



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 FINAL MINUTES

Wednesday, November 4, 2015, 2:30 - 5:00 p.m.

John Adams, Room 139

2015–2016 Council Members Present: Susan Berston, Steven Brown, Lennis Carlson, Neela Chatterjee, Veronica Feliu, Donna Hayes, Dana J Labrecque, Mandy Liang, Lillian Marrujo-Duck, Amy McLanahan, Wendy Miller, Madeline Mueller, Lisa Romano, Denise Selleck, Coni Staff.

2015–2016 Council Members Absent: Ms. Bob Davis, Cynthia Dewar, Dayo Diggs, Matthew Duckworth, Lawrence Edwardson, Maria Heredia, Ghislaine Maze, Sheila McFarland, Carol Reitan, Todd Rigg Carriero, Pablo Rodriguez.

Other Senate Members Present: Debra Wilensky, Vika Palaita, Andrew Chandler, Amily Huang

Guests: Anna Davies, Beth Freeman, Lulu Matute, Lisa Leui, Heilala Seima, Fahina Kolo, Petra Thomas, Phoebe Vanderhorst, Tandy Iles, Pam Mery.

I. Call to Order 2:32

II. Adoption of Agenda.

Agenda adopted.

III. Approval of the Minutes.

September 16, 2015

September 30, 2015

October 7, 2015

All Minutes approved.

IV. Informational Passthrough.

None at this time.

V. Public Comment.

- A flyer was distributed about a special event hosted by the CCSF Asian Coalition and the College is invited to attend the workshop titled “Is Affirmative Action Alive for the Asian American Community?” on November 13, 2015 at the Chinatown Center.
- A comment was made about the need for more office space for the Academic Senate.
- A comment was made to thank the Vice Chancellor of Student Development and the Vice Chancellor of Academic Affairs about improvement in the enrollment process.

VI. Officers' Reports.

President Marrujo-Duck Reported:

- Need a volunteer to visit the professional development office and get more information about the Spring 2016 All College day and report back to the Executive Council on November 18, 2015.
- The drafting of the 2016 Self-Evaluation is in progress. There are many new administrators and many reports to write. Please be reminded to be kind to each other.

First Vice-President Labrecque Reported:

- Program review must be a college-wide process and discussion in terms of reviewing the programs and assess how to improve the program review process. Everyone needs to work together.

Second Vice-President Romano Reported:

- Second Vice-President Romano will attend the Academic Senate Fall Plenary from November 5 to 7, 2015.
- The ASCCC Fall Plenary Resolutions are in the November 4, 2015 consent agenda.

Secretary Liang Reported:

- Thank you for the College's participation on the SLO Flex Day on October 20, and the planning for March 8, 2016 Spring 2016 SLO Flex Day has started. Please visit the SLO website for more information.
- Secretary Liang will attend the Academic Senate Fall Plenary from November 5 to 7, 2015.

VII. Consent Agenda.

Item G. BP 2.19 Travel - PULLED

Item H. AP 2.19 Travel - PULLED

Resolution 2015.11.04.01: Consent Agenda.

Resolved, that the Academic Senate recommends the following resolutions on the consent agenda:

01a. Nomination of Lori Brown as Concert & Lecture Coordinator.

Whereas, the Concert & Lecture events are valued by the CCSF community; and

Whereas, all faculty were invited to apply for this reassigned time coordinator position; be it therefore,

Resolved, that Lori Brown be appointed as the Concert & Lecture Coordinator at 0.30 reassigned time for Spring 2016.

01b. Vote for Addition Academic Senate Executive Council Meeting on November 18, 2015.

Whereas, due to the increased activity at the college to meet accreditation requirements, clarify decision-making processes, and meet state deadlines for college-wide reports; be it therefore,

Resolved, that the Executive Council hold an additional meeting on November 18, 2015.

01c. ASCCC Fall Plenary Resolutions.

Whereas, City College of San Francisco values the opportunities to participate in statewide discussions of academic and professional matters; and,

Whereas, the proposed ASCCC Fall Plenary Resolutions were provided to all faculty members to review and provide feedback on; be it therefore,

Resolved, that the Academic Senate direct its Fall 2015 Plenary delegate to vote in favor of ASCCC Fall Plenary Resolutions, unless further provided information persuades the delegate otherwise.

01d. CCSF Website Guidelines. (See Addendum A).

Whereas, improvements are needed to create more uniform website content that adheres to ACCJC regulations, and

Whereas, guidelines developed by a work group of the Accreditation Steering Committee were shared with all faculty and an opportunity for feedback was provided; be it therefore,

Resolved, that the Academic Senate recommend the Fall 2015 Accreditation Steering Committee website guidelines.

01e. BP 3.02 Equal Employment Opportunity and Diversity.

01f. AP 3.02 Equal Employment Opportunity and Diversity.

VIII. Informational Item:

A. Curriculum Committee Policies from October 14th meeting.

Conversation requested and will be added to the November 18, 2015 Executive Council meeting agenda.

IX. Appointments:

Resolution 2015.11.04.02. Limited and Unlimited Committee Appointments:

02a. Nominations to Committees with Unlimited membership

Scholarship

Lori Cabansag – ESL

Neela Chatterjee – ESL/IDST

Maria Cheremeteff – Art
Bruce Leung – Business
Steven Swingle – Physics

02b. Nominations to Committees with Limited membership

Concert and Lecture

Pamela Kamatani – Music
Benedict Lim – Music
Sirous Monajami – Library (Alternate)

02c. Nominations to AS Workgroups / Task Forces

Faculty Awards and Recognition Task Force

Christian Hernandez – Healthcare Technology

02d. District-Level committees and Taskforces/Workgroups

Enrollment Management Workgroup

Lorraine Leber - VMD

Moved: Wendy Miller; **Seconded:** Neela Chatterjee; **MCU**

Not Present: Ms. Bob Davis, Cynthia Dewar, Dayo Diggs, Matthew Duckworth, Lawrence Edwardson, Maria Heredia, Ghislaine Maze, Sheila McFarland, Carol Reitan, Todd Rigg Carriero, Pablo Rodriguez.

X. Old Business:

A. Lecture/Lab Unit/Hour Conversion Conversation.

Feedback from the Council:

- P.25-32 in the packet.
- Thank you for Kimberly for reviewing and providing additional information about the lecture/lab unit/hour changes.
- The unit must map to the number of hours, whether it is lecture or laboratory, and the course outlines must reflect the changes. This regulation applies statewide and all California community colleges need to comply with this regulation.
- The curriculum committee did not take any of this lightly. The curriculum committee was following the regulations from the State Chancellor's Office. 2 hours of lab and 1 hour of homework for 1 unit.
- This change involved salary and the union needs to be involved. Curriculum Committee does not have any purview about salary for faculty.

XI. New Business

A. Close Out of 2014-2015 Equity Funding Proposal.

Motion to split the resolves:

Moved: Dana Jae Labrecque; Seconded: Neela Chatterjee; MCU.

Resolution 2015.11.04.03a. Close Out of 2014-2015 Equity Funding Proposal.

Resolved, that the Academic Senate recommend the purchase of Net Tutor software and services to support student services; and,

Resolved, that the Academic Senate recommend the Follett book purchase proposal; and,

Resolved, that the Academic Senate recommend the Clipper Cards for students proposal; and,

Resolved, that the Academic Senate recommend the proposals from the SES Committee for CNIT Lab Aides, CNIT Outreach Materials, Harder & Company Community Research, Teaching Men of Color, and Providing Books on Reserve; and,

Resolved, that an updated proposed spending budget for all of the recommended equity funding proposals be shared with the Academic Senate at the November 18, 2015 meeting.

Moved: Dana Jae Labrecque; Seconded: Neela Chatterjee; MCU.

Not Present: Ms. Bob Davis, Cynthia Dewar, Dayo Diggs, Matthew Duckworth, Lawrence Edwardson, Maria Heredia, Ghislaine Maze, Sheila McFarland, Carol Reitan, Todd Rigg Carriero, Pablo Rodriguez.

Resolution 2015.11.04.03b. Close Out of 2014-2015 Equity Funding Proposal.

Resolved, that the Academic Senate recommend that the proposals from the SES Committee for the VasA Outreach and Mentoring Program and Waypass be put on hold; and,

Resolved, that the Academic Senate not recommend the proposals from the SES Committee for Intercollegiate Athletic Advisor, Full Time Tutoring Coordinator for EOPS, SACNAS Conference, and Second Chance Program; and,

Resolved that the Academic Senate not recommend the proposals from the Learning Communities and Career Pathways committee for the pilot Interior Design pathway or the expansion of the Metro Transfer Academy.

Moved: Steven Brown; Seconded: Neela Chatterjee;

Yay: Lennis Carlson, Donna Hayes, Mandy Liang, Wendy Miller, Lisa Romano, Coni Staff,

Nay: Neela Chatterjee, Dana Jae Labrecque, Amy McFarland, Denise Selleck;

Abstention: Susan Berston, Steven Brown, Veronica Feliu, Madeline Mueller.

Not Present: Ms. Bob Davis, Cynthia Dewar, Dayo Diggs, Matthew Duckworth, Lawrence Edwardson, Maria Heredia, Ghislaine Maze, Sheila McFarland, Carol Reitan, Todd Rigg Carriero, Pablo Rodriguez.

B. Equity Proposal Prioritizations for 11/4/2015 – PULLED.

C. Pilot Pathway Interior Design – PULLED.

D. Pilot Pathway Metro Transfer Academies – PULLED.

E. Faculty Service Areas Feedback.

- Retreat rights and bumping rights. Classified City system could bump in our district.
- Faculty service areas are based on the areas where a faculty member could teach in particular area if he/she meets local requirements for particular areas such as DSPS.
- Adding a set of competency criteria – where faculty can add additional Faculty Service Areas to their discipline. Do we want to set a higher or lower bar for this competency criteria.
- Meeting competency from a regional accredited university is more permissive and using professional experience in CTE areas.
- A survey of a number of community colleges can be done to find out how they defined their FSAs and competency criteria.
- Discuss how competency in a particular discipline is defined and the process on how bargaining board will take this on.

Feedback from the Council:

- It is important to remember that counseling is one of the FSA and it is important to follow the proper process to hire counselors which is through the counseling departments in the Student Development Division.
- Strong workforce recommends statewide that colleges look at ways of creating Faculty eligibility in certain technical fields. Particularly in CTE areas. Keeping current and teaching F/T for 10 years. It would be a nuance.
- A question was posed about the process if a faculty has more than one FSA.
- A question was posed about whether Library and Library Tech are the same FSA. What are the ramifications?
- Districts used discipline lists to define. Department Chairs should be in on the conversation to hammer out this list.
- A comment was made about that a faculty could have taught in a California State University or a University of California or outside of the state of California. Input was sought about whether additional competency criteria are wanted.
- A comment was made about the amount of details that make it hard to provide feedback. Is this making it impossible to get an additional FSA – aren't we making it a choice of how and who to lay off. Could a History teacher apply in a Political Science class.
- A comment was made to suggest AFT to push for a fairly permissive and flexible system and not one that puts barriers to people.
- A question was posed about retreat rights from an administrator coming in to take a tenured faculty position.
- A comment was made about that it is more difficult when we have credit and noncredit.
- A question was posed about seniority and how it is determined.
- It is good to have ability to leverage our cross-functional disciplines.

F. ASCCC Fall Plenary Noncredit Resolution.

Resolution 2015.11.04.04: ASCCC Fall Plenary Noncredit Resolution.

Whereas, The California Community College Chancellor's Office and the state of California, through legislation of AB 86 and AB 104, demand multiple educational pathways to increase success of English language learners transitioning into credit programs;

Whereas These pathways include access to completing certificates, degrees, or preparing for transfer via existing coursework offered at California Community Colleges (CCC);

Whereas, Credit courses in English as a Second Language (ESL) provide students in the CCC system instruction in the academic English language skills needed to be successful in completing certificates, degrees, or preparing for transfer;

Whereas, The efforts to align CCC ESL with other systems have revealed a limited understanding of the value of credit ESL as efforts to boost noncredit and not-for-credit offerings are made, causing a potential limitation in how districts envision those pathways;

Resolved, That the Academic Senate for California Community Colleges affirm that credit ESL courses offered at the community college remain a vital service to community members seeking to pursue educational and career pathways; and

Resolved, that the Academic Senate for California Community Colleges work with the Chancellor's Office and ESL faculty to maintain credit ESL as a valid and suitable option among all resources designed to promote success for English language learners in California Community Colleges; and

Resolved, That the Academic Senate for California Community Colleges reaffirm that the right to decide the credit/non-credit status for any class is an academic and professional matters and hence under the purview of the Academic Senates and Curriculum Committees.

Resolved, that the Academic Senate recommend an affirmative vote on behalf of the ASCCC Fall 2015 ESL resolution, unless further information, in which case the CCSF delegate will use best judgment.

Moved: Wendy Miller; **Seconded:** Coni Staff. **MCU.**

Not Present: Ms. Bob Davis, Cynthia Dewar, Dayo Diggs, Matthew Duckworth, Lawrence Edwardson, Maria Heredia, Ghislaine Maze, Sheila McFarland, Carol Reitan, Todd Rigg Carriero, Pablo Rodriguez.

G. Mission Statement Evaluation Results.

- The Mission Statement is reviewed annually since 2012.
- The Mission Statement guides data collection and analysis.
- The Mission Statement was presented at the Board of Trustee and PGC meetings.
- A new piece this year is an SLO dashboard to look at all semesters at ILO and GELO assessments.

- 89% of the college affirms the Vision Statement the way it is currently stated.
- 85% affirms the Mission Statement as it stands with students, admin, faculty and classified staff.
- Comments are online. 64 comments had to do with lifelong learning.
- 836 responded, 153 provided comments.
- The survey was sent out college-wide to every single employee, student, faculty, - about 45,000 people.
- The Mission Statement is scheduled to go to the board next week.

H. **PGC Internal and External Survey Feedback.**

- There are some floating committees without a body to report to.
- Facilities, Finance, and ITAC – Chancellor makes the final decision.
- Why is the Chancellor not at the PGC meeting with regularity? Perhaps a conflict of interest?
- Why is a Dean Chairing and not a VC? Can't a VC Chair?
- Chair should not be appointed by the Chancellor but why doesn't the committee elect the Chair?

Feedback from the Council:

- PGC is extremely important. The communication is little to none.
- A question about posed about whether PGE has a website that is clear with an agenda, minutes, etc.
- A comment was made about the important of understanding good communication in making major policy decisions.
- The PGC website is hard to navigate to locate the meeting minutes. Sometimes links do not work. Improvement can be made to require easier online navigation to location information.
- It is important to clarify PGC's understanding about 10+1 items.

I. **Nomination of exemplary program.**

There was no quorum to vote on this resolution. Based on the feedback received from the Council members present, the Academic Senate President selected Project Survive as the CCSF nominee for the Exemplary Program Award.

XII. Reports.

- A. Committees. Meeting ended. No time for discussion.**
- B. Accreditation Update – 1st Draft Feedback – Meeting ended. No time for discussion.**
- C. Shout Outs for Best Use of Data in Committee Minutes -- Meeting ended. No time for discussion.**

XIII. Adjourn 5:00.

Next Academic Senate Meeting
Wednesday, November 18, 2015, 2:30-5:00
Ocean Campus, Visual Arts 115
Committee on Committees, 2:00-2:30

ADDENDUM A

01d. CCSF Website Guidelines.

These recommendations apply to sites referencing the CCSF accreditation process or with the word “Accreditation” in the title.

I. Only college web pages that are hosted within the official CCSF Accreditation website (<http://www.ccsf.edu/accreditation>) should use the word “accreditation” in their **main page title**, file names, document folder names, or shortcut names. (Exceptions: programs that have their own accreditation, in which case their **program** must be clearly identified and link to the main CCSF accreditation website (**college** accreditation). (Example: DMI Accreditation web page.) This helps prevent people doing searches from landing on the wrong page.

II. Guidelines for the main accreditation website:

- A. Avoid as much as possible duplicate links and information.
- B. Keep to the standard Department 2-column and 3-column templates where possible (with left-hand sidebar navigation to ensure consistent navigation no matter where someone is within the site).
- C. Where possible, linked documents should be PDF.
- D. All links to documents should be created such that they open in a new window (links to webpages within CCSF do not open in a new window).
- E. Link text should include the year (and month, if appropriate) of the document
- F. Language used should be as simple and clear as possible. Less is more!
- G. After implementation of current layout, any major changes to the layout of these pages must be reviewed and approved first by the steering committee.
- H. All content changes must be approved by the ALO.
- I. Main website shortcut: <http://www.ccsf.edu/accreditation>
- J. Main website sits directly under About CCSF.
- K. Accreditation link should be in #3 position under About CCSF (under Mission)
- L. Ensure direct link from CCSF home page is prominent and doesn't migrate (encourage design that makes it easier to find this link)
- M. Maintain redirect page under Participatory Governance Accreditation Steering Committee, so it sends to location in main Accreditation website.
- N. All deletions and redirects must be coordinated with the CCSF webmaster to ensure no ghosts.
- O. All external documents to which we want to link/reference should be downloaded first to the CMS DAM, and links there only (in case the original document links change or disappear).
- P. Entire accreditation website must be reviewed semiannually to ensure currency, especially the FAQs.
- Q. FAQs need to be kept short -- only a few shown, so only 1 screen's worth.
- R. Section 508 compliant (ADA accessible).

III. Guidelines for the accreditation-related web pages on the CCSF website (outside the main site):

. All other accreditation-related pages can refer to accreditation in their text, but should also link to the main accreditation website and make it very clear that the page is NOT the official CCSF accreditation website.

A. Ownership of any web page that refers to accreditation but is outside the main accreditation site must make it clear which entity is in charge of the site and what their relationship is to the college.

B. If information or resources are necessary for Accreditation work, they should exist on the official CCSF Accreditation site (requests for posting such information/resources on the Accreditation website when they don't exist should be made to the Accreditation Liaison Officer).

IV. Guidelines for ALL accreditation-related web pages on the CCSF website:

. All sites must follow the ACCJC policies for publications produced by colleges referencing accreditation, including:

1. When accredited status is affirmed in institutional catalogs and other official publications, it shall be stated accurately and fully in a comprehensive statement, which identifies the accrediting body by name in the manner required by the accrediting body.

2. The accredited status of a program shall not be misrepresented. The accreditation granted by the Commission has reference to the quality of the institution as a whole. Since institutional accreditation does not imply specific accreditation of any particular program in the institution, statements like "this program is accredited" or "this degree is accredited," are incorrect and misleading.

3. The institution is required to describe its accredited status using the language prescribed in the Commission's "Policy on Representation of Accredited Status" and to avoid expanding that representation to include other matters such as transfer of credit. The address and telephone number of the Commission office shall be included wherever the institution references its accredited status, such as the website, institutional catalog and recruiting materials.

4. Representations of accredited status should include and be limited to the following statement. Additional modifiers such as "fully accredited" are not appropriate since no partial accreditation is possible.

a. (Name of institution) is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: www.accjc.org.

A member institution has the responsibility to uphold the credibility and integrity of the accreditation process by accurately portraying the Commission's actions and helping institutional constituencies to understand the Eligibility Requirements, Accreditation Standards, and Commission policies pertinent to an accreditation action taken on an institution.

The draft guidelines can also be found on this online document:

<https://docs.google.com/document/d/1ZfIMBjGIyxrGf3qDA3aui3gKhSWYZa9ARrtOv0zCmQI/e/dit?usp=sharing>