



# 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 F H%,VÉRÜ6 ý> @!¶Ù¶ÄÛÐår±«'Ä''9\*‹U>C

- Faculty publicly acknowledged the Academic Senate President Lillian Marrujo-Duck and all faculty for their hard work and dedication.
- The Lavender Graduation was a huge success. The Academic Senate President spoke at the graduation ceremony. A thank you card was presented to the Academic Senate President
- A community member shared a perspective on Judge Karnow's decision.

#### IV. Officers' Reports. -- Unofficial

- President Marrujo-Duck: All faculty are asked to submit evidence to support the injunction documents. It's important to use evidence to support our argument and our work. This is an opportunity for faculty to submit all relevant evidence.
- Secretary: None

## V. New Business

### B. Reconsideration/Injunction Update

- Feedback for the email sent by Academic Senate regarding injunction documents:
  - Make the email brief and direct to the point.
- Injunction Updates from Steve Bruckman
  - Report due on June 26, 2015
  - When Judge Karnow speaks about holistic, he was talking about the context when the ACCJC took actions in 2013. He means don't just focus on the 10 deficiencies, also look at the other 30.
  - The court rules on a whole lot of issues. The court rejected many arguments presented by the City Attorney. He was not ruling over the right or wrong decision that the commission made. He was talking about the due process that CCSF was not informed about the 10 additional deficiencies throughout the process. When the commission made a decision, CCSF was caught in surprise about the 10 deficiencies. Therefore, CCSF was not given sufficient time to address the 10 deficiencies and to provide evidence to address the 10 deficiencies.
  - This is an opportunity for CCSF to provide evidence in addressing those 10 additional deficiencies.
  - What's going to happen? CCSF is submitting the evidence to address the 10 deficiencies. Then ACCJC will provide a written response. According to Judge Karnow, the case is over. Br

process to update the Mission Statement and documents are kept by Department Chairs, is this new evidence to support CCSF? If the visiting team didn't look and they only look at the few departments that put the information online, it is now important to present the evidence to show that reviewing and updating the mission statement process has been continuous since 2012, then this can be used as evidence.

- In 1998, evidence showed that student learning outcomes were included in the College dialogue. But the standard focuses on result and concrete plan for improvement and tie to budget. Simply having a dialogue was not enough to meet the standard. The focus is on closing the loop.
- The point is that, in 2012, those 10 deficiencies were a surprise to CCSF. If CCSF had known about these deficiencies, the College could have provided evidence to address the deficiencies.
- Apparently the Commission doesn't agree with the Judge. But CCSF can only do what the College does the best and stays hopeful. CCSF must do whatever we can to show evidence to show that CCSF is working its best if the case has to go to the federal court.
  
- A follow up email from the Academic Senate President will be sent to all faculty to provide instructions on how to holistically address the following ten deficiencies. The ideas for how to respond to each deficiency were discussed with the Executive Council and the CCSF Counsel:

## **10 Deficiencies**

### **Number One**

***I.A.3. Using the institution's governance and decision making processes, the institution reviews its mission statement on a regular basis and revises it as necessary ( 44 52 14.16.004 Tc 2***

of evidence in their office that were never seen by the visiting team in March 2012. Please, Chairs, tape up the boxes and label them very clearly: SLOs data from \_\_\_\_\_ Department \_\_\_\_\_ year. This evidence includes anything done in each department that is using SLOs to improve student learning. Send/take these boxes to the Academic Senate o



**III.C.2. *Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.***

Ideas for III.C.2: Please brainstorm ideas on how to address this deficiency. Remember to consider that CCSF is better off when the College can “close the loop” on the process.

- Student Equity and Student Success: need to look at the data and identify opportunities of improvement.

### **C. Equity Update and Recommendations**

Please refer to the Equity Update and Recommendations document enclosed in the meeting packet

Discussions:

- The Metro counselor and the Metro Coordinator positions are two separate positions with reassigned time, requested from Metro Program.
- The process must be clear and defined how the counselor position is assigned.
- The process can be referenced to the CTE Perkins grant process and the PUENTE model (e.g., appropriate department chair signatures need to be included on the proposal to ensure all parties are involved and informed).
- A systematic and an open process need to be placed on how the process should be and who needs to be involved.
- Under the May 19<sup>th</sup> Resolution (Executive Council meeting packet p.50), it is important to clarify the following: 1.d. what does it mean by “significantly expanding the number of students...” 1.b. “seeking external funding” –need to have discussion about how to institutionalize programs that are effective.
- The process need to include the Academic Senate, Administration, and the appropriate departments.

### **E.) IEPI Feedback Consideration:**

PRT stands for Partnership Resource Team.

Goal: the PRT provides feedback on how to in (w)4 (i2 (ide)4 ( 12 7r (on,c.4 (s)-1 ( f)3 ((k on howdf)3 ((k on