



# ACADEMIC SENATE MINUTES

Tuesday, April 8, 2025

1:00 p.m. – 3:00 p.m.

**MEETING LOCATION: LRC 250 COMMUNITY ROOM**

Guests may attend on Zoom: <https://ccd-edu.zoom.us/j/84934648543> | Meeting ID: 849 3464 8543  
 Meeting documents are also available in the [AS SharePoint](#) (CCCD login required)

**Mission:** The Golden West College Academic Senate’s mission is to serve its faculty, promote the best interests of higher education, and to represent the faculty in campus, district, and state-level senate charges by carrying out the primary functions as delineated in the CA Code of Regulations, Title 5, section 53200, which includes both academic and professional matters, and consulting collegially with the local campus and district governing boards. For additional information on the Academic Senate and its mission, please visit the [Academic Senate for California Community Colleges](#).

**Vision:** The GWC Academic Senate represents all faculty in the shared governance process. We are deeply committed to creating an inclusive and welcoming environment for faculty to express their diverse viewpoints and concerns while maintaining focus on curricular and professional activities. Our campus culture serves to express the collective sum of the individual differences, life experiences, knowledge, innovation, self-expression, and talent that our faculty invest in their work. The GWC Academic Senate will continue to focus on promoting excellence, access, opportunity, and inclusion on our campus and in our programs.

**Please note:** All GWC Academic Senate meetings are subject to audio and/or video recording at the Academic Senate’s discretion to maintain a record of the proceedings. Agendas and minutes will be archived online through the [Academic Senate’s SharePoint](#). (Employee log-in may be required to access links).

<b>ACADEMIC SENATE ROLL CALL</b>	
<b>Bold</b> = Executive Board <b>Strikethrough</b> = absent <i>Italics</i> = Zoom <i>Zoom guest</i> = not counted towards quorum	
<b>Jennifer Bailly, CCI Chair</b>	Phuong Nguyen – Nursing/Health Professions
<del>Amanda Best</del> - Arts	Teresa Nguyen – ELL/ESL/GED
<b>Pete Bouzar - Vice President   Mathematics &amp; Engineering</b>	Cat Ponsford – Cosmetology (PT)
Dawn Brooks - Performing Arts	Joel Powell - Social Sciences
Annamaria Crescimanno - Biological Sciences	<i>Tiffany Ruggeri</i> (Comm Studies) - Part-time Faculty At-large
Laura Duvall - Psychology	Samantha Sarmiento – ASGWC ( <i>non-voting</i> )
Matthew Flesher - Kinesiology, Health Ed, Athletics	Matthew Shimazu - Physical Sciences
<b>Kate Green - IPD Chair</b>	<b>Justin Smith – Vice President   History &amp; Education</b>
<del>Damien Jordan</del> – <b>President   Counseling &amp; EOPS</b> (Michael Tran – proxy 4/8/25)	Julie Terrazas – Library
John Kasabian - Auto Tech, Digital Arts, Drafting	Tammie Tran - World Languages & Sign Language
Heather Kelley - Communication Studies	Aleksandra Uchlik - Business, Account, Marketing, Management
<del>Theresa Lavarini</del> – English (Michelle Veyette – proxy 4/8/25)	Michelle Veyette (English PT) – Distance Education Coordinator ( <i>non-voting</i> )
Noah Levin – Liberal Arts & Culture	<del>Derrick Watkins</del> - Criminal Justice
Nikki Nguyen – Classified Senate ( <i>non-voting</i> )	VACANT – Computer Science

## I. PRELIMINARY MATTERS

- A. Call to order – AS Vice Presidents  
VP Bouzar called the meeting to order at 1:05 pm.
- B. Welcome Guests
  - 1. Jennifer Kalfsbeek-Goetz, Vice President of Instruction (1:10 pm)
  - 2. Lauren Davis Sosenko, Dean of Institutional Effectiveness and Dual Enrollment (1:20 pm)
- C. Approval of the Agenda and Minutes  
**MOTION** by Senator Ruggeri to approve the agenda and minutes as presented. Seconded by Senator Crescimanno. Hearing no objections, the motion passed.
  - 1. Agenda – April 8, 2025.
  - 2. Minutes – March 25, 2025
- D. Announcements, Congratulations, and Appreciation

- E. Opportunity for Public Comment (3 minutes per speaker) - Members of the public have the opportunity to address the Academic Senate on any item that has been described in this notice, before or during consideration of the item. We ask that you keep your comments to three minutes. Thank you.

**II. CONSENT AGENDA**

- A. Appointment of the following faculty members to campus committees:  
**MOTION** by Senator Kelley to approve the consent agenda. Seconded by Senator Duvall. Hearing no objections, the motion passed.

	FACULTY	DISCIPLINE	COMMITTEE	POSITION	TERM
1	Joel Powell	Political Science	Academic Senate	Senator – Social Sciences	2025-28

**III. NOMINATIONS & ELECTIONS**

**Full and Part-Time Faculty members are encouraged to nominate themselves.**

Visit the [Academic Senate’s Faculty Service Opportunities webpage](#) to view committee openings, review committee description, meeting information, and to submit your nomination. (PATHWAY: GWC Homepage > Quick Links > Academic Senate > Committees – Vacancies & Nominations)

- A. Call for current Spring vacancies and terms starting Fall 2025.  
 Vacancies will remain open until filled. Nominations submitted by noon on the Friday before a Senate meeting will be included on the agenda for committee appointment. [Committee vacancies and nomination spreadsheet](#)

Vice President Bouzar encouraged faculty to consider serving on a committee and to submit their nominations. He noted that there are currently two vacancies on the Sustainability and Facilities Committee and mentioned that it is unclear whether they should continue with the quadrant membership model given their vacancies. He will follow up with their chair.

- Academic Senate | Term: three years (2025-28) unless otherwise specified
  - Classified Senate | 2025-27
  - Computer Science | Spring 2025 & 2025-28
- Council for Curriculum & Instruction (CCI) | Term: three years unless otherwise specified
  - Art | 2023-26
- Distance Education Advisory Committee (DEAC) | Term: three years unless otherwise specified
  - Criminal Justice | 2024-27
  - ELL/ESL/GED | 2024-27
  - Social Sciences
- Institute for Professional Development (IPD) | Term: three years unless otherwise specified
  - Automotive Technology, Digital Arts, Drafting | 2024-27
  - Computer Science | 2023-26
  - Criminal Justice | Spring 2025 & 2025-28
  - ELL/ESL/GED | 2023-2026
  - Kinesiology, Health, PE, Athletics | 2023-26
  - Library | 2024-27
  - World Languages | Spring 2025 and 2025-28
- College Technology Committee | Term: two years unless otherwise specified
  - DEAC rep | Spring 2025 & 2025-27
- Sustainability & Facilities Committee | Term: two years unless otherwise specified
  - Quadrant 3: Native Garden, LRC, GE, Lang Arts, Bookstore, Student Svs Ctr, Forum II, Music, Communications, Theater, Q3 Grounds & Parking
  - Quadrant 4: Math & Science, Forum I, Swap Meet Office, Public Safety, Nursing, Bldg. 26 (old CJ), Bldg. 33 (Annex), Administration, Business, RCJTC, Q4 Grounds & Parking
- Safety Committee | Term: two years unless otherwise specified
  - Full-time Faculty At-Large

#### IV. GUEST REPORTS & UPDATES *(max 5 minutes per item; 5-10 minutes total)*

- A. ASGWC Report – Samantha Sarmiento, ASGWC Vice President of Student Advocacy (no report)
- B. Wing of Instruction Meeting: CCN/ASCCC - Jen Kalfsbeek-Goetz, Vice President of Instruction (1:10 pm)  
VP Kalfsbeek-Goetz informed that an Instructional wing division meeting is scheduled for the morning of April 18, and is intended to provide mid-semester updates on key developments, including the hiring of two new deans, filling the Tim Vu position, changes in ASC naming, and other instructional updates.
  - To ensure consistent communication, the meeting will also address complex topics like common course numbering, which will impact all faculty and programs.
  - To support this, Cheryl Aschenbach, President of the State Academic Senate and a key leader in common course numbering, will be a guest speaker. She will provide practical insights and participate in an open Q&A, offering faculty the opportunity to ask about common course numbering, Title 5 Ed Code, and other academic issues.
  - The meeting aims to foster better understanding through dialogue.
- C. ACCJC Report – Lauren Davis Sosenko, Dean of Institutional Effectiveness and Dual Enrollment (1:20 pm)
  - [2025 Annual Report GWC](#)
  - [2025 Annual Fiscal Report GWC](#)

Dean Davis Sosenko stated that ACCJC requires an annual report that addresses two outcomes: student performance and fiscal measures. The draft report was included with the AS agenda and she is here to seek the Senators' feedback before the report is submitted to the ACCJC on April 11. Key highlights:

- The unduplicated headcount increased from 17,424 (2021–22) to 18,887 (most recent year), indicating positive growth.
- A rubric evaluates how effectively institutions use data for decision-making. GWC self-scored a 6 out of 8, indicating strong practices but with room for improvement, especially in how data is used campus-wide.
- Transfer counts were previously based on self-reported data from the systems, showing a decline from about 1,000 to 920 transfers over the past three years. However, Institutional Effectiveness (IE) has begun using National Student Clearinghouse data, identifying approximately 2,500 transfers during the same period. As a result, the reporting methodology will be updated to reflect this more accurate count, and IE will continue analyzing the data to understand discrepancies and ensure all transfers are properly captured. The IE is exploring why some transfers aren't captured through the traditional reporting method, aiming to ensure all students, especially potential first-generation transfers, are counted. The updated data shows no decline in transfers, which is encouraging. This improved approach will mark a change from last year's reporting.
- At the end of the report, a few new reflection questions were added, asking colleges to provide context on submitted data and describe recent successes, innovations, and improvements. In response, the report highlights consistently strong course success rates, attributed in part to two key efforts: a strong commitment to professional development, particularly focused on classroom instruction and ongoing work to keep textbook costs low. Senator feedback:
  - Include data on success rates of online courses and to breakdown the data based on disciplines. Dean Davis Sosenko agreed that that online courses could be investigated next year.
  - Include the student's status, many students are already enrolled at a CSU, UC, or other universities, and this may contribute to higher success rates in online courses. Advanced students, like UC juniors or seniors, may perform better. Dean Davis Sosenko acknowledged including potential pathways that have been or could be developed to support this trend.
- She informed the final question of the report asks what professional development the Commission could offer to support student success over the next three years. She indicated improving data storytelling and reflection using the new data rubric, as well as general strategies for achieving outcomes.
  - VP Bouzar noted that some faculty are beginning to integrate AI into courses and assignments. He expressed interest in ACCJC providing guidance or best practices for effective and ethical use of AI in education.

- The Fiscal report was developed by District and the college business offices. It includes cut and dry factual funding information.

Additional feedback can be sent to Dean Davis Sosenko directly prior to the April 11 ACCJC submission deadline.

## V. UNFINISHED DISCUSSION & ACTION ITEMS *(max 5 minutes per item; 5-10 minutes total)*

### A. [Resolution for Single District Transcript](#), 2<sup>nd</sup> reading – AS Vice Presidents

VP Bouzar informed the resolution has not been edited, and no feedback or suggested changes have been received. It's been shared with colleagues, and there is general support for it. Once approved, the AS President will present the resolution to the other two colleges' Senates and then to the Board for further consideration. However, the GWC plan is to move forward and present it to the Board before the end of the semester, without waiting for the other colleges to finalize their positions. **MOTION** by IPD Chair Green to approve the resolution as presented. Seconded by Senator Duvall.

- Transfer Center Coordinator Tran indicated that efforts were made to gather support from Coastline and OCC for the single district transcript initiative. Coastline's Transfer Center is supportive, while OCC has not yet provided a clear response despite follow-up attempts.
- Discussions at the VP level have also not progressed. Due diligence was done by reaching out to Parchment and peers in Region 7, who emphasized the importance of a careful rollout.
- The Los Angeles CCD already uses a single district transcript, and it's seen as a cost-saving, transfer-friendly move that reduces barriers for students.
- Single District Transcripts aligns with what other districts (e.g., LA, Rancho Santiago, Riverside, San Diego) are already doing.
- Final implementation will likely involve Dr. Serban, who will coordinate the technical aspects.

Overall, Counselor Tran noted it's viewed as a positive and necessary step despite the work involved. He noted concern that launching it by fall could lead to unintended consequences, so a slower rollout is preferred.

The votes were counted as (21) Yes: Bouzar, Brooks, Crescimanno, Duvall, Flesher, Green, Kasabian, Kelley, Levin, P. Nguyen, T. Nguyen, Ponsford, Powell, Ruggeri, Shimazu, Smith, Terrazas, M. Tran, T. Tran, Veyette, and Uchlik. (0) No. The motion passed. The AS EBoard will submit the resolution to the other colleges and the BOT and will keep the Senators updated.

### B. [Standardized GWC Canvas Template for GWC classes](#) and [GWC Canvas Template](#)– AS Vice Presidents

VP Bouzar, on behalf of President Jordan, presented three module options for the faculty to choose from.

- VP Smith endorsed the modules stating that for new and part-time faculty, having a template is helpful as it reduces the need to build one from scratch. They can easily customize it, for example, renaming modules by week or adjusting for 8-week course, making it a flexible, standardized tool to support their course setup. It provides an opportunity to brand GWC courses in a way that's recognizable and unique to our college.
- A Senator informed of possible challenges with OER resources like OpenStax that come with ready-made templates recommended by California State colleges. The question was raised about whether it's possible to design a course shell that retains a standardized template while incorporating discipline-specific content. VP Bouzar will consult with Dr. Sheryl Hathaway in Online Instruction.
- In response to infringement on academic freedom, VP Bouzar noted this wouldn't affect individual teaching methods or course content, as faculty would still have full control over the rest of the design.
  - Some faculty prefer not to use a homepage at all, opting to go straight to modules, but this proposed section would simply serve as a static resource for students.
  - There's acknowledgment that customizing pages, especially using tools like DesignPlus, comes with a steep learning curve, and not all faculty are trained on it. Since it's not mandatory, faculty who want to modify their course design would need to seek out that training.
  - Incorporating static links within the template to key syllabus-related resources such as academic integrity, academic freedom, and other common policies would help streamline syllabi and ensure students always have access to the most up-to-date information. This would

not only reduce syllabus length but also improve consistency and accessibility of important student services and institutional policies.

- A Senator raised a concern about mobile usability, noting that students may need to scroll through all the student services content before reaching the actual course material.

VP Bouzar will consult with President Jordan and Dr. Sheryl Hathaway to provide a link to the template that is accessible to all faculty as it is currently only available to Senators. Senators were asked to present the Canvas homepage template to their colleagues at department meetings and gather feedback for the next AS meeting.

#### VI. NEW DISCUSSION & ACTION ITEMS *(max 5 minutes per item; 5-10 minutes total)*

- A. Role of AS in addressing systemic inequity and institutional barriers as it pertains to academic and professional matters - Acknowledgement \* Accountability \* Action
- B. Other Agenda Requests

#### VII. STANDING DISCUSSIONS & ACTION ITEMS *(max 5 minutes)*

- A. Program Review
 

VP Bouzar stated a discussion on the rubric model and criteria will take place at the next AS meeting. Next year, the Program Review workgroup will reconvene to update processes, forms, and templates, as well as integrate faculty prioritization into the program review timeline. This work will continue in the fall semester, with the workgroup remaining active. The following year will be the full program review cycle, with this year serving as a mid-cycle review.
- B. AI (Artificial Intelligence)
 

VP Bouzar stated there's a lot of AI-related developments in education, with companies creating AI tools for grading and other purposes. Dean Brooks shared one such resource last week, and ACCJC is hosting an AI webinar on April 25th. If anyone has experience with AI tools in education, he noted that now is the time to share.
- C. 10 + 1
 

VP Bouzar reminded this standing item is an opportunity for Senators to address concerns related to 10 + 1 where the AS can decide to include the matter on the next meeting for a formal discussion and/or raise those concerns with administrators.

#### VIII. REPORTS & UPDATES *(max 3 minutes per report; total time 15 minutes (@ 2:45 pm)*

*Electronic copies of written reports are due to the Senate Office by Thursday at 5:00 pm the week preceding the meeting for which the report is attached to the agenda.*

- A. AS President's Report – Damien Jordan (N/A)
- B. AS Vice Presidents' Reports – Pete Bouzar (no report) and Justin Smith (no report)
- C. Council for Curriculum & Instruction (CCI) – Jennifer Bailly, Chair
  - Chair Bailly stated CCI is navigating the challenges posed by legislation and the transition to CourseLeaf. Today is the last scheduled technical review, and she informed that no new curriculum items be worked on in CurricUNET. As the college transitions to CourseLeaf, only active courses will be moved over. Any approved courses with a fall 2026 effective date will need to be manually reentered, and pending proposals will disappear. CCI is unsure about the reentry process or who will handle it, so it's best to avoid adding new items unless they are critical or already in progress.
  - Faculty were advised to archive any curriculum items, such as retired courses or historical versions, that may be needed in the future. Unlike past transitions, where paper copies were filed, this time the system will be shutting down and deleting old information. Faculty should download and save any necessary records themselves. Only active courses will be moved to the new system, and pending courses will need to be manually transcribed. Instructions for archiving can be provided.
  - CCI will likely have two more meetings before the transition to the new system. Any proposals that are midway through the process or not fully completed by the end will disappear, so faculty are advised to download copies of those courses if they plan to revisit them later.
  - Chair Bailly will provide the link for Phase 3 Common Course Numbering comments to the Senate Office for distribution to Senators.

- D. Institute for Professional Development (IPD) – Kate Green, Chair
- Chair Green encouraged nominations for this month’s Excellence in Leadership and Service Award. Nomination deadline is April 14 at 5pm.
  - The IPD is accepting conference applications for events taking place after July which begins a new academic year funding allowance.
- E. Distance Education Advisory Committee (DEAC) – Michelle Veyette, DE Coordinator
- Dean Miranda informed the MOU for the DEAC faculty co-chair position is in development.
    - DEAC has focused on addressing the growing use and controversy of AI in education. Plans are in place to collaborate with the CIL to organize instructor and student panels to explore perspectives on AI, especially given that students are increasingly exposed to it in high school and it’s being expected in industry.
    - The Distance Education department is developing upcoming training related to new Canvas templates and tools, which are becoming more advanced. These trainings are expected to be available before summer, with the goal of supporting faculty as they prepare for fall.
    - Additionally, on Monday, April 14, the second phase of the district-led accessibility project will launch, involving random sampling of faculty and collection of 50 course samples from GWC. Coordination is ongoing across the three Academic Senates. Training support for this initiative is possible and can be developed as needed.
    - The Distance Education Department is prioritizing one-on-one support over broad group sessions. This approach ensures faculty receive help that’s directly relevant to the specific issues flagged in their courses. Although up to 50 courses will be reviewed, most accessibility errors are quick and easy to fix. Only about 15–20% of issues typically require more time. Even in cases with over 1,000 flagged errors, fixes have taken under an hour. This targeted training model is designed to be efficient and personalized.
- F. Union Update – Rob Schneiderman, CFE Union President, or Theresa Lavarini, GWC representative (N/A)
- G. Special Reports (as requested by Academic Senate)
- Senator Ruggeri stated that yesterday at CCD, she presented on the OER work group’s syllabus language, receiving many helpful suggestions. The feedback was supportive and constructive. The workgroup will discuss these ideas and plans to bring them back to the larger body, aiming to have everything finalized before the end of the semester.
- H. Information Item –Senator feedback requested: [2025 ASCCC Spring Plenary Session Resolutions](#)
- VP Bouzar informed that the ASCCC Spring Plenary is in two weeks, and the linked document includes all the resolutions to be discussed and voted on. He stated that President Jordan requested the Senators’ feedback on the resolutions. If he doesn’t receive input, he will vote based on his own judgment and experience.

Course of Study update – In response to an inquiry from a Senator, VP Lee reported discussions are still ongoing regarding the new Course Program of Study (CPoS) federal compliance requirement, which will take effect soon, even though fall is approaching quickly.

- This policy affects students receiving federal financial aid, especially Pell Grant recipients, which make up about 20–25% of the college’s annual student population. Under CPoS, students can only be paid for courses that apply to their official program of study.
- While incoming students won’t notice the change, it may impact continuing Pell students, who may have extra or elective courses that don’t count toward their program. To address this, Counselors can add notes in Degree Works to justify relevant courses, allowing financial aid to include them. However, the transition has been challenging, with little notice for implementation. The main focus moving forward is on clearly communicating these changes to continuing Pell students.
- Discussions are ongoing between Counseling, Financial Aid, and District to streamline the process. One idea includes adding a dropdown menu in Degree Works to improve tracking.
- Students must register only for courses that align with their official program of study for the term, as financial aid (Pell Grants) can only be disbursed for those courses. Students can change their program

of study once per term, but only before aid is disbursed. If aid has already been dispersed and a student changes their major, the new program won't take effect until the next term (e.g., spring).

- For faculty and the Academic Senate, the best support is to help reinforce messaging:
  - Encourage students who are unsure about their major or course choices to see a counselor.
  - Refer questions about financial aid or program alignment to financial aid or counseling offices.
  - Keep student messaging simple and clear, especially for continuing Pell students, to avoid confusion.

## IX. ADJOURNMENT

- A. Move to Adjourn. Thank You! – Senate President  
VP Smith adjourned the meeting at 3:00 pm.

## X. INFORMATION ITEMS

- A. Senate Scholarship Fund Balance: Endowed balance: \$7,417. Recommended 2024-25 scholarship: \$350  
(*Contact the Foundation Office to submit donations*)
- B. Senate Sympathy and Salutations Fund – (*Senators may contact the Foundation Office to submit donations*)
- C. 10+1 Senate Purview
1. Curriculum including establishing prerequisites and placing courses within disciplines (*rely primarily*)
  2. Degree and certificate requirements (*rely primarily*)
  3. Grading policies (*mutually agree*)
  4. Educational program development (*rely primarily*)
  5. Standards or policies regarding student preparation and success (*rely primarily*)
  6. District and college governance structures, as related to faculty roles (*mutually agree*)
  7. Faculty roles and involvement in accreditation processes, including self-study and annual reports (*rely primarily*)
  8. Policies for faculty professional development activities (*rely primarily*)
  9. Processes for program review (*rely primarily*)
  10. Processes for institutional planning and budget development (*mutually agree*)
  11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate (*mutually agree*)