Academic Senate Council Agenda
August 22, 2025, 9:00-3:30pm
Board Room | San Luis Obispo County Office of Education | 3350 Education Drive,
San Luis Obispo, CA 93405
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	Steve Leone	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	Steve Leone	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. **Academic Senate Council Retreat** (4.5 hours)
    1. Community Builder: Comfort in providing feedback and engaging in sometimes difficult conversation is very important for our Academic Senate Council work. We strive to create a welcoming and safe environment so that everyone feels comfortable and supported as they express views and feedback from their constituents. One way we can help create that environment is to take a few minutes to build community by getting to know each other better.
    2. Senate Orientation and Training: Information and training will be provided on Academic Senate for California Community Colleges, Cuesta College Academic Senate and its role as a legislative body, SLOCCCD Participatory Governance structure, BP 2510, 10+1, the Brown Act, roles of members of the Academic Senate Council, best practices for representing constituents, consensus decision-making, and using SharePoint.
    3. Academic Senate Bylaws Workshop: Bylaws overview, workshop to develop progress towards revision proposals.
III. **Approval of Minutes** [May 9, 2025 minutes](#) (3 minutes)
IV. **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.
V. **Presidents Report** (9 min)
VI. **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. BP/AP 4240 Academic Renewal (First Read)
    2. Regular Substantive Interaction (RSI) for Online Courses Guidelines (First Read)
    3. Call for the formation of a Faculty Consultation and Engagement Taskforce (First Read, Approval)
    4. Academic Senate Priorities 2025-2026 (First Read)

1. **BP/AP 4240 Academic Renewal** (Alex Kahane, Dina Hallmark, 10 minutes, First Read)
Background: BP/AP 4240 Academic Renewal were reviewed by the Policy & Procedure Review Committee (PPRC) on 5/6/2025. BP/AP 4240 are legally required. There are no recommended changes BP 4240, but it will go through governance with the AP before being presented to the Board of Trustees for review and approval to keep them on the same review cycle.

BP/AP 4240 are presented to Academic Senate Council for first read, as approved by PPRC. Following College Council review/approval, BP/AP 4240 will return to Academic Senate Council for second read and final approval.

Supporting Documents:
[BP 4240 Academic Renewal](#)
[CCLC BP 4240 Academic Renewal](#)
[AP 4240 Academic Renewal (clean)](#)
[AP 4240 Academic Renewal (redline)](#)
[CCLC AP 4240 Academic Renewal](#)
Proposal: The Academic Senate Council approves the feedback provided on BP/AP 4240 Academic Renewal.

2. **Regular Substantive Interaction (RSI) for Online Courses Guidelines** (Cynthia Wilshusen, Melina Simonds, Colleen Harmon, 15 minutes, First Read)

   Background: This proposal relates to ongoing discussions at the state and local levels around online education growth and course quality. At Cuesta College, it is essential that our distance education offerings maintain the same high standards and academic integrity as our in-person classes. To achieve this, courses must align with state, federal and accreditation requirements that distinguish distance education from correspondence education, most notably, the requirement for *Regular and Substantive Interaction* (RSI) between instructors and students.

   Federal regulations established by the U.S. Department of Education and reinforced by the Accrediting Commission for Community and Junior Colleges (ACCJC), mandate that distance education courses include consistent, meaningful, and instructor-initiated engagement to support student learning. In 2022, California's Title 5 regulations were updated to align with this federal language, replacing the previous terminology of *regular effective contact* with a clearer definition of RSI and its required components.

   During the pandemic, Cuesta College's Academic Senate Council approved *Minimum Standards for Teaching Online* to guide faculty in the rapid shift to remote instruction. While those standards were helpful during the emergency response, they provided limited detail regarding RSI requirements and did not fully reflect updated regulatory expectations.

   To address this gap and ensure long-term compliance and instructional quality, the Online Education Committee has developed the **Regular and Substantive Interaction (RSI) Guidelines**. These guidelines provide faculty with:

   - A clear definition of RSI aligned with federal and state requirements
   - Specific examples of what constitutes regular and substantive interaction
   - Best practices for incorporating RSI into online courses
   - Guidance on documenting RSI within the Learning Management System (LMS)

   The Regular and Substantive Interaction (RSI) Guidelines will:

- Ensure all distance education courses meet updated regulatory and accreditation standards
- Expand upon the existing *Minimum Standards for Teaching Online* with actionable, up-to-date guidance
- Support faculty in delivering high-quality, engaging, and compliant online instruction
- Protect institutional eligibility for federal financial aid by meeting federal RSI expectations

The Online Education Committee plans to integrate these guidelines into faculty training, online course development, and review processes, with continued support from the Online Education team.

This proposal has been shared with the Online Education Committee, and will be shared with Academic Senate, College Council, and Accreditation Steering Committee.

Supporting Documents:
Regular and Substantive Interaction (RSI) Guidelines
Proposal: The Academic Senate Council approves the feedback provided on Regular and Substantive Interaction (RSI) Guidelines.

3. **Call for the Formation of a Faculty Consultation and Engagement Taskforce** (Matthew Davis, Thomas Patchell, Alex Kahane, 15 minutes, First Read, Approval)
   Background: It is the intent of this proposal to form a taskforce of the Academic Senate to review recent administrative decisions that have affected or will affect such instructional spaces as the Student Success Center and the Library -- and bring a recommendation back to the Senate Council regarding how we might proceed as a body to address these decisions and/or improve the process of administrative consultation and engagement with faculty on these and other future related 10+1 matters, such as a set of best practices, a resolution, or another similar recommendation.

   The primary reason for this proposed taskforce is that administrative plans to redesign instructional spaces like the Library and the Student Success Center have taken place without meaningful faculty consultation. Any such changes to these instructional spaces should only proceed with faculty input solicited and incorporated during the inception and planning stages, which are in the purview of our 10+1 as "instructional spaces," according to two ASCCC white papers.

   In Fall 2021, the ASCCC adopted a white paper titled "The Role of Faculty in Tutoring and Learning Centers in the Community College," which advocates that Student Success Centers should "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." This position paper also argues that "Tutoring and learning centers need to be facilitated by faculty in the same way that a library or other learning spaces should also require faculty leadership and oversight," which includes "the physical and virtual spaces of the learning center [and library, which] should be optimized to support student learning and be flexible in changing to meet evolving student learning needs." It is in this spirit that the

Academic Senate approved the formation of the Student Success Centers Committee in May 2023 -- to provide regular guidance and pedagogical and andragogical expertise for the operation, tutor training, and environment of the Student Success Centers (SSCs).

In Spring 2019, the ASCCC published a white paper titled "The Role of Library Faculty in the California Community Colleges," which advocated that all local districts "ensure library faculty participate in the planning and implementation of all library services […] for a wide range of patrons, including on-campus, distance education, incarcerated, dual-enrolled, and other student populations." In particular, the white paper maintained that library faculty play an integral role in the development and sustainment of "flexible, contemporary, and inclusive physical and virtual spaces that provide effective access to library services, resources, and instruction." It is in the spirit of this ASCCC white paper, in fact, that the Academic Senate approved the Resolution in Support of Library Faculty at Cuesta College in May 2025, which advocated for the primacy of library faculty "for all decisions that involve the management and leadership of the Cuesta Library on all campus sites."

Proposal: The Academic Senate approves the immediate formation of the Faculty Consultation and Engagement Taskforce to consist of members of the Student Success Centers Committee, library faculty, division chairs, and/or other appointed, interested faculty with the goal of bringing a recommendation back to the Academic Senate Council in Fall 2025.

4. **Academic Senate Priorities 2025-2026** (Erich Tucker, Ryan Lowenstein, 20 minutes, First Read)
   Background: We are not obligated to set committee initiatives, but having some priorities identified is helpful for us to better advocate for support in those areas. We are asking the Academic Senate to review last year's priorities to determine if any should be carried into this year, and to provide suggestions for new priorities so they can be considered.

   The Academic Senate adopted the following priorities in 2024-2025:

   - Raise awareness of Credit for Prior Learning (CPL) and expand CPL offerings.
   - Support Curriculum implementations including Common Course Numbering work, onboarding the new Local General Education pattern, and transitioning to Cal-GETC.
   - Explore ethical and practical uses of Artificial Intelligence in relation to academic honesty while clearly defining and prohibiting its misuse.
   - Collaborate to create support strategies in preparation for the full implementation of AB 1705.

   Proposal: The Academic Senate approves the feedback provided on the Academic Senate Priorities for 2025-2026.

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

VIII. Standing Reports:

1. ASCC – TBA
2. CCFT – Greg Baxley
   a. Even though we wrapped up regular CBA negotiations for 2025-2027 in spring, CCFT has requested to open Articles 5 (work year) and Article 7 (evaluations) and Appendix G (evaluation timeline) to adjust dates and such for the 16-week semester.
   b. We have requested that the district (Board of Trustees) re-evaluate their campus climate survey and use a survey provided by RP Group or another vendor that is used by other colleges. Next survey date is scheduled for fall 2026.
   c. We are still working with the district to publish the 2025-2027 edition of the CBA.

3. Curriculum – Steve Leone
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: September 12, 1:30-3:30 pm
Find Minutes and the Agendas on the ASC Website

IX. 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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