administrative organizational chart with job descriptions in order to better consider the Facilities Director job description.

Resolution 2014.04.16.05 Resolution Authorizing Fred Teti to Forward Faculty Concerns Regarding the Job Description for the Position of Facilities Director to the Administration

Resolved, that Fred Teti forward Faculty concerns regarding the job description for the position of Facilities Director to the Administrator.

Moved: Karen Saginor; Seconded: Carole Meagher; MCU

Not Present: Steven Brown, Dayo Diggs, Kitty Moriwaki, Lou Schubert,

F: Administrator Rights to Status as First-Year Probationary Faculty Member

- The Academic Senate and Administration have had a faculty retreats rights agreement in place since 1992.
- Last year the Academic Senate agreed to language changes in this agreement.
- The agreements call for retreat rights to be established, with the participation of the Academic Senate Executive Council at the time of hire.
- Administration has not signed off on this.
- Before this agreement is presented to Administration again, the Executive Council should look at the language again.
- The step establishing retreat rights at the time of hire needs to be clarified and implemented.
- Faculty are encouraged to read the current Retreat Rights agreement.

IX. Open Forum

- Faculty pointed out typographical errors in the Summer and Fall schedules.
- Suzanne Pugh's art exhibit was announced.

X. Adjournment (5:08)

The Other October**Past Meetings/Events** include

- 2014-03-26: Executive Council meeting
- 2014-03-27: Student Development faculty meeting with AFT
- 2014-03-27: Visioning Exercise
- 2014-03-28: Faculty Professional Development Activities Committee
- 2014-04-04 to 06: Alpha Gamma Sigma Honor Society convention
- 2014-04-08: Officers meeting
- 2014-04-09: Meeting with officers and V.C. Lamb
- 2014-04-10 to 2014-04-12: ASCCC Plenary Session
- 2014-04-14: Crisis Management Team "Conversation"
- 2014-04-15: (part of) Karen's meeting with V.C. Gerhard
- 2014-04-15: ITAC
- 2014-04-15: Faculty Association lunch table
- 2014-04-15: Officers meeting
- 2014-04-16: Impromptu meeting with Dean Sanchez about SSSP
- 2014-04-16: Crisis Management Team "Conversation"

Draft Job Announcements reviewed (some with suggested changes)

- Health Education CTE [PT]
- Digital Skills [PT]
- Sociology [PT]
- Visual Design [PT]
- Psychology [PT]

Option C Degrees The Senate charged me with following up with District Counsel Bruckman about the legitimacy of the Option C Degrees. Here is final word (essentially, that our Catalog language "a particular field of study" does not meet the Title 5 requirement of "a single discipline or related disciplines".) Quoth Mr. Bruckman:

Ok, I think I am zeroing in on your point. 55064(a) requires a major or area of emphasis. I am not saying an area of emphasis is required. However, if there is no area of emphasis, there **must** be a major. So , we are now talking about the requirements for a major.

55064(a)(1) specifically describes what a major is- 18 units in a single discipline or related discipline. That is a major; there is no question of what a major is. If CCSF's grouping of classes in "a particular field of study" does not constitute 18 units in a single discipline or related discipline , it is not a major. If that is the case, such a grouping of courses is not a major and cannot be used to support a degree.

Option c by definition does not provide for a major. The catalogue language specifically refers to a situation in which a "major curriculum has not been specified". Prior to the revision to title 5 in 2007 regarding "area of emphasis", one could argue there was ambiguity in this area. Now, there is no ambiguity. There must be either a major or area of emphasis. A "particular field of study" is not an additional option unless it actually constitutes a major or area of emphasis.

Hopefully, I have now answered your question regarding the law in this area. Again, if I misunderstood your question, please let me know. On the other hand, a debate on my legal conclusion is not appropriate.

2014 ASCCC Plenary Report: I attended these sessions and took these un-edited notes:

Units are Creeping, GE is bloating, IGETC is STEMing (By "units" I think they mean "hours per week".)

Michelle P. says we're bringing homework into the classroom, thus preventing the students from developing self-initiative skills.

One model: Set "Norm Unit Value" based on C-ID minimum and ASSIST agreement. Faculty must justify deviations.

High-unit courses may interfere with ADTs.

Is this about pedagogy, completion, or the cost?

Some colleges have threatened to deactivate certain degrees rather than change units.

Curriculum committees should address resource-allocation concerns for high-unit course outlines and questioning other discipline faculty's decisions. "Tough Love" conversations.

(Good-natured math-bashing)

IGETC for STEM delays two GE courses for after transfer.

IGETC for STEM available only for Chem, Bio, Nursing, and Engineering TMCs (starting Dec 1st?)

"Determination of Similar" = CSU determines if a student with the TMC can finish CSU with 120 units.

The CSUs make that decision based on the "highest-unit scenario" if the TMC has options.

CCC faculty say the spirit of the legislation is that a 60-unit pathway *exists*. CSU says *all* pathways must be 60 units.

Student Success Support Program and Equity Plans

Changes came from SB1456 (SS Act). Students (exc. foster youth) now must do orient'n, assess't, and ed planing for priority reg.

Template is now on the CCCCO website. Deadline: October 17th, 2014. Now required annually. A budgeting plan must be included.

Plan must include exemption policies, appeals, prereqs, profdev for people providing the core services (e.g., DegreeWorks training), coord'n w/ Student Equity & other plans

Section IV: SSSP Planning & Advisory Committees members, College org chart. (They say Planning Committee includes classified who interact with the students.)

MIS Data Elements: SS09 (Ed Plan) now allows abbreviated and comprehensive ed plan to be reported in one semester.

Every expenditure has to be written into the Plan. SSSP coordinator's salary can be paid for with SSSP money.

District Match: currently 3-1. The CCCCO know this is tough and it might change. A bit.

Equity Plan: Can use DataMart if institutional researcher is too busy or lacking

Bachelor's Degrees

Costs, resources, how funded, min quails, evaluation, duplication...

All agree that associate degrees will be "primary" (compared to bachelor degrees), designed to address workforce and student needs, adoption determined locally, comparable to a CSU degree

(The discussion is almost entirely about nursing, architecture, and automotive.)

(Two kinds: 1. A bachelors is industry standard but CSUs don't offer one while for-profits do; 2. Ones for which the CSUs can't meet demand.)

Do we need to re-asses the Ed Master Plan (asks David Morse)?

General Education Requirement (not interesting enough to take notes)

Appendix B:

April 16, 2014

Report of First Vice President of the Academic Senate

Karen Saginor ksaginor@ccsf.edu 415-860-4173

Past Meetings and Events

March 26. Academic Senate Executive Council

March 27. Visioning Exercise, Part 2

April 8. Accreditation Committee.

April 9. Officers meeting with Vice Chancellor Susan Lamb.

April 10-12 ASCCC Plenary Meeting.

April 14. Meeting with Ron Gerhard to better understand budget issues.

New information posted online

Collegial Consultation Chart, listing academic and professional matters that are, have been, or will be discussed by officers of the Academic Senate in meetings with the district

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

Disciplines, Minimum Qualifications, TOP Codes, FSAs and Repeatability

At the Academic Senate Plenary, I had the opportunity to ask questions from presenters with depth of experience on topics that we are examining closely at CCSF.

Michelle Grimes-Hillman, Mt. San Antonio College, Chair of the ASCCC Standards and Practices

Dan Crump, American River College, Member of the ASCCC Standards and Practices Committee

Kale Branden, Cosumnes River College, Member of the ASCCC Standards and Practices Committee

Beth Smith, Grossmont College, President of the ASCCC

Phil Smith, American River College, ASCCC Executive Committee

How does faculty FSA connect to the disciplines for a particular courses?

No connection is required. "FSAs have only one purpose: they determine the order by which faculty may be laid off when a district is facing reduction in force." *Qualifications for Faculty Service In The California Community Colleges: Minimum Qualifications, Placement of Courses within Disciplines, and Faculty Service Areas* ASCCC paper, adopted 2004. <http://asccc.org/sites/default/files/FacultyQuals.pdf> Some colleges have FSAs that combine disciplines, and there is even a college that has one FSA for all faculty. These are acceptable practices.

But if the FSA list includes faculty from multiple disciplines, what would a college do if, for example, furniture building will no longer be offered, but the furniture building faculty member is high on the FSA list?

It depends on local practice and on the collective bargaining agreement. The practice might be that the high seniority faculty member will be offered a teaching assignment in a different area if they will get the education to qualify them to teach in that discipline.

If the FSA list isn't used to track which faculty have the correct credential for the courses being taught, how is that supposed to be done?

There is no set way for colleges to keep track of which disciplines your faculty have the qualifications to teach. Lists can be maintained by the departments or by the Deans, there can be a field in the HR record for each employee – not necessarily identical to FSA, or other method.

What happens if a faculty member meets the minimum quals for a course, and then the minimum qualifications for that course change. Does the faculty have a right to continue teaching that class?

This is a local decision. In some districts, if that faculty member has been teaching that course continuously, then that faculty member has a right to continue teaching that course.

What about assigning more than one discipline to a course?

It is very common practice for some types of courses to list more than one discipline using OR, so that it can be taught by faculty qualified in either discipline. For instance, a Chicano Art History course might be listed for Art History OR Chicano Studies, so that it can be taught by a person with the qualifications for either one of those disciplines.

And what if the college wants for the Chicano Art History course to be taught by the art historians who are knowledgeable about Chicano art, and not by an art historian who is knowledgeable about Asian Art, but doesn't know much about Chicano Art?

Right of assignment can be used to assign Course X to instructor N, and not assign it to instructor P, this is completely legitimate to do. The institution is not obligated to assign the course to just any faculty member who meets the minimum qualifications. It could happen that a not-very-careful supervisor would assign a course to instructor P even though instructor P is not a good fit, but the institution is **not required** to assign Course X to instructor P.

How should the TOP code relate to the discipline(s) assigned to a course.

The TOP code is NOT determined by the discipline assigned to a course. "Resolved, That the Academic Senate for California Community Colleges assert that the use of the word 'discipline' should be limited to (1) faculty service areas, as defined in §87743.1 of the California Education Code, and (2) to faculty minimum qualifications as defined in the disciplines lists in Minimum Qualifications for Faculty and Administrators in California Community Colleges, pursuant to Title 5 §53407; and Resolved, That the Academic Senate for California Community Colleges oppose the continued use of the word ['discipline' in the Taxonomy of Programs (TOP) and urge the California Community Colleges Chancellor's Office to work with the Academic Senate to develop alternative language in the TOP to replace the use of 'discipline' so that the replacement language clearly differentiates the purpose of the TOP from the purpose of the disciplines lists and delineation of faculty service areas." ASCCC Resolution 09.05 Spring, 2013.

<http://asccc.org/resolutions/eliminating-word-%E2%80%9Cdiscipline%E2%80%9D-taxonomy-programs>

If the Chicano Art History course has a TOP code of Art History but is taught by a person with a qualifications in Chicano Studies is that improper in any way?

NO, NO, NO.

And how about the course "Statistics for Behavioral Sciences." If the disciplines assigned to it are Math and Psychology, and the TOP code is Math, is there anything improper about allowing it to be taught by an instructor who has the qualifications for psychology, but not for math?

NO

And how about the relationship of instructor qualifications to the assignment of courses to fulfill GE requirements? Is it wrong for the "Statistics for Behavioral Sciences" course taught by a psychology instructor to be used to fulfill the degree requirement for Math?

This is not a problem for the California Community Colleges. Ask your articulation officer if it is a problem for CSU and UC in regards to your articulation agreements.

If a class is taught to both credit students and continuing education students, must the decision to cancel for insufficient enrollment be made based solely on the count of credit students? For instance, if the minimum class size is set at 20 students and then 30 students show up for a P.E. class, 15 of them credit students, and 15 of them continuing education students, must the class be cancelled because of the low enrollment of credit students, regardless of the number of continuing education students?

Sacramento does NOT require this approach. This is determined by local practice.

Under the new repeatability rules, how can a student repeat a course such as word processing in order to update skills?

Documentation for repeating a course can include a letter from an employer indicating the need for updated skills.

And if the student has no employer but is unemployed and needs to repeat the course to gain employable skills?

A college advisory group could provide information that would then be available to document the need for students in situations such as this.