Official Minutes
CCSF Academic Senate Executive Council
Wednesday, May 1, 2013, 2:30 Ð 5:00 pm
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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 member Carol Reitan spoke briefly about MO
community college faculty to take advantage of funds a
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

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
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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 wonÕt 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 complete the work that we need to do. The visiting team asked about governance roles in many of the meetings that included facult 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 ne 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 ÒThe Chancellor shall rely primarily on the Academic SenateÕs recommendations to establish procedures to ensure effective collegial consultation with respect t Areas 1-10 in Section A of this policy.Ó 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:

> ÒComplete 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 Òacademic and professional matters.Ó

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 canceled. 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. Both the Academic Senate President and the Chancellor bring issues to this meeting.

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. 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 in2 (i)2ocess.srtstiei(te)-1 (d)-1 (to)]TJ 0.0062 Tc -293 -1.146 Td [(as)1 (s)1 (u)-1 (re)2 (t)2 (h)-1 (ei)2 (r)2 (i)2 (n)-1a (n)]ideas v

(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 it 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.