



Academic Senate Council MINUTES

October 25, 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		Debra Stakes CCFT President
	Galadriel Bree Highhouse N. County At-large		Benjamin Arrona Part-time At-large	x	Regina Voge Student Development and Success	x	Erich Tucker Lang. & Communication
	Silvio Favoreto Biology		Dean Harrell Business	x	Heidi Webber Counseling	x	Kelli Gottlieb Physical Sciences
	Allison Merzon Head Kinesiology, Health Science, and Athletics	x	Matt Fleming English		Canguo Liu Fine Arts	x	Kevin Bontenbal Learning Resources
	Catherine Ruiz Nursing	x	Lise Mifsud/Fionnuala Butler Social Science	x	P. Michele Gordon Johnson Applied Behavioral Science	x	Jennifer Sanders/Gabriel Cuarenta-Gallegos Mathematics
x	Dave Fernandez Engineering & Tech.		bree valle Performing Arts	x	Seth Hurley ASCC		Vacant DSPS
	Vacant		Full-time At-large		Vacant Secretary		

Cards: Kelli Gottlieb

Time Keeper: Matt Fleming

Computer: Heidi Webber

I. APPROVAL OF AGENDA

(5 min.)

- Meeting called to order at 1:36pm
- Call for approval of agenda. Consensus.

II. APPROVAL OF MINUTES – ([OCTOBER 11, 2019](#))

(5 min.)

- Call for approval of minutes. Consensus.

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

- No public comments

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. **BP 5110/AP 5110 Counseling (Second Read)**
2. **Guided Pathways Implementation Team: Membership Change Proposal (First Read)**
3. **Strategic Plan 2020-2023 (First Read)**
4. **AP 4231 Grade Changes (Second Read)**
5. **Institutional Self Evaluation Report (ISER) Draft – Standard II.A: Instructional Programs (Second Read)**
6. **Resolution: Support Global Climate Strikes (Second Read)**
7. **1. BP 5110/AP 5110 Counseling (Second Read) (G. Moscoso, 15 mins.)**

Background: Work Group members Lisa Wearda and Glenda Moscoso reviewed CCLC language (see [ASCCC recommendations on CCLC language](#)). Wearda and Moscoso drafted BP 5110 and AP 5110 to ensure compliance with legal requirements. Drafts were discussed and input provided at Counseling Department meeting on April 12, 2019. On October 2, 2019, Counseling Team, Student Services Dean, and VPSS provided further review. Feedback received by Academic Senate on October 11, 2019 was incorporated and sent to VPSS and Student Services Dean for review. Cuesta does not currently have an active BP 5110 or AP 5110.

Supporting Documents:

[Second Read Draft BP 5110](#)

[Second Read Draft AP 5110](#)

[CC League Template BP 5110](#)

[CC League Template AP 5110](#)

Proposal: The Academic Senate Council approves BP 5110 and AP 5110.

- Presenter shared a new draft of both BP and AP's and opened the floor for comments.
- BP 5110 – Senator posed question regarding sentence about counseling.... *Shall be required for all first-time students enrolled for more than six units.* Changing “for” to “in”. Also needs to be changed in later paragraphs as well.
- AP 5110 - 5th bullet point – Senator questioned if the word “provided” is added, does it give more clarification?
 - Other senators agree that “Provided” would work well.
- Call for consensus for changes, to include; change prepositions and add the word “provided”. Consensus.
- Floor opened for feedback and comments on AP 5110
 - No comments regarding the AP.
- Call for consensus on proposal as modified by the small changes listed above.

Consensus, the documents [BP 5110](#) and [AP 5110](#) are approved.

2. Guided Pathways Implementation Team: Membership Change Proposal (First Read) (L. Baxley and H. Webber, 15 mins.)

Background: The Guided Pathways Implementation Team (GPIT) composition was established in the fall 2018 semester, and members began meeting in spring 2019. The GPIT composition included as one of its voting members the Student Support and Success (3SP) Director. At the end of the spring 2019 semester, Cuesta's 3SP Director resigned leaving this position vacant on the GPIT. To ensure ongoing Student Services administrative representation on the Team, the GPIT is proposing that the voting member position of the 3SP Director be changed to a “Student Services Administrator, appointed by the Vice President of Student Services.” In addition to this change, we are proposing adding a counseling faculty representative from either the Career & Transfer Center or adding the Articulation Officer. Currently, the GPIT membership includes five instructional faculty, but it only explicitly includes one Student Services Faculty representative; one of the faculty co-coordinators is also a Student Services faculty representative, who happens to be a counselor. However, the membership does not explicitly state that a counselor should serve on the committee. Having either the Career & Transfer Center Coordinator or the Articulation Officer serve on the GPIT would help ensure the Team can implement Guided Pathways initiatives with student transfer support and opportunities in mind. The Articulation

Officer would help ensure the College remains on the forefront of curricular changes and updates impacting students' time to transfer and program completion. The work of the GPIT is robust and an additional counseling faculty representative would assist the Team in implementing and maintaining the Program Mapper and embedding the Guided Pathways Framework into Cuesta's student success programs, including Connect @ Cuesta, Promise Day, Cougar Welcome Days, and our Student Success Festivals. Additional faculty involvement on the Team will help the College accomplish the work that is outlined in our Guided Pathways Plan. Finally, the GPIT is also asking to add a Marketing and Communications representative as a voting member. This representative will be instrumental in providing insight and feedback during our bi-monthly GPIT meetings regarding marketing and promotional practices utilized as part of the GP Framework. Examples of this work include the development and maintenance of the GP webpage, GP practices promotional flyers and brochures, and GP communications to the campus community as well as the greater community. Below is a brief summary of the three GPIT membership proposals:

1. Change the 3SP Director position to a Student Services Administrator position appointed by the VPSS.
2. Add a counseling faculty member: Career & Transfer Center Coordinator or the Articulation Officer.
3. Add a Marketing & Communications representative as a new voting member.

The GPIT is asking for feedback at this Academic Senate Council meeting and will ask for approval at the following meeting. All changes would be effective immediately upon approval by the Academic Senate.

Supporting Document:

[Guided Pathways Implementation Team—Fall 2019 Proposal Redline](#)

Proposal: The Academic Senate Council provides feedback on the Guided Pathways Implementation Team Membership Proposal.

- Presenters reviewed proposal and background for why it is being brought forward.
- Senator asked for clarification and if there was a difference between having both a counselor or transfer center coordinator on committee?
 - Response from presenter, *not really*.
- Senator posed question about why marketing representative would be a voting member of the committee?
 - Presenter noted that it was not part of the initial proposal. However, the team felt that if the member was going to spend their time to be part of the committee to share their knowledge and ideas, that it was important to give them a voice in the group by being a voting member.
 - Another senator, who is on also on GPIT, agreed that it is a “respect thing” to allow them to be voting member.
 - The presenter reiterated that the marketing person currently does not have a huge voice. But, marketing is a large part of the process, and team felt it was best to be more inclusive and give them a larger voice in respect to their contribution.
- Senator posed question if this went through college council first? Answer from presenter, yes.
- AS President noted that his understanding is GPIT is a “team” and not a committee, and the “team” reports to Academic Senate and is governed by Academic Senate.

- Presenter stated that the overall attempt is to be more inclusive of the campus and the people that take the time to contribute to the work of the GPIT Team.
- AS President asked if the senator who posed question regarding voting rights, has reservations about it allowing the member to vote? Senator stated that it was just curiosity, and does not have an issue.
- Presenter asked if there are no other comments are changes, does this proposal need to come back for another read?
- AS President noted it is possible to approve the proposal as is now if there are no objections.
- Call for Academic Senate to approve the proposal on first read.
- Consensus on amendment.
Consensus, proposal is approved (on first read).

3. Strategic Plan, 2020-2023 (First Read) (M. Sanchez, 15 mins.)

Background: This is the first read for the Cuesta College Strategic Plan (2020-2023). As outlined in the Cuesta College 2019 Integrated Planning Manual, the timeline for soliciting input and feedback on the next three year College Strategic Plan from campus governance groups is October 2019. The plan has been reviewed by the Strategic Planning Committee (9-26 & 10-16), College Council (10-22), Academic Senate (first read 10-25), and will continue through the governance process to be presented to the Board of Trustees on 12-11-19.

The Cuesta College Strategic Plan 2020-2023 has been developed using the 2016-2026 San Luis Obispo Community College District Educational Master Plan, Facilities Master Plan, Technology Master Plan, Chancellor's Office Local Vision for Success Goals, and Student Centered Funding Formula (SCFF) as guiding tools to assist in the development of the strategic plan goals and objectives. Aligning the college's strategic plan goals and objectives with the Chancellor's Office Local Vision for Success Goals was methodical since Cuesta College will be required to report on these metrics annually and will impact elements of the funding received by the state in the new SCFF.

Supporting Documents:

[Strategic Plan, 2020-2023](#)

[Local Vision Goals](#)

Proposal: The Academic Senate Council provides feedback on the Strategic Plan, 2020-2023.

- Presenter reviewed the proposal and reiterated that the according to the timeline the strategic plan is on schedule. Calendar schedule is for it to go the December board meeting.
- Presenter noted that the picture on the sample cover provided is not the final. Marketing is looking for a more inclusive photo to use.
- Presenter asked senators to take into account other master plans, like facilities, etc. weretaken into consideration with the current strategic plan. Also that our goals are required to be in alignment with Chancellor's office.
 - First draft follows that template.
 - Senate should focus on goals and objectives, but can comment on other sections if they want to discuss.
- AS President noted he has comments.

- Page 11 – “during the workshop” needs a comma. Same paragraph “this work” comma and comma after “goals”.
- AS president noted his name is *Roland* not *Ronald*.
- Also should include VP Academic Senate, Wes Sims, as well.
- Should make the first paragraph a more active voice. It presents more passive voice currently. AS President can provide written notes to presenter to assist.
- AS President has similar comments for paragraph 2.
 - Also seems weird to repeat *the plan*.
 - Last paragraph, “becomes implementable” should be implements.
 - Review and analysis “was” incorporated instead of
- AS President noted on Page 10, likes the way last paragraph arrows are used.
- AS President noted, Page 11, top paragraph “this plan...” needs a comma and remove “which was”
 - Same sentence had question about dates that are in the future.
 - Presenter stated that is because it is part of the timeline, so the dates are plugged in.
- Goal number 5 – Senator made the following comments;
 - Chancellor’s Vision for Success goal #5- Reduce equity gaps across all group for faster improvement among traditionally underrepresented groups, cutting achievement gaps by 40% in 5 years and fully close gaps within 10 years. Senator does not see how this Strategic plan is addressing this important goal.
 - In the plan, after goals #1-5, they include an asterisk for *Metric Details, listed at the bottom of page 18. How is just listing them saying what we are doing about these DI groups?
 - Conferences have shared that although the word equity is being used often, there's no intentionality with campus wide commitment to how we're going to really address these gaps. What specific actions will we implement that will work to cut the achievement gaps for our consistently disproportionately impacted groups at Cuesta?
- Presenter responded by noting the Equity piece is 10 pages long, and * it to include in a concise way and explained that it would be part due to formatting.
 - Senator suggest language should be included to explain better.
- Time keeper noted time was up. AS President called for 5 more minutes. Consensus
- Senator asked if actual activities are going to be included?
 - Presenter stated that it has never been included and just focused on goals and objectives.
 - Senator asked where can list of activities be found then?
 - Senator noted they were curious, if we agree with objectives... if we agree generally and someone later comes and says we need to do that to meet goal, we would be required because it is specifically in the plan. Looking for clarification that if later we are going to approve activities based on if they are included or not specifically in the plan.
 - Presenter, asked if senator is suggesting the plan specifically spell out a list of activities? This is a general umbrella plan. All the other plans, like equity, facilities, etc. are build off of, and more specific to this plan.
 - Senator agreed that we need to be clear on how these goals are going to be met and not just assume that we say we are going to do it later
- AS President asked, how best to consider approval of this agenda item?
- Senator, noted these are college objectives.

- Part of governing structure is there has to be progress reports, and this could be part of this to provide some clarity.
- Time Keeper noted time was up again. AS President Called for 5 more minutes. Consensus
- Point of order, that another senator has a card, but there has been a conversation going on and how to handle it. Floor turned over to senator that was waiting for turn.
- Senator noted that there are several plans that we can refer to link these activities to the goals and communicate what we are going to be doing.
- Presenter agreed that it is possible to link these other plans more closely to this plan.
- Senator noted the need to have an understanding of who is responsible for what, but asked how are we going to work together to implement? If we are going to close the gap, we have to be laser focused to get it done.
- Presenter, are other plans not as focused on closing gaps.
- Plans are in there but not clear how they are implemented.
- Senator tried to clarify, that we don't want the plans to die, they should not live separately and be part of the college. Not just say this is GP or Equity, these things are important to all and need to be done together to get done.
- Presenter noted there have been new programs and expansion of other programs to see where we have built the alignment, and is written into our plan like that. Some activities that were just mentioned, were not around 2 years ago. Presenter is trying to understand where the feeling that these plans are not institutionalized, because they ultimately are.
- Time Keeper called time again. AS President called for 5 minutes. Consensus.
- Presenter stated the best course of action would be to include the progress report to see how plan will be completed in the future.
- Senator mentioned that we are going to be judged on the follow through and completion of programs.
- Presenter stated this is the colleges plan, but will do whatever to reflect the input we want.
- AS VP noted what he is hearing that we need to have a massive plan to map how this will be done. Is it appropriate for this to be part of the document?
- Senator asked for clarification that this plan is to include just goals and objectives, and not action plans.
- Presenter answered, yes.
- Another Senator confirmed, action plans are not part of this general plan.
- Presenter noted again that many of these questions and concerns are going to be part of the progress report. It is not possible to include all of the action plans specifically because the college is continues to evolve based on needs. Therefore, the progress reports address changes and new activity plans.
- Senator noted the sub-title may need to be changed because it is misleading.
- Senator noted the plan is a measurement of the goal, but not how we got results. If our goal is to increase transfer rates, where is the action plan, not the actual activities. Transfer plan need to be included.
- AS President noted that more discussion may be needed, and senators can address directly to presenter at a later time.
- Presenter stated that he needs to figure out way to incorporate all the feedback, and later present to the board.
- AS President made a call for consensus on feedback so far. Consensus.

Consensus on feedback, and this will return for a second read.

4. Revision of AP 4231: Grade Changes (Second Read) (R. Finger, W. Sims, S. Favoreto, and G. B. Highhouse, 25 mins.)

Background: The current AP 4231 lacks a clear guiding process for students and for staff when students have a grade appeal. The draft of AP 4231 illustrates a procedure to help students follow a clear path toward a grade appeal resolution. The draft of AP 4231 also helps instructors maintain their rights as mandated by Title V and protects them from misplaced accusations. The draft of AP 4231 does not alter BP 4231.

Supporting Documents:

[Second Read Revised Draft of AP 4231](#)

[Second Read Redline AP 4231](#)

[First Read Redline AP4231](#)

[Current AP4231](#)

[Current BP4231](#)

[Title V § 55025](#)

[CC League Template for AP 4231](#)

[CC League Template for BP 4231](#)

Proposal: The Academic Senate Council approves revised draft of AP 4231.

- Presenter noted that the proposal does incorporated feedback from previous senate meeting.
 - Feedback noted that the previous language seemed intense, and worked to alleviate that and soften the language. Also reviewed Ed. Code to include correct language.
- Senator brought up the question from Division Chair in his area, for clarification on if this going to be something the students have to read, we need to be careful of how they read it, but be clear.
 - Also agreed that previous “level” language was better softened to "step."
- II – Senator asked, if the student is to read this document, is that clear enough? if it goes to III, and has not been resolved by 1 and 2, then the order of process needs to be really obvious to students, to make sure faculty has the most control.
- Presenter, there is a split to how this will be relayed to students. Need to work with Student Services on how this information will be presented to students. This should policy will not be copied and pasted to students. Student instructions need to be communicated in a different way.
- Senator stated it should be presented as a more clear process on the website.
- Presenter noted there are directions on the form itself.
- Presenter stated that this document will serve as prelude to fixing all of these changes to the process and protocol.
- Senator posed question, will this go to student senate?
- Presenter noted that ASCC is represented on this committee, but it has not been taken to them directly from the ASC.
- Senator noted that this policy does not have to go to division chairs to be vetted; they are not a body of which we need their feedback. They are part of the faculty and can provide their feedback through their senators.
- Presenter noted he did send a draft to the chairs' group and asked for their feedback to be part of the process.

- Senator noted senate needs to be careful when giving information to division chairs a chance to give feedback before it goes to senate. Again, they are not a governing body that the process needs to move through, they are part of academic senate. Going to them as a group directly gives a sense they have more sway in part of the process than they actually do.
- Senator noted that the language used needs to be more universal. Ex., Nota bene (of particular notice) is used and not everyone will know what that is. Senator noted they had to look it up.
- Senator noted the correction that we do not use “section numbers” we use CRN’s (course record numbers) like in 2B. This should be corrected for consistency.
- Senator asked for clarification – are we getting rid of nota bene?
- Many senators seem to agree that the language should be more generic.
- Presenter reminded senators that this is a faculty document, and students will most likely not read it straight from the AP on Board Docs.
- This is a 2nd read, and the proposal could be approved and go to Student Services to work on forms. Or, should be hold off and go to ASCC for their feedback?
- In regards to timeline, this is something that we need to follow through with quickly. If implementation is not going to be met by the end of this semester, or not until next semester, then we should.
- Once we begin to work on implementation, we may run into things we didn’t know, and this could come back and be put on the agenda. It could always be brought back once the implementation begins.
- Point of order, it would have to go the board, because it is a board policy.
- Noted we are only changing the AP not the BP.
- Can we approve with the feedback and recommend that we take it pending feedback from ASCC?
- We can make the changes easily when approved, but the implementation will be part of ASCC involvement and involvement with Student Services and Academic Affairs.
- Motion to approve to incorporate the feedback.
- Consensus reached on two small changes: changing "section" to "CRN," and changing "Nota bene" to "Note."
- [final AP 4231](#)

Consensus, the document [final AP 4231](#) is approved.

5. Institutional Self-Evaluation Report (ISER) Draft–Standard II.A: Instructional Programs (Second Read) (K. Bontenbal and J. Curtis, 20 mins.)

Background: The Accreditation Steering Committee is submitting standard II.A: Instructional Programs for Cuesta’s ISER to the Academic Senate for a second read. Please provide feedback on content only – final style and formatting will be done later. Consideration of all feedback will be made by the Accreditation Steering Committee and reported back to the Academic Senate Council.

Supporting Documents:

[Second Read Standard II.A ISER Draft: Instructional Programs](#)

[Feedback for Standard II.A ISER Draft](#)

[Matrix to Simulate the Perspective of a Visiting Team Evaluator \(Not ACCJC Approved\)](#)

Proposal: The Academic Senate Council provides feedback on the second read of Standard II.A: Instructional Programs for Cuesta's ISER.

- Request for feedback on IIA
- Presenter, bringing it back for any additional feedback
- No feedback at this time.

Consensus, proposal approved.

6. Resolution: Support Global Climate Strikes (Second Read) (M. Harvey, 10 mins.)

Background: Swedish student Greta Thunberg began School Strikes for the Climate in August 2018. The movement has gained momentum with students of all ages across the globe, and the third Global Climate Strike event took place in September of this year. The students of the world are calling on leaders and citizens to join them in demanding climate justice. Please adopt a resolution to support our students and Global Climate Strikes. The Cuesta College Federation of Teachers' Council of Representatives voted to adopt an official stance of support for Global Climate Strikes at their September 26, 2019, meeting.

Resolution Supporting Global Climate Strikes:

Whereas, Global Climate Strikes are a grassroots movement to encourage our leaders to address the increasing climate emergency;

Whereas, Strikes have recently been led by students of all nations;

Whereas, Climate deterioration and increasingly severe climate related phenomena, including wildfires, hurricanes, and floods, affect students, staff, and faculty;

Whereas, The faculty at Cuesta College stands in solidarity with students to fight Climate Change;

Resolved, That the Academic Senate supports Global Climate Strikes;

Resolved, That the Academic Senate investigates further actions to support Climate Justice.

Supporting Documents:

[Resolution Supporting Global Climate Strikes](#)

[Marcia Harvey Presentation—Support Global Climate Strikers](#)

[Marcia Harvey Presenting Resolution](#)

<https://www.sanluisobispo.com/news/local/article235277512.html>

<https://globalclimatestrike.net/#join-in>

<https://www.sunrisemovement.org/>

<https://350.org/>

<https://www.labor4sustainability.org/>

Proposal: The Academic Senate Council approves the Resolution: Support Global Climate Strikes.

- Senator made a comment that it should be part of the resolution to be presented to the board.
- AS president noted that it was discussed at previous meeting. Asked for agreement or notes if senate is comfortable in bringing the resolution to the board for them.
- Along with this proposal that the adopt a similar resolution.
- Consensus to approve 2nd read.

- Also, Senator made a motion request that academic senate that the board pass a similar resolution.

Consensus, approved proposal and a recommendation to board that they pass a similar resolution.

V. PRESIDENT'S REPORT

- GPIT talked about promoting Canvas on campus and wants to ask Academic Senate to promote it and form a task force. This will be on next agenda. There is value and it is important. Only 51% of faculty use Canvas.
 - 14 recommendations came out that report generated all the student feedback. Canvas is mentioned 43 times.
 - Senator mentioned that some attributes are not convenient to run the class the way they run the class, but they do use canvas but not all the attributes.
 - Reach out and talk to faculty about how they use canvas and if they don't why they don't.
 - Task force, and anyone who wants to be part should be welcome, and then will be brought to senate for review and discussion.
 - Senator to note that as DE becomes the new way we expand as a college, that physical spaces that we need to not look at a legacy idea and look for what is best for the students and best for the college.

VI. SUMMIT ITEMS

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

- Ideas for opening day. No comments at this time. i.e. student services re-design and dean situation and library space. Try to minimize impact.
- Classroom safety. They have a unified system and when campus police are called they can take care it.
- Question from senator, in regards to his hearing impairment "how does the phone work for me?"
- There is an app RAVE Guardian, and recommended that all faculty and staff download and use.
- November 15th 9:00-11:00 EEO training ASCCC and there will be GP visits and Town Hall.
- Also, John Stokes is to have visit from CTE and equivalency committee and the best practices.
- Requesting sabbatical applications. Electronic option will be available if they want to submit that way.
- Senator noted that the Tenure Review binder should be electronic.
 - Another senator noted it is archaic. Senator said that it should review the contract to see what the expectations are and if electronic would be possible.
- Senator asked that it be from the top down how we have template that we adhere to, and what are the next steps, and how are we measuring if what we are doing is effective or not.
- Senator talked to students who got their bachelors at another college, that they get moved to the bottom of the list. Something to think about.

VII. INFORMATION ITEMS AND PUMA CHAIN:

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

- [Call for Sabbatical Applications](#): Initial Draft due in Academic Affairs by November 1, 2019; Final Draft due in Academic Affairs by November 15, 2019

- **Peter and M'May Diffley Award for Faculty Excellence**

The memorial endowment (originally titled the “M’May Diffley Award for Faculty Excellence”) was established by Peter Diffley in the name of his wife M’May Diffley, who passed away in January 1987. The award recognizes faculty excellence and includes a cash award. The primary criterion is *excellence in the role as a teacher at Cuesta College*. In addition, one or more of the following criteria must apply:

- Community and/or campus activism (position action to achieve an end)
- Environmental/ecological concerns
- Involvement in the arts (poetry, painting, etc.)
- Special motivation to science students

Nomination Forms are due by Friday, November 1.

- **EEO and Equity Training on November 15**—Led by Mayra Cruz, ASCCC Area B Representative, and Gregory Smith, ACHRO member and Associate VP of Human Resources at Shasta College
- **54th Fall Plenary Session Resolutions for Review**: Please seek feedback from constituents so that their views can be represented at Plenary.
- What do constituents and other Puma buddies want on opening day?
- **Socktober: Donate New Socks for SLO County Homeless Shelters**
- The SLO County Commission on the Status of Women is gathering information from women and girls in our community regarding their needs. The findings will be presented at the SLO County Board of Supervisors Meeting in April. This survey will close on December 31, 2019.
Survey in English: <https://www.surveymonkey.com/r/2019Eng>
Survey in Spanish: <https://www.surveymonkey.com/r/2019Spn>
- Asked for any questions or comments regarding puma chain notices. Kevin will cover next meeting. Cherie will be asked to come in VP place to reach quorum.

VIII. STANDING REPORTS (Time permitting – max. 3 min. 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 | |

- **CCFT – (as emailed, not presented in meeting):**
- The CCFT Council of Representatives did not meet this month.
- We are moving forward with a plan to reconsider DSPS accommodations, and to reopen the discussion about the Fundamental alteration form to reflect the course syllabus.

- The planned presentation on the Student Incident Report Team process is still not rescheduled. We hope to reschedule soon.
- The CFT is having a signature gathering campaign to get "Schools and Communities First" onto the November 2020 ballot. There will be training sessions to effectively speak about this effort to recover \$12 billion per year. This will be the first structural and equitable tax reform in 40 years. We will ask each faculty member to collect 2-3 signatures
- Greg Baxley and the EB is finalizing the list of items to ask for in the next contract
- **Curriculum** – November 1 deadline to get into catalog. 2 proposals that will be on agenda. Two things of note, English 156 listed as advisory as pre-req at over 100 courses. That in consideration of new laws that at the request of faculty, they are going to remove it unless otherwise instructed. Maybe more to 180 or 201a. that will be up for discussion. You need to tell us if you don't want us to remove. Question? With AB 705 is that even legal? Can enter transfer if they want to. If we are not going to offer 156 then it should stay it in the catalog? It is an advisory. 2nd CLEF you get this score you can fill your GE slot at CSU. Us adopting credit policy for CLEF credits. Small populations, like veterans, but is important to put into practice to assist them.
- Workload meeting next week. No updates at this time.
- No Planning and Budget to report
- ASCC – come up with 5 official goals, and working on 6th. Task forces open for any students to join. Need to make goals for this semester. Once senator working on side to get hydration stations on campus.
- GPIT had a program mapper task force that made a process to publish maps that are complete so far. That will include current maps to DC to meet with faculty and approve them, and go to dean, and then VPAA approval. Biggest pieces that they will be meeting across divisions will not be offered in conflict with each other. Coming to senate next week.
- Adjourned 3:31

Next Meeting: November 8, 2019 1:30-3:30 | Room 3134/N3213

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