12/12/24
3:00 PM
ARC Student Center Boardroom
Zoom Meeting ID: 868 3910 1900
https://lrccd.zoom.us/j/86839101900
American River College Academic Senate Regular Meeting Minutes

AGENDA

Preliminaries
1. Call to Order
       3:02 PM (Veronica)
       Land Acknowledgement Statement read

2. Approval of the Agenda - approved by consent
       Approved unanimously

3. Approval of the Minutes - approved by consent
       Approved unanimously

4. Introduction of Guests -

       Guests introduced:
              Rocky and Ash (students of Sara Smith)
              Sara Smith (History)

       Online:
              Araceli Badilla (Beacon Coordinator)

5. Public Comment Period (3 minutes per speaker)
       None given

6. President's Report
       Hiring committee update: encouragement for all faculty to get approved via the Hiring the Best training

       Update to AB1705 implementation in the Math department
              John Burke spoke in support of the change to guidance that will allow Math faculty to serve the "range of adult learners" they teach

              FACCC still advocating for students to be able to enrolled in pre-transfer Math classes

Tak: asked for clarification that some students will be allowed to enroll in pre-Calculus courses at ARC

Consent Items
7. Approval of remote attendees

Tee Gager (Psychology, Adjunct)
Adam Karp (Language and Communication)
Mikhail Drobot (DCDT)
Jen Kirkman (Nursing)
Shannon Pries (English alternate)
Behrang Mokarami (Bus - Accounting)
Arthur Jenkins (Student Services)
Sonya Reichel (Mathematics)
Susan Chou (Nutrition)
Brian Rosario (Business)
Jennifer Scalzi (MCT Homebase-Counseling)
Rob Juner (Nursing)

Approved by consensus

Action Items
8. AI Charter Student Success Council (2nd read)

John Burke: third line "VAR" has been changed to "Gemini" and should be copy edited as such

Adam Karp: what does the SSC need in order to move forward? This charter reads like a "project team," but he doesn't have a clear sense of what the SCC needs (timeliness is important). Suggested that the timeline be shortened in order to be more efficient.

Alisa Shubb: clarified the difference between "resource panels" (informs councils to move forward with their work), this resource panel seems to be a general support to all interested constituency groups (beyond the SCC).

Ricardo Caton: If the group will not provide policy suggestions, what is the purpose?
    Alisa Shubb: Policy is not an issue here; information is the goal (via a Literature Review). The objective seems to be to create a one-stop source for information.

Tak Auyeung: A lot of people on campus are holding a little part of AI use/ethics. This charter attempts to combine those fragments into a coherent body.

Veronica Lopez (acting president): The conversations about AI have been very different across all four Los Rios campuses (specifically the ethics and environmental impacts are especially strong at ARC).

Sarah Lehmann: Other than the Folsom Lake summit, were there any discussions about the ethics of AI? Discouraged the assumption that ARC is the only campus considering environmental impact and ethics; embrace whatever conversations about AI emerge
      Dyanne Marte: from the CT and Arts perspective, there was a strong emphasis in the Folsom Lake summit around English and Language Arts

Ricardo: Clarified that the District should not be the ones making the policy. Emphasized the need for faculty to be involved in the policy process.
      Alisa: there is no movement at the District level to make any policy on AI. District Educational TEchnology (which is not Senate controlled), there are decisions being made about using AI in Canvas or integrating AI tools like Kahnmigo.

Dyanne Marte: How many people have been working with AI? Roughly 10 hands raised in the room. Urged faculty to receive training/PD on AI immediately.

Conversation tabled at 3:30

Motion to vote: Alisa Shubb
Motion seconded: Tak Auyeung

Yes: 24
No: 0
Abstention: 4

Motion Passes

9. Board Regulations (1st read)
      a. R - 7421 WEE
Vivian Dillon: Clarified the "may" and the "shall" changes made to the Regulations (7421 - WEE)

(see this link for slideshow that was presented by Vivian Dillon)

Alisa Shubb: Urged senators to share these changes out with the constituencies to get feedback and suggestions and reactions

      b. R - 1751 International Education
Alisa Shubb: clarified it had "been a minute" since this reg was edited. This change came out of District faculty committee. There has been faculty input in the form of the committee members, but the local Senates are being asked to weigh in.

David McCusker: urge to consider diversity and equity in the wording of these regulations and the places that are included as sites (pointed to the current strong emphasis on Western European countries).

Sarah Lehmann: Clarified: were these regulations about separating the District-led programs from the individual department-led programs?

Shannon Pries (online): Will they be hiring a new District Coordinator that is housed at the District Office rather than having the consortium stuff moving around to different colleges every couple of years?

Sarah Lehmann: thought the change concerned about the process through which new programs would be run. Asked for summary/walk through in this specific regulation.

Reports (5-10 minutes per item)

10. SSRC Information (Dr. Nicole Porter)
    Diana Garcia (Dean of Student Support Services) in the room as a guest (Dr Nicole Porter sharing screen):

    Fall 2024 transition. History of why the SSRC existed. Created to serve students in the EOP&S, NextUp, and CARE categorical programs and the unique needs these students have (later extended to serve all categorical programs).

    1.0 Classified staff (100% EOP&S funded), which created questions about appropriateness of serving students/programs outside of that office; tutors funded through SEAP

    Staff reduction (2 student help tutors, 2 temp classified) in the SSRC

    Focused on two subject areas: Math and Science only

    Student use: 91 unduplicated students (60 EOP&S, 41 DSPS, 13 CalWORKS, 7 TRIO SSS) served in Fall 2023, 106 unduplicated students served in Spring 2024.

    A majority of students used the SSRC for less than 4 hours of time in Fall 2023

    "Communication shared with student support programs team"

    Connected with the LRC to discuss "best practices" from the SSRC

    Judith Valdez (EOP&S Counselor): The SSRC was asked to move to a smaller space to

share with the Career Center, where tutors were not able to perform their duties and non-SSRC students were coming to receive students. Questioned how accurate the hours and attendance were, given the space considerations from the semesters that were included. Expressed frustration with the lack of communication with staff and faculty in the categorical programs who "work directly with students who have unique needs." Emphasized the high degree of training that their tutors received. Stated there was not a plan presented for the transition to accommodate students with disabilities. Emails were not responded to by administrators.

Sarah Lehmann: Many students came in September to make public comment at an Academic Senate meeting who were surprised by the "transition." Expressed surprise and disappointment (after our College and District's failures) at the continued lack of collegial consultation. Encouraged administrators to apologize when they realize that they were not inclusive of faculty/staff in making institutional decisions that impact them.

Nicole: apologized about the transition's failure. Cited a number of transitions happening (Davies Hall and "new people coming in"). Admin made the assumption that the communication happened prior to them starting. Acknowledged the lack of communication and apologized directly to Judith and the students who were impacted. Nobody talked about the LRC and the Library sitting under Student Services during the reorganization process. Stated she will "Take one for the team."

Mayra Mireles-Tijero: Supported Judith's comment about one year of data not being sufficient in assessing an office's use. Emphasized the challenge to get students connected with services and the impact that physical distance of a service in shaping student access.

Connie Ayala (EOP&S Coordinator): clarified a slide stating that there was a collaboration of best practices with the EOPS Coordinator; she noted that the slide was incorrect because she did not participate in any plan or discussion with administration and doesn't believe there was a plan. Emphasized that she was not included or invited to collaborate in a plan and stated that there continued to be a lack of transparency and communication from the administration. She did not know about the transition until receiving an email after the decision had been made. She was not asked for input or given the chance to share her experience and knowledge from being the last Basic Skills Coordinator at ARC who provided the initial seed money for what became the SSRC and was the last LRC Coordinator for 7 years who coordinated general tutoring in the LRC. She believes a lack of respect for faculty is at the core of the lack of communication.

Ricardo Caton: Appreciates the apology (admits it is rare). Expressed concern about the transition of the VPSSE's potential to lose sight of the "we'll do better" effort.

Diana Garcia: absolutely appreciates the viewpoints that have been shared. Wants to create opportunities for conversations with counseling and support staff. Commits to sitting down with folks (starting with categorical counselors and classified staff) to look at how we connect students to services (tutoring specifically). Need to build a better understanding of who the tutors are how they receive professional development.

11. Faculty Hiring Research (Dr. Brenda Valles and Dr. Diana Lopez)
    Preliminary findings from a project in response to a Senate resolution passed in October to review the Spring 2024 FT faculty hiring process, policies, and practices

    High points (report submitted as supplemental material):
        Data on hiring is highly confidential and RO does not maintain HR data

        Obtained existing data from multiple secondary sources (some inconsistencies in data)

        12 filled, 10 not filled (6 failed in the second round), 3 were cancelled prior to second round, 1 was postponed); 18 positions made to second round, 15 offers extended (12 accepted)

        Successful searches had larger applicant pools

        ARC is an outlier in terms of failure rate (and volume); 2023-2024 was the only year with any failures across the district; appears to be a strain on College and District resources because we were all hiring in large numbers (often overlapping)

        Data suggests the need to reduce the timeline/timing

    Sabina Simon: as a new hire, communication is really in need to improvement. There were 4-5 weeks between 2nd level interview and offer. Then there were 2 months between the offer and communication from District/HR.

    Tak Auyeung:

12. Curriculum Handbook Update (Aaron Bradford)
    The entirety of the Curriculum Handbook has been updated/revised (attached a PDF in the Zoom chat)

    Retitled the handbook title (including branding)

    Made the flow more reader-friendly (with links in table of contents)

    The document will be treated as a "living document" because of the fast rate of change

in CA community colleges (and how quickly things can become "out of date" in terms of policy changes like common course numbering)

Handbook includes resources such as videos

13. Pride & Supporting our DI Students (Sara Smith)
   Sara Smith introduced themselves, joined by Liz Geiser (Pride Center coordinator)
   ARC needs to have more conversations about supporting queer and trans
   students at all levels. We are in a "crisis moment" right now when it comes to the rights
   of queer/trans students. No formal acknowledgement about the unique impact of the
   2024 election on our queer/trans students. Cites the number of state-level legislation
   (500+ bills/proposals) that target queer/trans communities. 84 anti-trans/queer bills
   currently sit at the federal level (currently stalled, but likely to gain momentum in the
   coming months). Discussion of the many contexts and institutional experiences that our
   students encounter (family context emphasized). Goal: start a conversation about what
   we can/will do to "do better by our trans/queer students." Starts with demonstrating that
   we care. Need to hear this from our administrators and that they recognize that what is
   happening is negatively impacting our queer/trans students. How are we hiring (faculty,
   administrators, staff)? We need people who are equity-minded and who are clearly
   thinking about and acting on the needs of queer/trans students. The lack of a Pride
   Learning Community Coordinator pointed out. There has been a lack of outreach across
   the District to hire a new coordinator (two failed searches in back-to-back semesters);
   need to augment the outreach beyond FT faculty at ARC. Fear that the Pride Learning
   Community will fold or suffer in the absence of resourcing and intentional outreach to fill
   it.

   Liz Geiser: in the Pride Center full-time. What employees can do to support queer/trans
   students (there is an important intersectionality in this community): expressed her own
   availability to talk and train folks; passed around a sheet about "best practices" around
   gender identity; discussed faculty who have dead-named and misgendered students
   (and the harm it causes students; if you make a mistake, make it about students (or the
   folks who have been offended).

   Michaela Cooper: the job description seems to be ridiculously more intense than a .4
   reassign time.

   David McCusker: Ask for clarification: did the job description pass through the Academic
   Senate? No record was found of it being vetted through this body. The Pride Learning
   Community coordinator position is the only position that explicitly mentions
   "intersectionality," which creates an undue burden on the position.

   Veronica Lopez: believes that the job description did come through the Senate. Spoke
   from the perspective of the Rising Scholars coordinator, where she has to navigate a
   reassign coordinator position that does not fully compensate for the time.

Alisa: recalls hearing from the Senate to "holistically recondister" the faculty coordinator positions in order to align learning community coordinators.

Sonya: The idea of a "menu" is not clear when folks read the coordinator job description (especially the "requirements" section).

Sara: when they drafted that job description (informed by other faculty coordinators at ARC and across the District), they drew it up as a 1.0 reassign time position. Felt directed by the lack of communication (was told it was going to be a .6 position before it was posted as a .4).

Jeff Sacha: clarified there were 39 "responsibilities" across 7 "types of work"

Ricardo: Pointed out the difference between an Academic Senate President having a conversation with an administrator and the Academic Senate (as a body) being consulted. Urged that the Academic Senate President not speak on behalf of the entire body without consultation or input.

Liz: Plugged a FLEX event (Zoom) "Safe Spaces" training.

14. Council Reports
    a. Student Success Council

    b. Institutional Effectiveness Council

    c. Operations Council

15. Committees:
    a. Affordable Learning Materials
    b. Bookstore Advisory
    c. Program Pathways
    d. Program Review
    e. Professional Development
    f. Professional Standards
    g. Student Learning Outcomes Assessment

Discussion (10-15 minutes per item)
16. Hiring Manual

17. KhanMigo

18. Report Back (Feedback from College Areas)
    a. Open Issues from any Previous Agenda Item

189. Report Out (Information from District Meetings and Other Areas)
    a. District Academic Senate and District Meetings
    b. Other Areas

20. Items from College Areas for Academic Senate Consideration

Move to Adjourn 5:08 pm

Upcoming Meetings
        • Academic Senate:
                Spring Meeting Dates: Jan. 23, Feb. 13, Feb. 27, March 13, March 27, April 10, April 24, May 8
        • Next DAS Meeting: Dec 17 ARC Admin Conference room (remote location)

Appendix A:

Attendance

Name	Role	Area	Term End	Empl Status	Present	Remote
Brian Knirk	President		2025	Full-time		
Veronica Lopez	Vice-Pres		2025	Full-time	X	
Jeffrey Sacha	Secretary		2025	Full-time	X	
Alisa Shubb	Past-Pres		2025	Full-time	X	
Adam Karp	Senator	Language & Communication: Spanish	2025	Full-time	X	X
Andrew Fix	Senator	Language & Communication: Philosophy	2025	Adjunct		
Behrang Mokarami	Senator	Business: Accounting	2025	Full-time	X	X

Benjamin French	Senator	Manufacturing, Construction & Transportation	2026	Full-time		
Brian Rosario	Senator	Business: Economics	2026	Full-time	X	X
Carlos Ponce	Senator	Career Education, Workforce, Public Service, & Apprenticeship	2024	Adjunct		
Carmelita Palomares	Senator	Counseling	2025	Full-time	X	
Chris Moore	Senator	Manufacturing, Construction & Transportation	2024	Full-time	X	
Christian Speck	Senator	Business	2023	Adjunct	X	
Daniel Slutsky	Senator	STEM - Science	2027	Full-time		
David McCusker	Senator	Library/Learning Resources/Instructional Tech. Center	2025	Full-time	X	
Diane Lui	Senator	Arts	2023	Adjunct		
Dyanne Marte	Senator	Arts: Fashion and Interior Design	2026	Full-time	X	
Dylan Popowicw	Senator	People, Culture & Society: Phil	???	Full-time		
Eric Black	Senator	Kinesiology & Athletics	2024	Full-time		
Gina Barnard	Senator	English	2025	Full-time		
Glenn Jaecks	Senator	STEM - Science	2025	Full-time	X	
Jen Kirkman	Senator	Health & Education: Nursing	2025	Full-time		
Jennifer Scalzi	Senator	Counseling	???	Full-time	X	X

Name	Role	Area	Year	Status		
Jody Johnson	Senator	Career Education, Workforce, Public Service, & Apprenticeship	2026	Adjunct		
John Burke	Senator	STEM - Math & Computer Science	2026	Full-time	X	
Judith Valdez	Senator	Student Support Services: EOPS	2024	Full-time	X	
Kris Fertel	Senator	Language & Communication	2027	Full-time		
Lauren Chavez	Senator	People, Culture & Society	2024	Adjunct		
Linda Gelfman	Senator	Arts	2024	Full-time		
Matthew Stoehr	Senator	Arts: Art/New Media		Full-time	X	
Mayra Mireles-Tijero	Senator	Counseling	2026	Full-time	X	
Michael Crowder	Senator	English	2025	Full-time		
Michaela Cooper	Senator	English	2026	Full-time	X	
Mihaela Badea-Mic	Senator	STEM - Science	2025	Adjunct		
Mikhail Drobot	Senator	Manufacturing, Construction & Transportation	2023	Adjunct		X
Ricardo Caton	Senator	People, Culture & Society	2025	Full-time	X	
Rob Juner	Senator	Health & Education	2026	Full-time	X	X
Sarah Lehmann	Senator	Library/Learning Resources/Instructional Tech. Center	2026	Full-time	X	

Name	Role	Area	Term	Status		
Sabina Simon	Senator	Language & Communication: ESL		Full-time	X	
Sonya Reichel	Senator	STEM - Math & Computer Science	2025	Full-time	X	X
Susan Chou	Senator	Health & Education	2027	Full-time	X	X
Tak Auyeung	Senator	STEM - Math & Computer Science	2027	Full-time	X	
Tee Gager	Senator	People, Culture & Society	2026	Part-time	X	X
Valerie Bronstein	Senator	English	2026	Adjunct	X	
Vivian Dillon	Senator	Career Education, Workforce, Public Service, & Apprenticeship	2024	Full-time	X	
Deborah Gale	Senator	STEM - Math & Computer Science		Alt Adjunct	X	
Arthur Jenkins	Senator	Student Support Services	Ex Officio	Alt Full-Time	X	X
Ellen Bowden	Senator	People, Culture & Society: Anthro		Alt Adjunct		
Erik Haarala	Senator	Language & Communication		Alt Full-Time		
John Coldiron	Senator	Health & Education		Alt Full-Time		
Kim Herrell	Senator	Counseling		Alt Full-Time		
Lana Anishchenko	Senator	STEM - Math & Computer Science		Alt Full-Time		
Lonetta Riley	Senator	Career Education, Workforce, Public Service, & Apprenticeship		Alt Full-Time		

Marianne Harris	Senator	Library/Learning Resources/Instructional Tech. Center	Alt Full-Time		
Melissa Diaz	Senator	English	Alt Full-Time		
Michael Nakada	Senator	Arts: Hospitality Management	Alt Full-Time		
Shannon Pries	Senator	English	Alt Full-Time	X	X
Susan Ramones	Senator	STEM - Science: Biology	Alt Full-Time	X	