The Academic Senate

CITY COLLEGE OF SAN FRANCISCO

CCSF Academic Senate Executive Council

Final Minutes
Wednesday, May 7, 2025, 2:30-5:00 pm
HBB 140 or Via Zoom

Councilmembers present: Monica Bosson, Jessica Buchsbaum, Katia Fuchs, Mike Greenberg, Tom Kennedy, Fanny Law, Alex Leyton (remote voting), Alexis Litzky, Lillian Marrujo-Duck, Craig Persiko, Jonathan Potter, Pablo Rodriguez (remote non-voting), Lisa Romano, Mitra Sapienza, Chad Stephenson, Richard Taha (remote non-voting)
Councilmembers absent: Miguel Galarza (on leave), Robin Pugh
Other Senate members present: Landi Ehnli, Andrea Niosi
Guests: Fred Teti, Jennifer Kienzle, Cherisa Yarkin, Stephanie Chenard, David Yee, John Halpin

1. **Call to Order 2:34pm**
   CCSF Land Acknowledgement
   We acknowledge that we are on the unceded, ancestral homeland of the Ramaytush Ohlone who are the original inhabitants of the San Francisco Peninsula. As the indigenous stewards of this land and in accordance with their traditions, the Ramaytush Ohlone have never ceded, lost nor forgotten their responsibilities as the caretakers of this place, as well as for all peoples who reside in their traditional territory. As guests, we recognize that we benefit from living and working on their traditional homeland. We wish to pay our respects by acknowledging the ancestors, elders, and relatives of the Ramaytush Community and by affirming their sovereign rights as First Peoples.

2. **Adoption of Agenda**
   a. Adopted with 11 members present
3. **Public Comment**
   a. Monica Bosson - appreciated *Guardsman* and SFGate articles on "ghost students"
4. **Reports**
   a. Officers Reports
      i.   President's report, Alexis Litzky – May is AAPI Heritage Month as noted in the *Equity Times*; last day for Senate elections is today; *Senate Rostrum* print copies are available and contain relevant Senate articles on leadership; Academic Senate Coordinators budget was presented
      ii. First Vice-President, Lillian Marrujo-Duck - no report
      iii. Second Vice-President, Katia Fuchs - appreciative of Trinh Tran for

Retirement party on same day as opening of Student Success Center on May 15 (12-2pm); Board of Governors application is in process and under today's consent agenda

    iv.   Secretary, Chad Stephenson - reminder to faculty to submit Fall 2025 textbook requests to the Bookstore before summer break to allow for processing and preparation by Library services

  b. [ASCCC Plenary Report](#) - President Litzky

    i.   Report sent out to faculty via email

    ii.   Stanback Stroud award presentation is worth watching online to celebrate the work of Shella Cervantes (WGST)

    iii.   Newly elected leaders include Mitra Sapienza as at-large representative; first State Senate president and vice-president are notable for being the first Black representatives simultaneously in these roles and speaks to inclusivity of ASCCC

    iv.   CCSF resolutions (see ASEC minutes from April 9, 2025) adopted by ASCCC

    v.   ASCCC involvement includes an application for service; volunteering for the Partnership Resource Team (PRT) is encouraged which includes intra-college visitation teams

  c. [AS Elections](#) - President Litzky

    i.   Final day for elections is today; 25% participation from faculty is needed, current participation as of yesterday according to election officers is 10%

    ii.   Members of the new council will be elected and seated at the next meeting, along with setting 2025-26 academic year meetings and agenda items

  d. Distance Education (DE) Handbook Updates - Megan Sweeney; see [slide deck](#)

    i.   *Using the DE Handbook* guide available on Canvas and [published online](#)

    ii.   *DE Handbook* is updated regularly, ensures compliance with State and federal regulations; used for quick reference, those new to teaching online

  e. Committee on Committees Report - Lillian Marrujo-Duck

    i.   No report

5. Unfinished Business

  a. Program review recommendations - President Litzky

    i.   [Proposed 2025-2027 Comprehensive Program Review (CPR) Process](#)

    ii.   Items in consent agenda reflect several of the processes in consent agenda (below)

    iii.   Timelines for CPR action plan broken into Phase 1 (AY 2025-26) and Phase

2 (AY 2026-27) which correlates to Institutional Education Plan (IEP) development

    iv.   Senate members comments and questions included the following

1. a need to better understand key facts and how they drive need; more information about "70% of our course schedule consists of single-section offerings, which limits efficiency and adaptability";
2. concerns about instructional spending as Full-Time retirees are replaced by Part-Time hires and how this impacts "efficiencies"; what is an "action plan" and what are the deliverables?;
3. assumptions include cuts to single sections is less disruptive than multiple sections;
4. how are cost-savings achieved through vitality? data should inform this more clearly;
5. Education Master Plan is replaced by Institutional Master Plan–this complies with accreditation requirements;
6. Plan assumes this is a communication tool for faculty to discuss program vitality;
7. no discussion of what happens after two academic years as part of the proposal–this will return to program review cycle;
8. "vitality data" and vitality markers have not been decided as data elements, yet four markers are prioritized in the proposal;
9. position control data is needed by chairs and need data how they contribute to generation of revenue

6. **Consent Agenda**
    a. [Approval](#)of [Minutes from April 23, 2025](#)

2025.05.07.6.a. Approval of Minutes: Minutes from April 23, 2025

Resolved, the Executive Council approves the minutes for April 23, 2025.

Adopted by consent.

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    b. [Approval of Committee Appointments](#)

No appointments at this meeting.

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    c. [Acceptance](#)of [ILO 4 Personal & Career Development Report](#)

2025.05.07.6.c. Accepting the 2025 [ILO 4 Personal & Career Development Report](#)

Whereas Institutional Learning Outcomes (ILOs), rooted in the Mission of the College, define and identify the knowledge, behaviors, and skills the College would like students to acquire and develop throughout their CCSF educational experiences;

Whereas the Institutional Assessment Plan specifies that Institutional Learning Outcomes (ILOs) shall be assessed on a regular basis through a process with broad faculty participation coordinated by the Student Learning Outcome (SLO) Coordinators and the Academic Senate's Student Learning Outcome Committee (SLOC);

Whereas a thorough assessment of ILO 4, Personal & Career Development, was conducted in 2024-2025 using both quantitative and qualitative data about the ILO, including quantitative analysis of assessments of SLOs mapped up from courses through programs to ILOs; alignment of student service outcome assessments; dialogue with the Associated Students Executive Council; and in-depth discussion at the SLOC meetings on several occasions;

Whereas a thorough assessment of ILO 4, Personal & Career Development, was conducted in 2024-2025 using both quantitative and qualitative data about the ILO, including quantitative analysis of assessments of SLOs mapped up from courses through programs to ILOs; alignment of student service outcome assessments; dialogue with the Associated Students Executive Council; and in-depth discussion at the SLOC meetings on several occasions;

Be it resolved that the Academic Senate receives and accepts the Spring 2025 ILO 4 Assessment Report; and be it further

Resolved that the Academic Senate recommend that this report be used, when relevant, during planning and improvement processes.

Adopted by consent.

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d. [Endorsing a](#) [Nominee for California Community College Board of Governors](#)
   i. Proposed approval by acclamation requested by Lillian Marrujo-Duck, seconded by Mitra Sapienza

2025.05.07.6.d. Endorsing Katia Fuchs for California Community Colleges Board of Governors

Resolved, the CCSF Academic Senate enthusiastically supports Katia Fuchs, chair of Mathematics and 2nd Vice President of the Academic Senate, as a nominee for the California Community Colleges Board of Governors.

Approved by acclamation.

e. [Accepting]the [2022 Comprehensive Program Review Summary Report]

2025.05.07.6.e. Accepting the [2022 Comprehensive Program Review Summary Report]

Resolved, the Academic Senate accepts the 2022 Comprehensive Program Review Summary Report and encourages the report and its recommendations be used to inform the next round of comprehensive program reviews.

Adopted by consent.

f. [Resource Requests and Allocation Tracking Recommendation]

2025.05.07.6.f. Resource Requests and Allocation Tracking Recommendation

Whereas, Title 5 § 53200 (c) outlines academic and professional matter purview as:
    4. Educational program development
    9. Processes for program review, and
    10. Processes for institutional planning and budget development, and

Whereas, according to the Academic Senate of California Community Colleges[1] one of the main goals of program review is to "integrate program review and prioritization results into institutional planning and resource allocation processes" (p. 11) and local senates should ensure wide distribution of "the results of program review and prioritization processes to the campus community," (p. 12); and

Whereas, program review is "central to the College's integrated planning and budgeting system"[2] but the currently outlined process in Section D1 of the Roles, Responsibilities, and Processes Handbook[3], lacks a trackable, transparent process through which stakeholders can see how and when program review reports and resource requests are reviewed, prioritized and funded, and

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[1] [ASCCC Budget Processes and the Faculty Role.] White paper adopted Fall 2019.
[2] [CCSF 2022 Institutional Self Evaluation Report.] Adopted December 2022. p.36
[3] [RRP Handbook]. Adopted December 2022.

Whereas, the Program Review committee recommended[4] "the Academic Senate work with the college to develop resource request tracking processes as another resource for program reflection" in the annual planning and comprehensive review processes and the Noncredit Adult Education Committee urged[5] "the College to establish mechanisms for accountability and feedback" to ensure open and transparent budgeting and planning processes in restricted funding allocations, be it therefore

Resolved, the Academic Senate recommends that the Academic Senate leadership and Office of Institutional Effectiveness develop a Program Review Resource Request Tracker for consideration by the Academic Senate, and

Resolved, the Program Review Resource Request Tracker should be integrated into the college's budgeting and planning calendar, and

Be it further Resolved, that the aforementioned participants seek the support of appropriate institutional resources such as the PGC Planning and Budget Committees, CaRP, the Office of Instruction, and relevant Academic Senate committees that prioritize resource requests in order to effectively meet this charge.

Adopted by consent.

g. Adopting the Academic Senate Enrollment Management Philosophy

2025.05.07.6.g. Adopting the Academic Senate Enrollment Management Philosophy

Whereas, the 2023–2024 Academic Senate Executive Council identified the importance of developing an Enrollment Management Philosophy that reflects the shared values, priorities, and expertise of faculty in service of a student-centered and equity-minded college mission; and

Whereas, the 2024–2025 Academic Senate Executive Council dedicated the academic year to crafting, refining, and discussing a statement that articulates how faculty contributions to enrollment management align with principles of academic integrity, inclusive access, and long-term institutional vitality; and

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[4] 2022 Comprehensive Program Review Summary Report
[5] 2025 NCAEC Resolution for Open and Transparent Budgetary Practices

Whereas, this philosophy is intended to serve as a guidepost for future shared governance conversations, ensuring enrollment-related decisions remain grounded in educational quality, equity, and the well-being of our diverse student population;

Be it resolved, that the Academic Senate adopts the Enrollment Management Philosophy as a guide for enrollment management conversations and decision-making; and

Be it further resolved, that the Academic Senate encourages campus stakeholders to use this philosophy as a foundation for collaborative, transparent, and mission-aligned enrollment planning.

Adopted by consent

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      h. Endorsing the Proposed 2025-2027 CPR Process
         i. Pulled from agenda by Lillian Marrujo-Duck
        ii. Lillian proposed a friendly amendment to connect data with vitality measures; seconded by Mitra Sapienza, who added additional amendments regarding improving language around equity & achievement
      iii. Council members asked about program vitality measurement data and the role of the Senate identifying them, including data on position control for department chairs
      iv. Proposal by Jessica Buchsbaum to move item 6.h to next meeting for further discussion and updates
         1. Approved with 7 in favor, 6 opposed

7. **Break**
    a. The Senate took a 5-minute break
8. **New Business**
    a. Supporting the Call for Constructive Engagement and Mutual Academic Defense Compact
       i. Motioned: Monica Bosson, seconded by Mitra Sapienza

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2025.05.07.8.a. Supporting the Call for Constructive Engagement

Whereas, recent executive orders and legislative proposals at the federal and state levels threaten the academic and professional integrity of public institutions of higher education by seeking to limit academic freedom, restrict curriculum content, and impose undue political influence over faculty governance and institutional policy; and

Whereas, the California Community Colleges system serves over 1.8 million students and is governed through a model of participatory governance grounded in the Title 5 §53200 "10+1" academic and professional matters, including curriculum, academic standards, and policies for faculty roles in institutional governance; and

Whereas, an infringement on the academic integrity, autonomy, or governance processes of one college presents a threat to all colleges and undermines the collective mission to serve California's diverse student population equitably; and

Whereas, academic senates and boards of trustees share a responsibility to uphold the mission of the California Community Colleges by safeguarding educational quality, institutional independence, and the rights of faculty and students to teach, learn, and engage in open inquiry; therefore be it

Resolved, that the Academic Senate affirms its commitment to academic freedom, faculty primacy in curriculum and governance under Title 5, and the collective defense of these principles across the California Community Colleges system;

Resolved, that the Academic Senate urges the CCSF Chancellor and Board of Trustees to endorse and actively participate in the formation of a mutual academic defense compact and support the call for constructive engagement petition, pledging collaboration with faculty leaders across the state to uphold the values of academic freedom, shared governance, and institutional integrity.

Approved with 11 votes, 1 abstention

    b. CaRP (Formerly known as Fan5) Update - Cherisa Yarkin, Director of Planning
   - i. Name change from Fan5 ("5 categorical grants") to Coordination and Resource Program group based on role change
   - ii. Former Fan5 included fund managers, Student Equity Coordinator, and President of ASEC and continues to meet
   - iii. CaRP links funds across the college and serves to ensure resource allocation implementation and matching with accreditation standards
   - iv. Review of fund amounts, allocations, and requests a
   - v. Includes professional development resources and activities
   - vi. The Senate appreciated the work done by CaRP

    c. Reviewing the Draft Student Equity Achievement (SEA) 3-year Plan - Mitra Sapienza, Equity Coordinator
   - i. Solicitation of feedback is due June 6 to gather gaps

    ii. Five metrics in plan related to equity groups at the college
1. Successful enrollment (Access)
2. Completion of degree or certificate
3. Transfer to four-year
4. Persistence
5. Completion of transfer-level math/English
    iii. Equity focus populations include Black or African American, Latino/a/x (to close gaps in highest disproportionately impacted groups), while also includes foster youth, veterans, housing insecure
    iv. Goal to approve by November 2025
    v. Feedback form linked in slide deck and here

d. Draft SF Adult Education Program (AEP) 3-year Plan - Stephanie Chenard, Director of Contract & Corporate Education, Adult Education, and Extension Programs
    i. Resource: NAEC Resolution on AEP funds; see slide deck
    ii. Adult education falls under noncredit auspices; 3-year plan must be submitted, each year an annual plan is submitted
    iii. Plan goals
1. Improve entry points to CCSF
2. Support student progress with high impact services
3. Increase transition to post-secondary education
4. Aligns with Guided Pathways, CCSF Master Plan, and Vision 2030
    iv. Population demographics for plan and core need identified along with forward looking opportunities based on data gathered by WestEd
    v. Key areas of need for adult education
1. High demand for ESL
2. Expansion in noncredit CTE and pre-apprenticeship programs
3. Formalized pathways from noncredit to credit
4. Digital literacy courses for noncredit
5. Flexible course scheduling
6. Demand for online classes despite digital access issues
7. Improved registration support and onboarding
8. Clearer ESL course mapping
9. Stronger counseling and targeted community outreach
10. Strategic faculty professional development focused on DEI and high school-aged students
11. Leadership roles: Dean of Adult Education, Academic Senate liaison
12. Enhancing access to career services for non credit students
13. More equitable distribution of services and courses across centers

      vi.   Senate members asked about carryover funds and need for spending plan; carryover funds and CAEP funding allow for innovation for one-time or adaptive programs to meet the needs assessment; once plans identify specific needs and strategies, annual funding can follow with data demonstrating need fulfillment; items identified as 10+1 are recommended to be called out to clarify the role of the Senate

      vii.   This item will return at the next meeting for a second-read to clarify the plan for the Senate for possible endorsement and move toward PGC

9. Adjournment

    a. Meeting adjourned at 5:17pm