Academic Senate Council Agenda
October 9, 2026, 1:30-3:30pm
San Luis Obispo: 2609; North County: N1128
832 Dogwood Dr. Murphys, CA 95247
Guest Zoom meeting access:
https://cuesta-edu.zoom.us/j/83108745151

President	Erich Tucker	Present/ Absent / AB 2449 remote
Vice-President	Ryan Lowenstein	Present/ Absent / AB 2449 remote
Curriculum Co-Chair	Matt Knudsen	Present/ Absent / AB 2449 remote
Secretary (non-voting)	Vacant	Present/ Absent / AB 2449 remote
ASCC (non-voting)	Yanelly Cardenas	Present/ Absent / AB 2449 remote
CCFT President (non-voting)	Greg Baxley	Present/ Absent / AB 2449 remote
Child Development, Education, & Ethnic Studies	Melina Simonds/Brittany Wiley	Present/ Absent / AB 2449 remote
At Large, Full-Time	Dina Hallmark	Present/ Absent / AB 2449 remote
At Large, Part-Time	Marie Goeritz	Present/ Absent / AB 2449 remote
At Large, N.C.C.	Ron Clark	Present/ Absent / AB 2449 remote
Agriculture	Seth Abugho	Present/ Absent / AB 2449 remote
Biology	Devon Bradley	Present/ Absent / AB 2449 remote
Business		Present/ Absent / AB 2449 remote
Skilled Trades & Technology	Jonathan Blackketter	Present/ Absent / AB 2449 remote
English	Stacy Kimmey	Present/ Absent / AB 2449 remote
Fine Arts	Canguo Liu	Present/ Absent / AB 2449 remote
Movement and Health Sciences	Kate Haisch	Present/ Absent / AB 2449 remote
Languages & Communication	Vacant	Present/ Absent / AB 2449 remote
Learning Resources	Michelle Hopper	Present/ Absent / AB 2449 remote
Mathematics & Computer Science	Jennifer Sanders-Moreno	Present/ Absent / AB 2449 remote
Nursing & Allied Health	Vacant	Present/ Absent / AB 2449 remote
Performing Arts	Jennifer Martin	Present/ Absent / AB 2449 remote
Earth, Engineering, & Physical Sciences	Pat Len	Present/ Absent / AB 2449 remote
Social Science	Billy Keniston	Present/ Absent / AB 2449 remote
Student Development & Success	Amy Kayser	Present/ Absent / AB 2449 remote
Student Services-Counseling	Vacant	Present/ Absent / AB 2449 remote

Land Acknowledgment: We collectively acknowledge that Cuesta College occupies the ancestral, traditional, and contemporary lands of both the Salinan and the Northern Chumash who are the original, current, and future caretakers of the land upon which we, as guests, work, teach, and learn.

Cards:
Timekeeper:
Computer:

I. **Approval of Agenda** (3 minutes)
II. **Approval of Minutes** **MINUTES DRAFT 9-11-2026** (3 minutes)
III. **Public Comment** (9 minutes): All public comments will be limited to three minutes in length for each speaker. Interest in speaking during Public Comment must be expressed at the beginning of Public Comment.
IV. **Presidents Report** (9 min)
V. **Business Agenda**

Be sure to discuss these items with your division faculty so that you can adequately represent your division in reaching consensus on these items.

Contents:

1. **2026 ISER Standards 2.5, 2.7, 2.8, 2.9, 3.4, 3.5, 3.8, and 3.10** (First Read, Feedback)
2. **2026 ISER Standards 1.3, 2.1, 2.2, 2.3 2.4 and 2.6** (First Read, Feedback)
3. **Call for Feedback – Participatory Governance Handbook, Section 2: Committee Structure** (First Read, Feedback)
4. **Education Master Plan Metrics** (First Read, Feedback)
5. **Call for Feedback – Committee Description Modification for the Student Success Centers Committee** (First Read, Feedback)

1. **2026 ISER Standards 2.5, 2.7, 2.8, 2.9, 3.4, 3.5, 3.8, and 3.10** (Jason Curtis, 30 minutes, First Read, Feedback)

Background: This proposal stems from the Accreditation Steering Committee as they oversee the work being done this Fall on the 2026 Institutional Self-Evaluation Report (ISER) and sharing that work through the participatory governance process. As with the development of past ISERs, the Accreditation Steering Committee approved the development of a Writing Team. Their work will follow the timeline developed and approved by the committee to ensure sections are ready for review at each committee meeting. The purpose of this agenda item is for the Academic Senate to have its chance to read and provide feedback on the drafts of Standards 2.5, 2.7, 2.8, 2.9, 3.4, 3.5, 3.8, and 3.10.

The Accreditation Steering Committee reviewed and provided feedback at their meeting on 9/14/26. These drafts went to College Council on 9/22/26 and will be at Planning and Budget on 9/29/26 with the same proposed outcome.

Please provide feedback on content only; style and formatting will be edited later. All feedback will be discussed at the next Accreditation Steering Committee meeting.

Supporting Documents:
IISER Standard 2.5
ISER Standard 2.7
ISER Standard 2.8
ISER Standard 2.9
ISER Standard 3.4
ISER Standard 3.5
ISER Standard 3.8
ISER Standard 3.10

Proposal: The Academic Senate Council approves the feedback provided on ISER Drafts 2.5, 2.7, 2.8, 2.9, 3.4, 3.5, 3.8, & 3.10 as presented.

2. **2026 ISER Standards 1.3, 2.1, 2.2, 2.3 2.4 and 2.6** ((Jason Curtis, 30 minutes, First Read, Feedback)

Background: This proposal stems from the Accreditation Steering Committee as they oversee the work being done this Fall on the 2026 Institutional Self-Evaluation Report (ISER) and sharing that work

through the participatory governance process. As with the development of past ISERs, the Accreditation Steering Committee approved the development of a Writing Team. Their work will follow the timeline developed and approved by the committee to ensure sections are ready for review at each committee meeting. The purpose of this agenda item is for Academic Senate to have its chance to read and provide feedback on the drafts of Standards 1.3, 2.1, 2.2, 2.3, 2.4, and 2.6

The Accreditation Steering Committee reviewed and provided feedback at their meeting on 9/28/26. These drafts went to College Council on 10/6/26 and will be at Planning and Budget on 10/13/26 with the same proposed outcome.

Please provide feedback on content only; style and formatting will be edited later. All feedback will be discussed at the next Accreditation Steering Committee meeting.

Supporting Documents:
ISER Standard 1.3
ISER Standard 2.1
ISER Standard 2.2

ISER Standard 2.3
ISER Standard 2.4
ISER Standard 2.6

Proposal: The Academic Senate Council approves the feedback provided on ISER Drafts 1.3, 2.1, 2.2, 2.3, 2.4 and 2.6 as presented.

3. **Call for Feedback – Participatory Governance Handbook, Section 2: Committee Structure** (Steve Leone, 15 minutes, First Read, Feedback)

Background: Approved by the Academic Senate Council (ASC) and the College Council in Spring 2025, the Governance 2.0 Taskforce, or "Governance 2.0," was charged by the district and the Academic Senate to evaluate and then provide recommendations to update the participatory governance structure at the college. The overall governance structure was proposed and approved at the Apr. 10th, 2026 ASC meeting, and this semester, Governance 2.0 has been revising the SLOCCCD Participatory Governance Handbook (PGH) accordingly.

As modeled by the presentation of the ISER, Governance 2.0 is presenting one section at a time for feedback, questions, and suggestions for improvement. In total, we will be presenting four sections for feedback before the entire PGH is presented and proposed for final feedback and approval. Stakeholders will also be able to provide feedback on the PGH through an anonymous feedback form that will be sent by Institutional Research in the next few weeks. The Governance 2.0 Taskforce will consider and address all feedback, and then the assembled PGH will be presented for final feedback and approval at the ASC and College Council.

This week, we are presenting Section 2 of the PGH for feedback -- the "Committee Structure" section. Section 2 details our proposed updates to the district's committee definitions, committee structure, and committee compositions for the College Council and various Standing committees. Please note that no Academic Senate committees or subcommittees are listed, which is entirely in the purview of the Academic Senate.

Supporting Documents:
PGH Section 2 - Committee Structure (lines numbered)
CC and Standing Committee Descriptions (lines numbered)

Proposal: The Academic Senate Council (ASC) approves the feedback provided at the Oct. 9th ASC meeting on a first-read draft of Section 2 of the Participatory Governance Handbook, which includes a draft of committee definitions and compositions as presented.

4. **Education Master Plan Metrics** (Kelli Gottlieb 15 minutes, First Read, Feedback)

   Background: The Strategic Planning Committee (SPC) spent the Spring 2026 semester developing measurable metrics for implementation of the Education Master Plan (EMP). For each goal, members of the Strategic Planning Committee were provided with the EMP and a few additional resources, such as the Student Equity and Achievement (SEA) Plan, the Cuesta College website, and several CA Community College sites with information and data, and then asked to:

   - comment on potential measures brainstormed by the committee co-chairs for each goal
   - suggest additional measures for a goal, including the measure and the target.

   The committee then spent several meetings discussing the potential and additional measures and approved the draft metrics to be sent through participatory governance at the end of last year. The metrics have been reviewed for feedback by the Planning and Budget Committee (PBC) and are scheduled for final PBC approval on November 10. The metrics will be presented to the ASC by a faculty member on the SPC; any feedback provided will be reviewed by the SPC at the November 5th SPC meeting.

   Supporting Documents:
   EMP Goal 1 DRAFT
   EMP Goal 2 DRAFT
   EMP Goal 3 DRAFT

   Proposal: The Academic Senate Council approves the feedback provided on Educational Master Plan Metrics 1, 2, & 3 as presented.

5. **Call for Feedback – Committee Description Modification for the Student Success Centers Committee** (Sean Boling, Matt Fleming, Alex Kehane, Stacy Kimmey, Steve Leone, and Amelia Marini, 20 minutes, First Read, Feedback)

   Background: Approved by the Academic Senate Council (ASC) on May 12, 2023, the Student Success Centers Committee was created and presented as subcommittee of the Academic Senate Council in response to the 2021 ASCCC white paper titled “The Role of Faculty in Tutoring and Learning Centers in the Community College,” which advocates that Student Success or Tutorial Centers “function as intentional spaces of collaboration between departments and programs and among tutoring and learning center faculty and teaching faculty with the goal of extending the classroom and improving student learning.”

The mission of this Senate subcommittee has been to provide pedagogical support, input, and recommendations from faculty representatives to the managers of our Student Success Centers to, in part, address equity gaps with tutorial services and encourage equity-minded practices in the recruitment, hiring, mentoring, and training of peer tutors – online, embedded, and face-to-face – to provide supplemental instruction for our students. In addition, the Student Success Centers Committee is tasked with use of the 2021 white paper, "The Role of Faculty in Tutoring and Learning Centers in the Community College," to collaborate with those Student Support Services and Programs (3SP) managers and staff who are involved in the planning and management of the peer tutor programs that support our students across the disciplines.

However, since the Student Success Centers Committee was implemented in Fall 2023, the work of this faculty consultant group has arguably not been in the forefront of the planning, scheduling, and decision-making process regarding tutoring, including online and embedded peer tutoring services, for our students. One example is the Embedded Peer Tutor (EPT) Report that was presented and the recommendations approved at the ASC on Nov. 14th, 2025, which has not yet been acknowledged nor implemented by managers of the Student Success Centers. Also, even though state apportionment funding as defined under AB 1187 (Irwin, 2022) is provided for supervised tutoring, which includes in person and virtual tutoring, instructional deans are being asked to pay for embedded tutors out of their limited budgets and recently, funding for embedded tutors has been limited to AB 1705 funds, which are the sole budget used to fund embedded tutors and which is limited to only two disciplines: English and Math.

Part of the issue why interdisciplinary online tutoring and online embedded tutoring is not supported as recommended and requested by faculty for our students may be due, in part, to a misunderstanding of the term "supervised tutoring," which is defined as follows by Ed Code § 58168: a "method of instruction that involves a student tutor who provides supplemental instruction in a subject or skill" [that] "must be coordinated through a designated learning center and may be conducted either in person or virtually" [and] "must be supervised by faculty members who meet the minimum qualifications" [and] "shall include collegial consultation as an academic and professional matter pursuant to section 53200, subdivision (c)." Supervised tutoring does not entail constant, continual, or line-of sight supervision, which has sometimes been the rationale for not honoring faculty recommendations regarding the scheduling of online tutors and the use of online or in-person embedded tutors.

As Ed Code § 58168 indicates, all decision-making regarding supervised tutoring "shall include collegial consultation" with the faculty. On that note, the intent of

this proposal is to magnify the role of the faculty under Ed Code and BP/AP 2510 as mutual agreement participants in the standards, practices, and budget development for all modalities of tutoring, including but not limited to online and online embedded tutoring. To ensure that authentic faculty consultation occurs and that mutual agreement regarding "processes for institutional planning and budget development" for supplemental instruction is satisfied, this proposal argues for a modification of the description of Academic Senate's Student Success Centers Committee as presented in the attached file.

Supporting Documents:

Student Success Centers Committee Description - Modified (First-Read)
FINAL - Embedded Peer Tutoring (EPT) Proposal
"The Role of Faculty in Tutoring and Learning Centers in the Community College"
BP 2510
Ed Code § 53200, subdivision (c)
Ed Code § 58168
AB 1187 (Irwin, 2022)

Proposal: The Academic Senate Council (ASC) approves the feedback provided at the Oct. 9th ASC meeting for a first read of the committee description for the Student Success Center Committee, a subcommittee of the Academic Senate as presented.

VI. Summit Items: Are there any items, campus issues, and/or divisional concerns/issues that anyone wants to go to Summit for answers/clarification?

VII. Standing Reports:

1. ASCC – Yanelly Cardenas
2. CCFT – Greg Baxley
3. Curriculum – Matt Knudsen
4. Equity and Student Success – TBA
5. Faculty Professional Development – Matthew Davis
6. Online Educational Resources – Carina Love
7. CMC – Sabrina Rock
8. Online Education Committee – Cynthia Wilshusen
9. Student Learning Outcomes Assessment – Kelli Gottlieb
10. Legislative Liaison – Alex Kahne

+1 Other (if you are interested in presenting any report from your committee, please send a report to Erich Tucker before noon on the day of the ASC meeting)

Next Meeting: October 23, 1:30-3:30 pm
Find Minutes and the Agendas on the ASC Website

VIII. 10+1

Title 5 § 53200 (b): Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. In Sections 53200 (c), "Academic and professional matters" mean the following policy development and implementation matters

1. Curriculum including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development

+

11. Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

Contact:

President Erich Tucker
erich_tucker@cuesta.edu

V.P. Ryan Lowenstein
(805) 592-9580
ryan_lowenstein@cuesta.edu

Curriculum Co-chair Steve Leone
(805) 592-9334
sleone@cuesta.edu

Curriculum Co-chair Matt Knudsen
(805) 592-9783
mknudsen@cuesta.edu