



Academic Senate Council MINUTES - DRAFT
January 31, 2020: 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
x	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
x	Silvio Favoreto Biology	x	Dean Harrell Business		Heidi Webber Counseling	x	Kelli Gottlieb Physical Sciences
x	Dave Fernandez Engineering & Tech.	x	Matt Fleming English	x	Canguo Liu Fine Arts	x	Kevin Bontenbal Learning Resources
	Allison Merzon Head Kinesiology, Health Science, and Athletics	x	Lise Mifsud/ Fionnuala Butler Social Science	x	P. Michele Gordon Johnson Applied Behavioral Science	x	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: Seth Hurley Computer: Wes Sims

I. APPROVAL OF AGENDA (5 mins.)

- Call for approval of agenda. Consensus.

II. APPROVAL OF MINUTES – ([NOVEMBER 22, 2019](#)) (5 mins.)

- Motion to approve minutes. Consensus.

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

- A Senator spoke about a faculty retreat a few years ago and explained that she was inspired to join Academic Senate. The retreat had some small group work and notes were taken. The Senator would like to have some of those notes unearthed, and then Senate could consider exploring some of those items. The Senator wants this year’s retreat to yield results that will also receive further exploration.

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. AP 4231 Grade Change Policy (Post-Senate-Approval Friendly Request from College Council)
2. BP 4030 Academic Freedom (Second Read)
3. BP 5120/AP 5120 Transfer Center (Second Reads)
4. Transfer Center Plan (Second Read)
5. Institutional Self Evaluation Report (ISER) Drafts–Standards IV.C, Introduction, and Quality Focus Essay (QFE) (First Reads)
6. Institutional Self Evaluation Report (ISER) Drafts–Standards I.B, II.B, II.C, III.B, III.C, & III.D (Second Reads)

**1. AP 4231 Grade Change Policy (Post-Senate-Approval Friendly Request from College Council)
(R. Finger and W. Sims, 5 mins.)**

Background: Academic Senate Council approved a final draft of AP 4231 on October 25, 2019. College Council saw the document as an information item on November 26, 2019 and made a friendly request that the Academic Senate Council change the word “step” to “stage” throughout the document.

Supporting Document:
AP 4231 Approved by Senate Council on 11/26/19

Proposal: ~~The Academic Senate accepts the friendly request from College Council and changes the word “step” to “stage” throughout the document.~~ The Academic Senate carefully considered College Council’s friendly request to change from the word “step” to “stage” throughout the document and decided to keep the original language and not make the changes.

- President noted College Council’s request to change “step” to “stage.” College Council thought that stage might be more accurate and easier for students to follow. President opened floor to more discussion.
- Question from senator asked if the discussion included just the one word or if there was more to it.
- Another senator who was part of the conversation said that it was more of a nostalgic call to how the original document was worded.
- Senator noted that the word stage does not make as much sense; step or level makes more sense.
- Another senator noted that English is his second language and that “step” or “level” makes more sense to him.
- Senator noted that the request was from one faculty member and wanted to know why this wasn’t brought to Senate when the AP was in front of Senate.
- Senator looked at definition in Google, and step is “an advancement.”
- A senator noted that if we RED card the motion, instead of amending it, it would be the same but easier and shorter.
- Another senator stated that not voting approval of the proposal might appear to leave the business unfinished. For this reason, it is better to amend the proposal so that we could approve the proposal.
- Motion to amend resolution to “The Academic Senate carefully considered College Council’s friendly request to change from the word ‘step’ to ‘stage’ throughout the document and decided to keep the original language and not make the changes.”
- Consensus reached on motion to amend the proposal.

Consensus reached on the amended proposal (final read).

2. BP 4030 Academic Freedom (Second Read) (R. Finger and W. Sims, 20 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 that Academic Senate create a BP on Academic Freedom to correct our current deficiency. The Associated Students of Cuesta College reviewed the Academic Senate Council's draft on December 5, 2019, and College Council reviewed the draft on December 10, 2019.

Supporting Documents:

[Draft of BP 4030—Second Read on 1/27/20](#)

[Redline Draft of BP 4030—Second Read on 1/27/20](#)

[Title 5 section 51023](#)

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

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

[ACCJC Eligibility Requirement 13 and 20](#)

[AAUP 1940 Statement of Principles on Academic Freedom and Tenure](#)

Proposal: The Academic Senate Council approves draft of BP 4030 Academic Freedom.

- AS President reviewed the proposal, and noted they did their best to incorporate the feedback.
- Senator asked if the State Wide Senate has something similar.
- Response was that there is a standard that was noted in the supporting documents.
- Senator recommends that this be a model for the ASCCC.
- Senator has question about language. Ex, fundamentally, and no 'special' limitations. Is 'special' necessary.
- Could be changed to Cuesta College "protects," which is more direct.
- Senator does not recall if there is something that specifically discuss a person's academic freedom and pedagogy.
- Protection in 1C... later on says college will support and protect.
- AS President explained that it is part of the school's BP: if anyone is subjected to anything uncivil, they have protection.
- Senator noted that those who teach at CMC do not have full academic freedom.
- AS VP noted they purposely did not explicitly reference CMC, but it would cover all faculty working at the CMC.
- Senator, page 2 "course content" – references the decisions on training and expertise, does that cover pedagogy and how the state deals with DE courses. Sometimes best practices are being governed by others. Should we mention the pedagogy or modality? Or, does this cover us without actually spelling it out.
- AS President noted we could include 'pedagogy' now so we can approve today.
- Senator requested under course content "expertise and appropriate pedagogical practices."
- Another senator requested that "current" be included.
- A senator stated that 'appropriate' encompasses 'current'

- Another senator noted that we should remove ‘appropriate’ and use ‘current’ because it is not as subjective.
- We are going to remove “fundamentally committed to the protection of” and change to “protects” the academic freedom of students, staff, managers, and faculty...” Also remove “special” in the next line.
- AS President called for anymore feedback.
- Motion to approve the [adjusted BP](#).

Consensus reached on the proposal. Final read—see line above for the adjusted and finalized BP 4030.

3. BP 5120/AP 5120 Transfer Center (Second Reads) (Genevieve Siwabessy and Kate Porter, 10 mins.)

Background: Work Group members Erin Lastreto, Kate Porter, Glenda Moscoso, and Genevieve Siwabessy reviewed CCLC template and developed BP 5120 and AP 5120 to ensure compliance with legal requirements. Cuesta does not currently have an active BP 5120 or AP 5120.

Supporting Documents:

[Draft BP 5120](#)

[Draft AP 5120](#)

[CC League Template BP 5120](#)

[CC League Template AP 5120](#)

[Title 5, 51027](#)

Proposal: The Academic Senate Council approves BP 5120 and AP 5120.

- AS President noted that Kate Porter thanked everyone for the previous feedback, it was helpful with the language and she did her best to incorporate the feedback.
- Presenter noted that other colleges BPs and APs were taken into consideration and they looked at Cuesta’s.
- AS President called for feedback on the AP and BP 5120.
- No additional feedback at this time.
- Call for consensus on both BP and AP.

Consensus reached on the proposal. Final reads.

4. Transfer Center Plan (Second Read) (K. Porter and G. Siwabessy, 10 mins.)

Background: The initial work group for the Transfer Center Plan was Kate Porter and Erin Lastreto. Kate Porter developed a draft of the Transfer Center Plan, using the CCCCCO model as a guide, and it was forwarded to Erin Lastreto and Glenda Moscoso for feedback. Edits were made and plan was submitted to VP of Student Services for review and approval. Transfer Center Plan was sent to counselors and Dean of Student Services for feedback. Transfer Center Plan was presented for first read at College Council, ASCC, and Academic Senate. Transfer Center Plan was sent to Equity and Student Success Committee and feedback was received. Kate Porter met with Regina Voge and Que Dang for feedback, Ryan Carnal for data, contacted Kevin Bontenbal for advice on language and Bob Quinn at the CCC Chancellors

Office for information and feedback on Title 5 language. Final edits were made. Following Academic Senate approval, the Transfer Center Plan will be sent to College Council for second read and approval.

Supporting Document:
Transfer Center Plan, 2019-2020

Proposal: The Academic Senate approves the Transfer Center Plan.

- Presenter thanked the senate for the feedback, and was grateful for the experience of going through the first read.
- Presenter met with Dean Cartnal, Que Dang, and Regina Voge to update the data charts and language.
- Presenter thanked Erick Tucker's request to include Title V language. This was shared with Kate Porter's counterpart at the Chancellors office, and it will be reviewed and updated.
- The language was really articulation focused. The language had been finessed about curriculum and more focused to articulation.
- Some additional notes about clubs may be removed, like "black student union" because it is not currently a club.
- Question from senator: how does this fit with the college's plan, and what is the process for this to be implemented. Presenter defers to her Dean Siwabessy?
- Dean Siwabessy introduced herself and explained that we are demonstrating that we have a process in mind and many ideas on this and that this plan will garner some support and be part of the colleges integrated plan. They are open to other suggestions/ideas of how to proceed.
- Senator on para 1, a) Native /American Indian, noted that you should commit to one or the other, but should be Native American/American Indian or commit to one or the other.
- Senator noted that Kate has done a great job so far but has a couple of things to note:
 - Adding some of the activities into how we are going to measure our performance, but spell it out, ex. Goal 3, page 10... a high priority of the campus... where are you reaching those students? How are you targeting them for support? How to we measure that? You can't just say it helps all students and then assume it helps the disproportioned students. If we could spell it out. Goal 7, if we could add some specifics.
- Call for 5 more minutes. Consensus.
- Goal one is referring to all students. Goal two is more focused.
- Senator noted that you cannot always look at them in isolation, but college wide. We have an emphasis on how we support underrepresented students, and the DI groups. This is just the Senators insight.
- Presenter noted that we could fit it some information about monarch center where appropriate.
- Section 2, title V, transfer center plan, to reference board policy that we just approved and move the transfer center outcomes to the bottom.
- Call for approval of document with feedback.

Consensus reached on the proposal. Final read.

5. Institutional Self Evaluation Report (ISER) Drafts—Standards IV.C, Introduction, and Quality Focus Essay (QFE) (First Reads) (K. Bontenbal and J. Curtis, 15 mins.)

Background: The Accreditation Steering Committee is submitting standards IV.C, the Introduction, and the Quality Focus Essay (QFE) for Cuesta’s ISER to the Academic Senate for a first 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:

Standard IV.C

ISER Introduction

Quality Focus Essay (QFE)

Proposal: The Academic Senate Council provides feedback on the first-read drafts of Standard IV.C, the Introduction, and the Quality Focus Essay (QFE) for Cuesta’s ISER.

- AS Pres stated some things were postponed, but many senators have seen these documents and already given their feedback.
- Presenter thanked everyone for their feedback and help so far. Time is of the essence to stay to the required timeline for board approval. Asked for feedback one at a time.
- IV.C – Governing Board –
 - Senator has some wordsmithing and mechanical issues and will give her notes directly to presenters to review.
- ISER introduction – pro forma stuff, with charts and data.
 - No new feedback.
- QFE –
 - Senator noted that it is well written, and has one addition to page 4. Talking about shift to support AB705 implementation – CA Acceleration project, but there is another professional development that should be added. A team of math sent to CMC3
 - Senator who attended noted that much of the breakout sessions were in regards to AB705.
 - This is a big piece of evidence that should be included.
 - No other comments.
- Call for consensus of feedback.

Consensus reached on the proposal. This will come back for a second read.

6. Institutional Self Evaluation Report (ISER) Drafts—Standards I.B, II.B, II.C, III.B, III.C, & III.D (Second Reads) (K. Bontenbal and J. Curtis, 15 mins.)

Background: The Accreditation Steering Committee is submitting the latest drafts of I.B, II.B, II.C, III.B, III.C, and III.D 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.

Supporting Documents:

Standard I.B

Standard II.B

Standard II.C

Standard III.B

Standard III.C

Standard III.D

Proposal: The Academic Senate Council provides feedback on the second-read drafts of Standards I.B, II.B, II.C, III.B, III.C, & III.D for Cuesta's ISER.

- I.B – no feedback
- II.B – no feedback
- II.C – no feedback
- III.B – no feedback
- III.C – no feedback
- III.D – no feedback
- Call for consensus.

Consensus reached on the proposal. Final reads.

V. PRESIDENT'S REPORT

- AS President asked if we could come back after some other items are reviewed.
- AS President noted the VPAA forums and said that if you did not attend, HR will be posting them online. You can turn in comment forms to HR by noon on Tuesday.
- Debra Stakes and AS President will attend a meeting with the Cuesta President and the chairs' group to discuss faculty prioritization.
- Senator expressed concern that the Chairs are a non-governing body and that we have to be careful with their recommendations. The senate is responsible for creating the sub-committee and is the recommending body, and the chairs are welcome to be on it.
- Senator continued and reminded senate that no decisions can be made by chairs, but that the info should be brought back to senate for discussion.
- Senator asked if we could have an actual agenda item, so that we can have the discussion here.
- AS President noted that the meeting on the 18th will have info brought back to the next senate meeting on the 28th.
- Senator noted that the chairs meeting discussion has come out of frustration and questions about how we can make the process better. There are questions as to how and why the college president can jump the list and put forward positions the Faculty Prioritization put forward.
- Senator agrees that it is fine to have the College President share her reasoning to answer questions of the chairs, but again we have to be careful that the process is not discussed as that is the purview of the Academic Senate.
- "Prioritization Improvement Team"
- AS President noted that it was found that in 2014 that if a person leaves in the 1st or 2nd year does not have to go through the prioritization process. It does if it is the 3rd or 4th year.
- Question about if someone does not get tenure.
 - Response was that it is about someone who does not get tenure – if they fall out at the end of the process.
 - It was discussed. The need is still there if it is in the first 2 years.

- The ultimate goal is to reach universally pleasing results for all involved.
- The leadership retreat will be on compressed calendar. AS President noted that faculty leaders are not privy to the agenda ahead of time.
- Question about how the “leaders” were selected to attend. Noted that Curriculum Chair should be included.
- Curriculum Chair requested to be there and was told ‘No’.
- AS President will discuss with College President.

VI. SUMMIT ITEMS

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

- Question about south county center task force – shared documents that president shared with AS President.
 - Senator noted that when she was AS VP she was given notes at summit. It then went to planning and budget.
 - Senator noted that he feels it is a waste of time because the board of trustees wants to build a south county center.
 - AS President noted that it is important that if someone has strong feelings one way or the other, they should participate.
 - Senator recommended that a Student Services rep who currently works in south county should be included.
- AS President asked about non-voting faculty board member – should we proceed?
- State Senate Newsletter went out. Nominate all faculty that teach at CMC. The group that teaches there fits all the criteria for the award.
 - Include the counselor at CMC also.
- Faculty member and college council, and they formerly used cards. AS President asked if we like using the cards or hate them.
 - Question about how does CC do it – response, they raise hands.
 - With a show of cards, the table seemed to want to keep cards.
- Opening day – inclusivity prompt at faculty meeting – hiring committee inclusivity
 - Fall opening day will be devoted to accreditation
 - Offer up that the discussion made at GPIT; recommend a topic of focus that is semester long.
 - Student focused and work it into classrooms with students. This semester is Completion. Something that could be launched to the entire college.
 - There is a lot of opportunity take the day and have it go through the entire semester.
 - Question about the faculty focused opening day, and it seems like that we were promised to have the spring one, but now they are saying next fall, and worried that it will then be the next spring.
 - Opening Day could be boycotted, and faculty can take back the day and do what they want. Faculty are not required to be there, only required to have flex.
 - Recommendation that opening day be more of a rally to kick off the semester. Faculty

should get pumped at the beginning of the semester and carry that feeling into the classroom.

- Desire to collaborate and not just be told that “this is what we are doing”.

VII. INFORMATION ITEMS AND PUMA CHAIN:

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

1. 21-Day Challenge Information from Carina Love and Rosemary Wrenn

The Equity and Student Success Committee will be promoting participation in the 21-Day Equity and Social Justice Challenge from February 24 to April 2, 2020. The challenge will consist of four emails per week with links to resources such as readings, podcasts and videos focused on various equity issues relevant to Cuesta. Cuesta community members will be asked to opt-in to the emails during February. Each week there will also be a brown bag discussion group on each campus focusing on that week’s subjects. The discussions will be facilitated by Equity Committee members and interested faculty and staff. The event will culminate with a final celebration on April 2nd on the SLO campus. Our goal is to promote a discussion of Equity and Social Justice issues relevant to Cuesta faculty, staff, administration, and students. The challenge was suggested by Dr. Ali Michael and has been successfully implemented by campuses and community groups around the country.

“Have you ever made a successful change in your life? Perhaps you wanted to exercise more, eat less, or change jobs? Think about the time and attention you dedicated to the process. A lot, right? Change is hard. Creating effective social justice habits, particularly those dealing with issues of power, privilege and leadership is like any lifestyle change. Setting our intentions and adjusting what we spend our time doing is essential. It’s all about building new habits. Sometimes the hardest part is just getting started. The good news is, there’s an abundance of resources just waiting to empower you to be a more effective player in the quest for justice.” <https://debbyirving.com/21-day-challenge/>

2. [Book of the Year—*The Honey Bus* by Meredith May](#)—Author Lecture and Book Signing on Wednesday, April 22
3. [Neurodiversity Faculty and Staff Training](#): Tuesday, April 28, 2020, from 12 to 1:30 in Room 5401.
4. **Call Guided Pathways Area of Study Faculty Leads:** Please submit a letter of interest that details your qualifications to melinda_weaver@cuesta.edu by 5:00 p.m. on Monday, February 3, 2020. Each Guided Pathways Faculty Lead will work for approximately 15-20 hours at the 2/3 lab rate.
5. **Academic Senate Council and Associated Students of Cuesta College Luncheon on February 28, 2020.**

- Presenters regarding 21 days Challenge – opened the floor for any questions and are still finalizing activities. Very excited and there will be a broad array of things to do and many scholarly articles available to build a community around these issues. Encourage everyone to individually participate and have your classes participate as well. Should spark some good conversations. Activities are really specific to the Cuesta Community. This is a successful opportunity to open a dialog. A list of the activities will be available so faculty can work it into their classes. Idea is to promote discussion. Brown bag meetings to discuss, expect to bring up feelings and have some harder conversations. Emails will go out campus wide at the end of February.
- Book of the Year – posters available that have all of the activities. The author event tickets expected to sell out. Students are free, but have to get on the list. Author will be here on Earth Day and will incorporate some activities that are already happening. More details on the posters.
- Neurodiversity training – from Ali at the Student Life Department Cultural Center – In her position was running into students that have autism and other issues and felt ill-equipped to help them and thought bringing in this guest speaker. Question if it was going to be recorded so it could be reviewed after. Senator noted that many are in class and it will be difficult to attend. Ali noted that the time could be moved. Recommended to move to after 3pm. Ali with check with speaker and see if she is available for later lecture.
 - Noon should be more student centered, and later should be more faculty oriented.
 - Senator noted that we are doing a lot of events for students that want to be teachers and this would fold into that nicely.
 - Senator noted that this is a great idea and thanked her for working on moving the idea forward.
- AS President clarified the pay rate/hours expected to work. Askes that faculty
 - Question about why it is 2/3 lab rate?
 - The salary schedule that the lecture and lab rate are different, and this is actual clock work. Not instruction work.
 - GPIT would like to formalize this event to make it a great day for new potential Cuesta Students and imbed the pathways – for preview day, they will come back for Connect @ Cuesta and really have an idea of what they want to study.
 - Question about difference between Cougar Welcome Days and Preview Day (end of March).
 - Response they are different. This is really just a taste of what our programs are and Cougar Welcome days they come back and actually register (in May).
 - Senator noted there has been confusion, and noted the students are experiencing also. The way that this is laid out is that each of these 3 events, step up from each-other.
 - Will ask Outreach Director to put out a brief description of each program.
 - Usually during the week.
 - Question about transportation. Noted if you bring them on a bus you have a captive audience.
 - Some of the events have incentives to entice student to attend.
 - It is actually 'Preview Night'.

- Direct questions to Madeline, Heidi and Lara. Applications are due on Monday, 2/3/2020. Please spread the info through Puma Chain.
- Student Senate wants to have lunch with Academic Senate before our meeting on Friday, Feb 28th.

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 | |

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Next Meeting: February 28, 2020 1:30-3:30 | Room 3134/N3213

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