



Academic Senate Council Agenda
 March 13, 2026, 1:30-3:30pm
 San Luis Obispo: 3134; North County: N1128
 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)	Lucia Landeros	Present/ Absent / AB 2449 remote
CCFT President (non-voting)	Greg Baxley	Present/ Absent / AB 2449 remote
Child Development, Education, & Ethnic Studies	Melina Simonds/Michele Gordon Johnson	Present/ Absent / AB 2449 remote
At Large, Full-Time	Dina Hallmark	Present/ Absent / AB 2449 remote
At Large, Part-Time	Vacant	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	Kerry Bailey	Present/ Absent / AB 2449 remote
Skilled Trades & Technology	Jonathan Blackketter	Present/ Absent / AB 2449 remote
English	Vacant	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	Karen Geida	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 12 5 25 DRAFT](#) (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. **RSI Mentoring and Community of Practice** (Second Read, Approval)
 2. **2026 ISER Draft Review Timeline** (First Read, Approval)
 3. **Governance Taskforce (2.0) Draft Participatory Governance Structure** (First Read)
 4. **Proposed Revisions to Dual Enrollment Annual Course Review Form and Processes for High School Led Courses** (First Read, Approval)
1. **RSI Mentoring and Community of Practice** (Cynthia Wilshusen, Melina Simonds and Colleen Harmon, 10 minutes, Second Read, Approval)

Background: This proposal builds on the approved Regular and Substantive Interaction (RSI) Guidelines and outlines next steps to support faculty with implementation of RSI in distance education courses. Following discussion and feedback at the December 5, 2025, meeting, the item has been revised to incorporate recommended enhancements, including strengthened tracking and evaluation elements to support continuous improvement, sustainability, and future budgeting. The Online Education Committee recommends establishing a structured, ongoing support model to help faculty apply RSI principles consistently and effectively. To that end, the Committee proposes implementation of an RSI Mentor and Community of Practice (CoP) Program as a pilot initiative, brought forward for a return read and approval.

The RSI Mentor and Community of Practice Program is designed to:

- Encourage consistent, high-quality RSI in distance education courses
- Provide individualized mentorship and feedback to faculty as they review and enhance their courses
- Create a sustainable professional learning community focused on online teaching quality and student success

The program includes two main components:

1. **RSI Mentorship** – Up to 10 Academic Senate–appointed faculty mentors with Teaching Online Certification (TOC) and substantial online teaching experience will provide guidance to participating faculty through RSI-focused course self-review, training, and course improvement planning. Mentors will participate in norming and ongoing professional development to support consistent application of the RSI rubric. Mentor representation will reflect a diverse range of instructional divisions.
2. **Community of Practice (CoP)** – The CoP will provide an ongoing professional learning space where faculty can share strategies, tools, and examples, and receive support for strengthening RSI practices. Faculty participants may attend training sessions, complete an RSI self-review using the RSI rubric, meet with a mentor to discuss findings and action steps, and attend CoP meetings to explore and adopt effective practices.

Participation in the RSI program is voluntary and formative. Self-reviews and related feedback are confidential and are not part of faculty evaluation processes.

This program directly supports SLOCCCD Institutional Goals 2016–2026 identified in the Educational Master Plan, including: strengthening completion through improved online course quality and engagement; expanding access via high-quality RSI-rich distance education; advancing effective use of instructional technology; and supporting a sustainable fiscal base by stabilizing and potentially growing online FTES.

The RSI Mentoring proposal has been shared with the Online Education Committee and CCFT.

Supporting Documents:

[Draft RSI Mentoring Proposal V3 \(REDLINE\)](#)

[Draft RSI Mentoring Proposal V3 \(CLEAN\)](#)

Proposal: The Academic Senate Council approves the *Regular and Substantive Interaction (RSI) Mentoring and Community of Practice Program* as presented.

2. **2026 ISER Draft Review Timeline** (Jason Curtis, 10 minutes, First Read, Approval)

Background: This proposal stems from organizing the work that needs to be done this Spring on the 2026 Institutional Self-Evaluation Report (ISER) and sharing that information through the participatory governance process. The timeline was approved by the Accreditation Steering Committee on 2/10/26. It was shared as information and discussion at College Council on 2/10/26 and Planning and Budget on 2/17/26.

One of the earliest steps towards developing the ISER is creating a timeline that highlights the dates the sections of the report will be ushered through the governance process. It is also consistently referred to by the Accreditation Steering Committee and writers of the report to ensure work is organized and staying on track. The purpose of

this agenda item is for the Academic Senate to have its chance to review the timeline and ask questions.

Supporting Documents:

[2026 ISER Part Governance Timeline \(4\)](#)

Proposal: The Academic Senate Council approves the 2026 ISER Review Timeline as presented.

3. **Governance Taskforce (2.0) Draft Participatory Governance Structure** (Kelli Gottlieb and Alex Kahane, 15 minutes, First Read, Feedback)

Background: Building off the work of the Governance Taskforce (1.0), Governance Taskforce (2.0) initiated its work during the Fall 2025 semester. After several months of work and discussion, the task force is prepared to share a draft of the new proposed governance structure for the college.

Note that Academic Senate Committees have not been delineated; the change in the college's governance structure does not affect subcommittees of the Academic Senate (such as Curriculum and Faculty Professional Development).

For your consideration, the taskforce has included:

- The draft structure
- Revised definitions of terms within the proposed committee structure
- A “crosswalk” document, that connects the current committee structure to the future committee structure; this document shows how the majority of each committee’s current tasks have been distributed among the new central and standing committees

All feedback on the draft structure is desired. It may be helpful to consider the proposed structure in the context of committees you have been a member of; does the structure impede or support the work? Committee composition has not yet been discussed by the task force.

The new governance structure does not have a date set for implementation. Until the implementation date for the new structure, the current participatory governance and committee structure of the college is still in effect and must be followed.

Supporting Documents:

[Governance 2.0 Flowchart](#)

[Definitions -- SLOCCCD Participatory Governance Decision-Making Structure \(draft\) Committee Tracking Sheet \(Cross Walk\)](#)

Proposal: The Academic Senate Council approves the feedback provided on the Governance Taskforce (2.0) Draft Participatory Governance Structure.

4. **Proposed Revisions to Dual Enrollment Annual Course Review Form and Processes for High School Led Courses** (Mario Espinoza-Kulick, 10 minutes, First Read)

Background: This proposal stems from the work of an Academic Senate Council Approved Task Force to assess and propose revisions to the annual review process for dual enrollment courses taught by high school instructors. This has been identified as an area for improvement by high school instructors and Cuesta College faculty designees from multiple divisions over the past few years.

It has been shared with Task Force members, Division Chairs, and current faculty designees for review and input. It will also be shared with Human Resources, CCFT, and IPPR.

The purpose of this agenda item is to provide greater clarity and more efficient forms to ensure that annual reviews of high school led courses provide a meaningful evaluation of course delivery without creating excess labor for high school teacher partners or Cuesta College faculty designees.

Supporting Documents:

[CCAP Student Evaluation Questions - Final Proposed](#)

[CCAP Assessment of Dual Enrollment Course - Final Proposed](#)

Proposal: The Academic Senate Council approves the feedback provided on the 4 Proposed Revisions to Dual Enrollment Annual Course Review Form and Processes for High School Led Courses.

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
- +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: March 20, 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.

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