



Academic Senate Council Meeting Minutes - DRAFT
November 22, 2019: 1:30-3:30 p.m.
SLO Room 3134 (PDC) | NCC Room 3213 (Polycom)

x Roland Finger President	x Wesley Sims Vice-President	x Alexandra Kahane Curriculum Chair	x Debra Stakes CCFT President
Galadriel Bree Highhouse N. County At-large	x Benjamin Arrona Part-time At-large	x Regina Voge Student Development and Success	x Erich Tucker Lang. & Communication
Silvio Favoreto Biology	x Dean Harrell Business	x Heidi Webber Counseling	x Kelli Gottlieb Physical Sciences
Dave Fernandez Engineering & Tech.	x Matt Fleming English	Canguo Liu Fine Arts	x Kevin Bontenbal Learning Resources
x Allison Merzon Head Kinesiology, Health Science, and Athletics	Lise Mifsud/ x Fionnuala Butler Social Science	x P. Michele Gordon Johnson Applied Behavioral Science	Jennifer Sanders/Gabriel Cuarenta-Gallegos Mathematics
Catherine Ruiz Nursing	bree valle Performing Arts	x Seth Hurley ASCC	Vacant DSPS
x Laurie Buchholz Full-time At-large	Vacant Secretary		

Cards: Kelli Gottlieb Time Keeper: Heidi Webber Computer: Wes Sims

I. APPROVAL OF AGENDA (5 mins.)

- President asked to table item #3 until MOU is completed with CCFT.
- Motion to amend agenda and proceed without #3. Consensus.

II. APPROVAL OF MINUTES – ([NOVEMBER 8, 2019](#)) (5 mins.)

- Motion to approve the minutes. Consensus.

III. PUBLIC COMMENT: *All public comments will be limited to three minutes in length for each speaker.*

- Dr. Curtis is speaking on behalf of SLOA Coordinators. They pulled 55 syllabi and barely 2/3 have the correct SLOAs. There is time to make the corrections before the accreditation visit. VPAA asks for help from AS and will work on integrating into division meetings. Looking to get numbers closer to 100%.
- Request from Lara Baxley that the senate review their bylaws on pulling an agenda item, and consider updating, or revising the process.

IV. BUSINESS AGENDA: *Be sure to discuss these items with your division faculty so you can adequately represent your division in reaching consensus on these items.*

Contents

- 1. Canvas Gradebook Taskforce**
- 2. Meta-Majors/Areas of Study (First Read)**
- 3. Updated Cuesta College Peer Online Course Reviewer (CC-POCR) Description (First Read)**

4. BP 4030 Academic Freedom (First Read)

1. Canvas Gradebook Taskforce (L. Baxley, 15 mins.)

Background: In spring 2018, the Research and Planning Group for California Community Colleges (RP Group) conducted 15 focus groups with a total of 134 Cuesta College students. The results from these focus groups were presented to the college in a 66-page report titled [Cuesta College Equity Focus Groups – Student Perspectives Report. In this report, the RP group detailed 14 recommendations that the college could consider as we work to improve student success through the implementation of Guided Pathways.](#)

In spring of 2019 Cuesta’s College Council tasked the Guided Pathways Implementation Team (GPIT) with reviewing the RP Group recommendations and overseeing their implementation by identifying a campus committee, administrator, or other group to carry out each recommendation. **One finding in the report is that across all focus groups students expressed a strong desire to be kept informed of their progress in the course using the gradebook feature in Canvas.** Most students arrive at Cuesta with the expectation that they will have access to up-to-date grade information because grading programs, such as PowerSchool, are used in area elementary schools, middle schools and high schools. This theme was emphasized in the report in the following recommendation:

Recommendation 13: “Provide additional training and other support for faculty to ensure that each and every one is able to effectively and robustly use Canvas.”

The GPIT is proposing a Canvas Gradebook Campaign to promote the use of Canvas, and particularly the gradebook feature, by all faculty at Cuesta College. GPIT is asking for support and assistance from the Academic Senate Council, CCFT, and the Instructional Designer/Distance Education Coordinator. The purpose of the campaign is to facilitate the use of the Canvas gradebook component in all face-to-face classes as a best practice in early assessment, as well as to encourage increased assessment and feedback, using Canvas, early in the course. In addition to the student request for being informed of their grades, early assessment is a best practice of student success and retention. Canvas overall, and the gradebook function, in particular, can provide this early assessment and feedback when used by faculty. Currently, just over half of all face-to-face classes at Cuesta publish the Canvas site for students.

Supporting Documents:

[Excerpts From RP Report Recommendation](#)

[Guided Pathways Mini-Retreat Survey Results](#)

Proposal: The Academic Senate Council forms a taskforce to investigate why Canvas, including the gradebook feature, is not used more widely and to present ways to increase the number of faculty who effectively use Canvas. Members of the taskforce will be appointed by the Academic Senate President and the Associated Students of Cuesta College President. The taskforce will report back to the Academic Senate Council.

- The AS President noted this came out from the student focus groups from the RP Group, and then at the GP Mini Retreat.
- Presenter reviewed the proposal and reiterated the reasoning behind the proposal that was noted by the AS President. Presenter also noted that at a recent student panel town hall, some of the panel noted the need for more.
- Presenter turned over the floor to her fellow presenter who is a student to provide the student perspective.
- Student Presenter discussed that things are much different than when he first attempted college 15 years ago. Also noted that K-12 has access to something similar to Canvas and are growing up expecting this kind of instant review of grades. Presenter is asking that faculty that are not using Canvas work with faculty that are, and discuss ways to work around issues they are having that prevent them from using it.
- First Presenter returned to presentation and to ask AS for a Task Force to work on recommendation and ideas on how to get everyone onboard with using Canvas.
- AS VP posed question about how it can be figured out who is not currently using Canvas.
 - The presenter noted that they do not have that information, but it may be available from Cynthia Wilshusen.
- Senator posed question from their division regarding why a Task Force is necessary. They feel that the Senate is the body that would work on going to constituents ask them why they are not using Canvas
 - Other feedback posed question as to why are we focusing on #13 and why not have a task force tackle all of them.
 - Presenter noted that the GPIT felt it was not best practice to go through 1 to the end in order. Presenter clarified that they are not prioritizing just one recommendation, but plan work on several at a time.
- Point of order from senator that we are getting off topic.
- Senator noted that they some in their area feel being forced to use Canvas infringes on their academic freedom and rights, and a pedagogy issue. We should not go around basing policy based on student wants.
- Senator attempted to explain in more detail their perspective. This faculty member noted that we are teaching whole student, and the student should be able to build the grade on their own. We should be teaching the skills they need to understand how to take all the info and build their own path to what their grade and how they are doing in the class. We should not have to spoon feed students their grades.
- Time called. Consensus for 5 min.
- Senator took issue that the wording “spoon fed”. We teach the whole student, and the ideas that the other senator is presenting from her constituents is in direct contrast to what this body stands for.
- Senator representing kinesiology noted how they handle grades in their area. Faculty agree to use another electronic process to share the grades with students, if they don’t choose to use Canvas.
- Presenter noted that this campaign out that students want to see their grades. If this faculty member has another way to do instead of grade book, then that is what the proposal is asking. The important thing is that students know their grade.

- Senator noted they support for the campaign. ABS 100% use Canvas. They personally find it interesting that the we spent the money to have the RP group the survey but then some of choose to ignore the findings.
- Time called. Call for 5 mins. Consensus.
- Presenter noted that this was taken to ASCC, and they had some really good comments about using Canvas. They were unanimous for this proposal.
- AS VP noted that GPIT should make a proposal, as this is giving some people pause that it come from AS.
- Senator noted that because there is so much discussion needed to work through this issue, and the task force would be the appropriate the place for that.
- Presenter noted that it is not the responsibility of GPIT to make proposals regarding policy for faculty, that is why they are asking for the task force; that is where the proposal should come from.
- Senator understands the proposal to be that the task force will work on, and come up with ideas to bring to AS and make recommendations to move forward on. Senator also thanked student presenter for coming to senate to share his perspective. Senator continued, and recommends that the ASCC pass a proposal/resolution asking the academic senate to move forward with making a task force.
- Another Senator noted that because this is a new modality, that some people have more of workload with the same pay, and this is thrust on them due to new tech. What we need to remember is that we are not here mandating that canvas is required at this time, but we should have a task force that can explore the RP group recommendations. This is to explore ways to improve how we use these technologies to be consistent.
- Senator noted that this is a movement and expectation coming from students because K-12 are required to do it. Students have noted that they have no idea what their grades are, and that it is important that we hear them.
- Senator noted that anxiety level is up for some students who can instantly see their grade. Not as simple that you are micromanaging every detail of their homework. The instant gratification is actually instant anxiety.
- Call for consensus on taskforce.

Consensus on approval, final read.

2. Meta-Majors/Areas of Study (First Read) (L. Baxley and H. Webber, 20 mins.)

The Guided Pathways Implementation Team (GPIT), through its Meta-Majors Taskforce and Student Engagement Taskforce, has incorporated feedback from various constituents, including students, on the draft meta-majors (more details on the process are included in the attachment). As a result of this feedback the GPIT is proposing naming them *Areas of Study* and have developed titles and subtitles for each Area of Study. The draft of the Areas of Study is attached. We will ask for approval from both the Academic Senate and the Associated Students of Cuesta College at upcoming meetings.

Supporting Documents:

Cuesta Areas of Study Draft Meta-Major Development

Proposal: The Academic Senate Council provides feedback on the Cuesta Areas of Study draft.

- Presenter noted that there is not much that has changed since the last read except the name, instead of meta majors is now “areas of study”. There are also new titles created to draw students in. The website will be worked on to enrich the students feeling of being more connected. Counselors, Academic Success coaches and have a “tribe” for some of the students so they feel connected and can find the path they want.
- Question about what the text in red is?
 - That has to do with the fact that there are some meta major/area of study that may fit into two areas/paths. They have solved this with noting the area of study in two categories but hyperlink to the other that fits.
- Senator posted question about title of category... is there a better way?
 - Focus group tried to create titles that are going to get people’s attention and a softer more creative way to incorporate all of the elements in all of the programs.
 - Presenter noted that this will always be a work in progress. Other colleges have the plan as 1.0 to show that is will be periodically updated and changed.
 - Continue to get student, staff and faculty feedback.
 - GPIT is open to any ideas for better titles.
 - STEM is a great example that there are some cool things that are available to study. A student may enjoy science and math, but the idea of “studying the universe” may catch a student’s attention.
 - Student feedback was that they do not really care what the titles are, but how are they going to experience the grouping moving forward.
- Senator has questions about the groupings for “addiction studies” would seem to fit better somewhere else?
 - Presenter noted that curriculum steers where some of the areas of study fall in the categories.
 - Follow up questions – the degree of study was not just the pathway?
 - Presenter stated that the idea behind the meta majors, a flexible first year, if they change majors within the first year they have the flexibility and will not fall behind.
 - Let’s theoretically say that “English” that a major may be more desirable if it is listed in several areas?
 - Presenter stated that they have not heard that before.
- State Senate noted that they really like the title and subtitle, and meta majors.
- Senator noted off the other senator’s notes, that is the “universe” has a sci-fi vibe to it.
- AS VP noted that this will come back for another read.
- Presenter noted that ASCC passed.
- Call for consensus on feedback from this read.

Consensus on feedback, will return for another read.

3. Updated Cuesta College Peer Online Course Reviewer (CC-POCR) Description (First Read) (C. Wilshusen, 20 mins.)

Background: In November 2018, Academic Senate Council approved the Cuesta College Peer Online Course Reviewer description. In February 2013, the Online Education Committee approved the adoption of the OEI rubric as the standard for course design for all online courses at Cuesta College. In March 2013, that rubric was added to AP 4105 and approved by the ASC. In February 2016, AP 4105 was updated to include teaching qualifications with additional references to a “Distance Education Standards Subcommittee,” as well as the Determination of Qualifications for Online Faculty recommended by the “Distance Education Coordinator and/or OEI certified trainers.” In January 2018, the ASC established a resolution of support for joining the OEI consortium which includes the submission of fully online OEI aligned courses to the course exchange. In November 2018, ASCCC approved language to encourage local ASCs to develop local POCR teams.

Cuesta College has been a member of the Equity Cohort for the Online Education Initiative (OEI) since April 2018. In addition to utilizing tools and resources such as Canvas, online tutoring, the online student readiness tutorial, we are also tasked with providing access and assistance to students who are challenged to complete degrees and certificates when courses are impacted or not offered. The CVC/OEI has streamlined the application process whereby students will be able to enroll once and then register for CI-D aligned courses at other accredited community colleges with their current registration priority, and then transfer those units to Cuesta College. This collaborative effort among California Community Colleges (CCCs) is to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses.

Description: In order to assist with access and student success, and as a member of the OEI Consortium Colleges, we submitted courses to be designated as “Quality”; however, we are also tasked with increasing the number of badged courses by 10% each year. We currently have a team of 8 faculty members on the CC-POCR reviewing courses as they are ready. Currently, we have badged 4 courses, and 15 others are in the pipeline. We need to increase the number of courses reviewed and badged and the CC-POCR team should be used as advocates and mentors to help meet the goals.

The Online Education Committee has updated the CC-POCR description to include outreach and mentoring. The description was also updated to streamline the application process to allow new members to join and attend training.

Supporting Documents:

[CC-POCR Description, 11/15/19](#)

[CC-POCR Original Description, 10/19/18](#)

Proposal: The Academic Senate Council provides feedback on the updated description of the CC-POCR team.

- Item Postponed

4. BP 4030 Academic Freedom (First Read) (R. Finger and W. Sims, 25 mins.)

Background: Cuesta College does not have a BP 4030 Academic Freedom. This lack causes us to be out of compliance with Title 5 section 51023, ACCJC Standard I.C.7, Ed Code 70902, and ACCJC Eligibility Requirement 13 and 20. During a Summit meeting, President Stearns requested Academic Senate to create a BP on Academic Freedom in order to correct our current deficiency.

Supporting Documents:

[Draft of BP 4030 Academic Freedom](#)

[Title 5 section 51023](#)

[ACCJC Standard I.C.7](#)

[Ed Code 70902](#) (see a.7)

[ACCJC Eligibility Requirement 13 and 20](#)

Proposal: The Academic Senate Council provides feedback on the draft of BP 4030 Academic Freedom.

- AS President noted that they worked on this last night after feedback from a constituent. It would be nice if the student element was more evident.
- Question form a senator about that is it legal to add a section without having the rest of the faculty review.
- AS President noted that according to Brown, that if the latest draft is presented to membership in the room (and posted online).
- Senator noted that the new section added so late does not allow senators to discuss with constituents.
- AS President noted that we do not have to discuss this new student section today, and this will come back for a 2nd read, and a possible 3rd read if needed.
- This makes us compliant as we are currently not. This was created with ideas pulled from other colleges.
- This does not affect the contract, it strengthens it per CCFT rep.
- Senator asked; Section 2 under research – is the and/or necessary... can it be just one or the other?
- AS President noted, the comma is for the series. The AS President does not have a feeling on way or the other.
- Technology bullet point – freedom to elect degree... should be “what extent technology will be used”.
- Senator noted that their area was very *stoked* on document.
- Feedback. It’s students... our students. Change ABC to actions. Get rid of “merely”. Have the same rights.
- The course content bullet-point II, confusing how it was set up. COR seems contradictory. “including but not limited to... guidelines set forth in COR”.
- Intellectual Property... add content therein.
- Academic freedom more articles to be included.
- Item I, C – like to seem obscene and put “offensive”
- Intellectual Property... lectures not listed. Looked up what it means and should be clearer in the document exactly what that includes.
- Intellectual Property – is research allowed. Need to check if it belongs to college or to individual.

- In research institutions, they sign releases when they begin projects.
- Is content wiped clean if an individual is not teaching that course anymore? Looking for clarification if you are paid to build the canvas shell or course content?
 - When a faculty member is bumped for another, the content is there... the faculty member wants to look. The designer has to ask for permission to share with the other faculty.
 - If you are paid to develop something, you should still have to give permission to share with other faculty.
 - It is in the document, but should be a separate bullet-point, but work with designer to include all possible outcomes to cover all nuances.
 - Question if Dr. Stearns has seen this?
 - Response, no, only VPAA has seen this.
 - CCFT will rewrite article 3 to include this more expansive information.
- Looking for feedback to expand even more. If someone has input on anything that needs to be added.
- Would this be an appropriate place to include the technology element?
 - What would thoughts be... just a question does not have an idea or suggestion. Theme as to why people are against the gradebook or using canvas. The end result is the freedom to grade.
 - General question, seems to be the reason why people are not using canvas or the gradebook. The freedom to be graded fairly. Senator saying that there should be something noting the grade portion in a timely manner?
 - Have to think about all the applications... all the functions. Does not want it to move into the area of forcing them to use something they think is a waste of time. Has to be within the realm of evaluations of faculty... cannot create an academic freedom rule here would create issues.
 - Putting elements about grading would not work in this section. They could water down what is really trying to be said.
 - Ed code and title 5 is what rules us. AP should mirror those.
 - COR is almost where there was thought of a restriction. COR is referenced and should it be included somehow.
 - Senator stated, we are obligated to cover everything in COR, but we have freedom of how we do it. If you don't have to mention, we are not in compliance. How it is executed is up to us.
 - Very important to have state mandated backstop of the COR.
 - This will be taken to ASCC and classified union to review also. January 31 will be first spring meeting.
- Call for consensus on feedback.

Consensus on feedback, will return for another read.

V. PRESIDENT'S REPORT

- Mention that we had EEO visit. The second screening issue. There are two articles on faculty

diversification. The other article on minimum quals.

- One thing mentioned is that the president goes to each committee to support. We should always err on side of inclusivity.

VI. SUMMIT ITEMS

Are there any items, campus issues, and/or divisional concerns/issues that anyone wants to go to “Summit” for answers/clarification?

- Summit item regarding lighting will have to wait until next part of bond goes through. However, there could be more immediate fixes if necessary for safety.
- Integrated planning. – admin wants to go over at opening day to share what is happening with it.
 - Question is if this is because they feel we don’t understand it.
 - Response is that it is more the president’s vision.
- Opening day, the president seems to have plans for spring opening day. But our ideas could be more for next fall.
- Question about concern, lack of integration of planning is an accreditation issue.
 - VPAA asked to speak on it. Opening day is set, and they did their best to relay the issues and understand all of the planning documents. Trying to figure out and understand how we put into practice or did things that fell away after accreditation.
 - Point is if she is trying to understand, that faculty is as well. Are we actually committed or not doing these items in the planning? We want to convey we are trying to move the needle and tie all of these plans together and moving forward. Newer idea that seemed to come out in senate is that we want to do things a different way. We are realizing that what we did before is not an effective way.
- Question about if they can take more items to next summit that is before the end of the semester. We have a process of faculty prioritizations... want to know what process trumped the agreed to process.
 - It was 2 years in a row, and the response that as included did not seem to respect the process or following the process. Thought there is supposed to be a written response for her reasoning for overriding the agreed process.
 - Prioritization is part of the governance process.
 - Call for any other summit issues. No more made at this time.

VII. INFORMATION ITEMS AND PUMA CHAIN:

Please share these items with your division faculty and other Puma buddies.

1. Calendar Committee and the Placement of Spring Break—Patrick Len

Currently the existing 2019-2020 and 2020-2021 calendars have fall flex days placed at the end of 8th and beginning of the 9th week of instruction, which closely aligns with the middle of the semester for 9-week sessions. However, spring break is currently placed in the first full week in April, between the 11th and 12th weeks, which means that late-start 9-week sessions have a first week of classes immediately followed by a week-long break in instruction.

The District Calendar Committee would like to know what faculty think about moving spring break for the 2021-2022 and 2022-2023 academic calendars (conventional, non-compressed semesters) to right after the 9th week of instruction. The intent would be to better serve the increasing

number of students taking 9-week courses and would be done with the current placement of fall semester flex days.

Summary and informational notes:

1. Spring break for 2020 and for 2021 would be unchanged (first week in April).
2. Spring break 2022 would move from first week in April (Monday 4/4 to Saturday 4/9) to Monday, 3/20 to Saturday, 3/26.
3. Spring break 2023 would move from first week in April (Monday 4/3 to Saturday 4/8) to Monday, 3/19 to Saturday, 3/25.
4. This appears to be the same placement as Cal Poly's spring break (they do not have calendars posted for 2021-2022 and 2022-2023, but their 2020-2021 spring break seems to follow this model).
5. Previous feedback was collected from faculty-at-large in May 2014 on decoupling spring break from Easter week, moving to first full week in April for spring 2016 onwards:

[Faculty feedback from 2014.](#)

- Looking for feedback to calendar committee to adjust calendar and move spring break to better fit with 9-week courses. 2nd half are currently 8-week course and are squeezed in because of breaks and spring break. The registrar is looking at how to make this work. A draft is not currently available and will be later. Looking for feedback on what people think.
 - Looking at school district dates?
 - Some schools take two weeks. Some go the week before and the week after. SLCUSD has aligned with us. But not aligned with Easter.
 - Is there a scenario that we could do this that it does not negatively impact other parts of courses?
 - Put it right in the middle for the 9-week classes.
 - Having an advantage of a week to regroup. The senator's division seems to have a large drop rate for short courses.
 - Would we like to see a survey? Answer is no... not much time to get it done. We need to get the word out now.
 - Communicate with Patrick Len. Communicate with Puma Buddies.
- Call for 5 minutes.
- Rosemary from CSS and Education – the student equity and success, 21 day challenge. Something that Ali Michael suggested on opening day. This optional program to cultivate more inclusive atmosphere. For 21 days put out activities that will inform those that are new or those that are into a deeper dive. More empathy for those with different backgrounds. Doing this now because of the climate. Would like to create a more contractive climate. This is voluntary. Hope that folks will jump in. Brief activity... like 2 min video. Meant to begin a conversation. Will offer this opportunity and brown bag meetings to share ideas and reflections. Just an opportunity to get conversations. To contribute to experiences and share or offer ideas. There are about 30 people on campus that are piloting this. Please contact committee if you have ideas or being a part of conversation in your division. They will be asking for people to join and you will get a daily email with activities or conversations. Please be part of the conversation. Do it once all over campus and then rerun every year with different emphasizes.
- Initiative measure to get more funds for schools. To increase property taxes for over \$500,000 for corporate property taxes because they don't move much so they don't change the taxes much. People can sign now, or there will be one circulating.

2. Academic Senate Council and Associated Students of Cuesta College Luncheon on February 28, 2020.

VIII. STANDING REPORTS (Time permitting – max. 3 mins. per report)

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| 1. CCFT--D. Stakes | 7. CTE Liaison--J. Stokes |
| 2. Curriculum--A. Kahane | 8. Guided Pathways Coordinator--H. Webber |
| 3. Workload Committee-- A. Kahane | 9. OER--K. Bontenbal |
| 4. College Council--R. Finger | 10. OEI--C. Wilshusen |
| 5. Planning & Budget--Erich Tucker | 11. Student Services Redesign--K. Bontenbal |
| 6. ASCC Report--S. Hurley | |
- No Committee reports at this time.

Next Meeting: January 31, 2020 1:30-3:30 | Room 3134/N3213

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