



Academic Senate Council Minutes - DRAFT

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: Dina Hallmark

Timekeeper: Kate Haisch

Computer: Canguo Liu

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)

- Call to approve. Consensus.

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.

- No public comment

V. Presidents Report (9 min)

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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.

- Presenter reviewed the background of the proposal, and why it is up for review today. Asked for questions, feedback, or comments.
- Second presenter reviewed what Academic Renewal is, and what our current policy is and why new guidelines/policy are needed.
- Previous policy was complicated, and only allowed for a change one time and was putting up roadblocks for our students.
- Updated to be inclusive and more impactful to students. Shared a scenario in which the new policy would be effective.
- Recommendation regarding C4 – the language should be adjusted.
 - Noted it is Title V language, but they can take the suggestion and possibly make adjustments or additions.
- Question from senator as to why someone can take a 3rd try and renew the grade? -response, is there is a policy that a class can only be taken 3 times.
- Call for consensus. Consensus.

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.

- Presenter reviewed the proposal and how the regulation impact the policy. Moving forward that our campus has guidelines and make sure that faculty know what they need to be doing to be within the guidelines. There needs to be regular and substantive components.
- Senator shared their division is happy with the updated policy. Noted that it might be more clear if the by noting it is the "instructor should include", not the "course should include".

- Presenter will check the guidelines to confirm what is correct. May have been a typo.
- Question from senator if this will be part of the peer review process during evaluations?
- Answer, yes, it actually is already included as part of the process. Worked with the union to include in the peer review process. There will be a more refined process
- Should messages be done by email or through the LMS?
 - Auditor cannot see your email, so looking at way to use the tools incorporated in campus, but looking at how outside information can be dropped into the internal.
- Don't agree with course content. Synchronous courses only count as direct instruction, not recorded videos. ACCJC will not recognize during an audit.
 - Response is you would need to track conversations and contact.
- Want to be sure to include what is in Title V, but inclusive of what is out there in the regulations. Include information as to when it is appropriate.
- Senator asked what is the student's obligation to engage with videos. Shared how he embeds videos in quizzes and there are questions at the end to engage the students with. There should be something regarding what the students are expected to do.
 - Response was the guidelines are more for faculty best practices, but not anything regarding the student requirements.
- Add 5 minutes. Consensus.
- Question from Union Rep – would like remind senate can provide guidelines, but have to be careful not make contractual statements.
 - Presenter would like to confer with union on some of the language.
- Senator noted overall this is good, but there are some flaws in the review process.
 - Presenter noted that is one of the reasons for the mentoring component.
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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.

- Presenter reviewed the proposal, and need for the review. Consultation with faculty so far has been lacking. Presenter would like to ask for better collaboration moving forward and in the future.
- Other senators and faculty confirmed the lack of collaboration with faculty. Noted some staff had some collaboration opportunities but noted faculty really did not.
- Question from senator regarding the power of the taskforce. Will be fact-finding and reporting back, or will they have some input with administration.
- Call to approve the formation of the taskforce. Consensus.
- AS President asked for volunteers.

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.

- Senator shared her desire for CPL to be a priority.
- Comment on AB 1705 priority – yes, on the list but maybe reword it. Helping effective divisions.
- Question for clarification on what AB 1705 is.
- Senator asked about making a commitment regarding academic freedom issues, and promote positive learning experience, and be inclusive.
- Campus Climate Committee work with senate to prioritize better communication.
- Consensus on the feedback provided. Consensus.

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

- Coffee Cart.
 - Other senator responded with there are proposals going to the board to fill the new coffee shop space in the new building.
- Question about the bookstore closing at the NCC.
- Signage about where the bookstore and when it is open on other parts of campus.
- CPL needs a faculty coordinator. How can the position be funded? Other campuses have them, and either pay or provide release time to them.
- Question what services would the coordinator position provide? – discussion regarding the different aspects and needs. It would be a large job encompassing many things.
 - Senate can communicate the needs, but the union would have to negotiate for the position. They would also negotiate if it is release time or paid position.
- 16-week calendar – more in-person classes are expected in spring. Senate needs to have more discussion around in-person vs. online.

VIII. Standing Reports:

1. ASCC – TBA

2. CCFT – Greg Baxley – reopening negotiations around 16-week calendar issues
 3. Curriculum – Steve Leone – will email template and dates.
 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 – End of July from eLumen that they were closing platform, and need to begin search for new platform. Will share more info once she knows more.
- +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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