



Academic Senate Council Agenda MINUTES-DRAFT
 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 Blacketter	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: Dina Hallmark

Timekeeper: Kate Haisch

Computer: Canguo Liu

- I. **Approval of Agenda** (3 minutes)
 - Motion for consensus to approve the agenda. Consensus.
- II. **Approval of Minutes** [Minutes 12 5 25 DRAFT](#) 3 minutes)
 - Senator comments that the draft minutes needed more information (highlighted in yellow)
 - Motion for tabling the minutes to next week's meeting. Consensus.
- 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.
 - Cynthia Wilshusen gave her Online Education report early. The Welcome letters due date will be delayed. Cynthia introduced Ally, which is a system to help with assessable content
- IV. **Presidents Report** (9 min)
 - AS vice-president read the report sent in by AS president:
Greetings... my apologies for not being able to join you all for this meeting. I've been called to a one day discipline conference in East LA today. This conference is vital for curriculum review for our ASL program and to meet with colleagues throughout the state on current ASL issues at the college level.
 1. Dr Stearns has asked for the Senate to create or revise a workgroup focused on reviewing the 2024 report for South County and make recommendations asap for our new South County site. If you are interested in serving, please let Ryan know. I will place the workgroup on our 3/20 agenda for Senate business.
 2. Several positions will need to be filled with terms expiring, one is the SLOA coordinator as well as the at-large positions (FT, PT, NCC). At our 3/20 meeting, we will have an agenda item to revise the SLOA description due to changes.
 3. Please be on the lookout for emails from me with teacher excellence award nominations as well as the M May Diffley award (we did not nominate anyone last round, we will try again with two awards for Fall 2026).
 4. The Tier 2 joint ASCCC and CCLC site visit has been in limbo with scheduling conflicts due to deaths within the ASCCC organization. I will be reaching out again to Region C rep to coordinate something. It's possible it will be postponed to Fall 2026.
 5. ASCCC has officially opened the resolution process in preparation for April Plenary. Please visit the website and monitor resolutions with feedback for me to bring to area meeting at Plenary.

6. I will be sending a Senate newsletter update on Monday, 3/16 with more campus information. Please remember, I am ALWAYS available to listen to concerns, issues, or vents. Ask for my text number if you need it.

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.

- Senator commented that they appreciate this work
 - Call for consensus to approve. Consensus.
 - AS vice president asked for volunteers to serve, Michele Gordon Johnson volunteered. Interested faculty should contact AS president.
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.

- Senator asked about clarification about if modifications were needed with the timeline being behind. Jason is hoping that we will get back on track
 - Senator is concerned about reviewing the biggest item of the ISER timeline at the very end of the semester. Jason responded that feedback can be submitted via the website as well if feedback is not ready by last AS meeting.
 - Guest Alex Kahane asked senators to inform their constituents that this semester is the time to provide substantive feedback, and encourage their constituents to carefully read the drafts and send feedback in. Feedback will be handled by Accreditation Steering Committee, and incorporated into the full draft over the summer. The full draft will come for two reads in the fall, but will be expecting only small, clarifying edits in the Fall, not substantive changes.
 - Call for consensus to approve. Consensus.
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.

- Senator asked for clarification of content committee versus subcommittee. Content committees are permanent committees that meet regularly through the whole academic year. Subcommittees are permanent committees that have recurring work, but meet only for the part of the academic year in which that work must be done.
 - Senator asked for an example of a subcommittee and Alex cited the Calendar- they have work that needs to be done annually, and they meet for a period each year to do that work.
 - Senator asked each presenter what they were most excited about in the new structure. Alex responded the opportunity for expanded collaboration, and Kelli responded Facilities & Technology, since we don't currently have a Facilities committee.
 - Senator thanked the taskforce for their work
 - Call for consensus to approve the feedback given. Consensus.
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.

- Presenter couldn't attend. Motion to table this item. Consensus.
- VI. **Summit Items:** Are there any items, campus issues, and/or divisional concerns/issues that anyone wants to go to Summit for answers/clarification?

- Senator asked about what type of items go to Summit. Dr. Stearns has requested that Summit items be 10+1, and other items can be emailed or discussed in other ways such as Coffee with Jill.

VII. Standing Reports:

1. ASCC – Yanelly Cardenas
2. CCFT – Greg Baxley
 - a. We are excited to welcome Matthew Davis as our newly elected CCFT Vice President for 2026-2029 along with Neil Higgins (Treasurer) and Galadriel Highhouse (PT faculty Chair) returning in their roles.
 - b. We are eagerly awaiting the District response on our last negotiation items related to the 16-week semester (Article 7 and Appendix G, evaluation timelines) along with a few other items like extending our MOU allowing PT faculty to serve on peer evaluation teams and job descriptions for instructional faculty and NCC Coordinators.
 - c. The district has agreed to, and has begun working on, a document that will clarify how the college will respond to power outages and other potential disruptions to instruction on campus. There will be a set of options or a decision tree for faculty who are on campus during power outages.
 - d. The district calendar committee has drafts of the 2027-28 and 2028-29 academic calendars. Please check with and send feedback to your division Council Rep for our next meeting on March 19. The drafts will be released for review on March 16 or 17 and electronic feedback will be accepted through April 2 at 4 pm.
3. Curriculum – Matt Knudsen

Processing all common course phase-2 Bs. Taskforces working on more coordination for new course and program proposal process. Title 5 requirements – putting the correct language in the CORs. CCPR will probably incorporate this review process. Textbook only proposal is quick and doesn't go through full tech review. Phase 3 CCN is on hold right now (Fall 2028?).
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

Kelli Gottlieb shared that she is terming out of the SLOA Coordinator position, and a new SLOA Coordinator will be recruited this semester. A revision of the position description will be brought to next week's meeting. She invites anyone interested in hearing more about the position to talk to her. The work release varies, currently it is 20%.

+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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