



Academic Senate Regular Meeting Minutes
February 12, 2026
3:00 - 5:00 P.M.
ARC Student Center Board Room
Meeting ID: 816 8060 2582
[Zoom link](#)

Preliminaries

1. Call to Order 3:02 PM by AS President Veronica Lopez
 - Land Acknowledgement Statement read by AS VP Daniel Slutsky
2. Approval of the Agenda
 - Agenda approved with friendly amendment in the following item:
 - Item 9. Critical Hire for Fire Technology Coordinator (2nd Read) moved to February 26th, 2026 meeting.
3. Approval of the Minutes
 - [Jan 29, 2026](#) approved with a few adjustments on item 15.
4. Introduction of Guests
 - Angela Daroy, VPI
 - Via Zoom:
 - Araceli Badilla, Beacon Coordinator
 - Heather Fajardo, Biology
 - Aaron Bradford, ARC Curriculum Chair
 - Quisha Beckum, Psychology
5. Public Comment Period (3 minutes per speaker)
 - A senator from the Library wants to bring awareness of the two Little Libraries on campus: one located between the Culinary Center and the Arts & Sciences for any books that you may want to pass along; and the other one in front of the Child Development Center for children's books.
 - Senator from Strong Work Force announced the launching of the Volunteer and Internship Program informational sessions, with Broadway at Sacramento hiring summer interns and assistants in Production, Costume, Stage Management, Development, Education, and Marketing and Kaiser Roseville Emergency Department for pre-health students to share with them how to volunteer and build valuable clinical experience, skills, and exposure. Senator encouraged faculty to share with students. List of sessions was sent via email by Vivian Dillon on Feb 6 to all ARC faculty.
 - A faculty member asked about HomeBases and if there was any follow-up about the Academic Senate recommendations and if there were written responses from the administration about the HomeBases.
6. President's Report
 - Final [HOTEP Assessment Findings](#) - full slide deck
 - AS President Veronica Lopez shared that after the presentation on Jan 29th, Katrina from Hotep Consulting sent out the full deck of slides and it's available in the ARC AS Canvas site.
 - [Communication to ARC Administration](#) regarding remote instruction due to internet outage
 - AS President Veronica Lopez shared the communication to the ARC Administration and read it aloud. She then opened to questions.
 - A senator asked what exactly were the safety concerns. Past President Alisa Shubb mentioned

that initially members of the President's Cabinet weren't unsure what to expect on Monday such as coming in and out of buildings. Also, there would need to be a patch for Voice-Over-IP in the event of faculty needing to call the ARC Campus Police and they were successful to reroute ARC PD to Los Rios PD, but this was not clear on Sunday afternoon when a decision about Monday had to be made. There were also concerns about operational support on Monday such as food services not being able to receive credit card payment. Concerns about messaging on how to give choice to faculty without creating confusion.

- VPI Angela Daroy also mentioned uncertainty if all teaching stations would be operational.
 - A senator from Science voiced concerns about how the decision made by the administration terribly impacted the science division. The senate mentioned that most classes in science do not have a phone in the classrooms, most science faculty use their cell phones and they have the [SAFE Los Rios](#) app in their phones in the case of an emergency. They mentioned: "We can give grace if an apology is issued given the difficulty of the circumstances, but I've heard none. I'm very disappointed. It feels very disrespectful! And why were all sports practices on and all in-person classes moved to remote because of safety concerns?"
 - Another senator from Science shared that the solution from the administration was not an equitable solution for everyone - not everyone (faculty and students) had easy access to the internet at home. They also mentioned that safety is a concern even when the internet is on. For instance, there were four evacuations in the science building, the fire alarm even went off, and nobody, not even the ARC campus police showed up, leaving a faculty member behind in a room and no one went to get this faculty member. There are already serious safety concerns going on campus without internet outage.
 - Senator from Language & Communication voiced concerns about how in-person classes were unilaterally moved to remote because of internet outage on-campus; yet when a few weeks prior the faculty member had COVID and was concerned about being contagious but was feeling sufficiently well to proceed with classes via Zoom, they were told by their dean that they could not provide students with a Zoom lesson that day. They were told that they had to cancel classes and use their "sick day" because students signed up for in-person classes and not online classes.
 - Senator from Math & Computer Science asked why don't we have a safety risk assessment in advance? They mentioned that it is very concerning that this is not part of a safety plan and that our college solely relies on the internet.
 - AS Past President Alisa Shubb suggested that we immediately bring this up to the Safety Location Committee.
 - A senator from Counseling asked if we could have a motion to ask for some immediate action for the development of safety college protocol because what has happened in the Science Division even with the internet on, is distressing. Past President Alisa Shubb mentioned that we need to work with our union since safety relates to working conditions.
 - A senator asked if CRC consulted with faculty when they closed the campus due to a power outage? The answer was no, they did not consult with faculty.
- AS President Veronica Lopez mentioned that the [ARC Distance Education Charter](#) will return on Feb 26th as a 2nd Read. Please, read the charter.
 - Review the [Senator roster](#) and recruit Academic Senators for Fall 2026.
 - Please take a few minutes to share your scheduling preferences on the survey link: [[Academic Senate Meeting Questionnaire Link](#)]
 - So far, there were 38 responses. Please, fill out the survey so we can find the best time for AS to meet.
 - **NEW Survey** to get **all** Faculty input. Your input is invaluable as we work together to set priorities and strengthen our shared governance efforts and Academic and Professional Matters (our beloved [10+1](#)): [[Academic Senate Survey Link](#)]

Consent Item

7. Approval of [Remote Attendees](#): Unanimous consent
 - Rachael Simon (Nursing)
 - Michael Angelone (English)
 - Heidi Bennett (Business/Business Tech)
 - Raquel Tejomaya (Psychology/PCS)
 - Adrienne Avila (Math)
 - Diane Lui (Fine and Applied Arts)
 - Rob Juner (Nursing)
 - Michael Nakada (Fine and Applied Arts; Hospitality)
 - Mikhail Drobot (DCDT)
 - Shannon Pries (English alt.)

Decision Items (5-10 minutes per item)

8. [Moving CTE Courses and Programs to 6-Year Full Review](#) (2nd read) (Curriculum Chair, Aaron Bradford)
 - Motion to move CTE courses and programs to 6-year full review, motion second.
 - Approved anonymously.
9. [Critical Hire for Head Football Coach](#) (2nd read) (Kinesiology and Athletics Interim Dean, Kevin Kramer and Professor of Kinesiology, Carson Lowden)
 - [Slides](#)
 - Motion to support the critical hire for head football coach, motion second.
 - Approved with 28 Yes, 2 No, 2 Abstain.
10. Inconsistent implementation of the [ARC Faculty Hiring Manual Resolution](#) (1st read)
 - District Academic Senate (DAS) Resolution in [Support of Honoring Collegial Consultation Relating to Faculty Hiring Processes](#).
 - AS President Veronica Lopez mentioned the DRAFT Resolution on Centering Faculty Voices on Faculty Hiring Committees will come back on February 27th as a 2nd read decision item. She also directed everyone's attention to the DAS Resolution in support of honoring collegial consultation relating to faculty hiring processes.
 - Past President Alisa Shubb mentioned how important it is that ARC faculty voices are being heard.
 - Another Senator stated that this resolution would help to inform the work of the Hiring Manual Task Force currently underway.
 - A senator wanted to echo all the work putting the ARC resolution together and thanked everyone who contributed to writing the resolution.
11. [Recommendation from Noncredit Feasibility Task Force](#) (1st read)
 - A senator expressed their support for these recommendations. As someone who serves as DAS Secretary and has been hearing discussions about noncredit in recent years, it seems that we have gotten to a point that we are ready to take a step forward. She wanted to emphasize that our district is the only district in Northern California not offering noncredit courses and that noncredit courses under this pilot program are free for students. During the pilot, her understanding was that faculty teaching these noncredit courses will be paid at the same rate as if they were teaching a credit course.
 - Another senator asked how can these courses be free? AS President Veronica Lopez clarified this is for enhanced noncredit courses and it's required at least two classes that lead to a certificate. This pilot is for enhanced noncredit courses.
 - Past President Alisa Shubb indicated that there was some verbal discussion at DAS that the non-credit courses taught in the pilot would be taught by full-timers. However, there was a senator who received electronic communication that these courses would be taught by both full-timers and part-timers.
 - Another senator expressed concerns that full-timers teaching that class need to be made aware that it could impact their CalSTRS retirement and clarified the lack of parity of pay and retirement credit for credit v. noncredit classes. So anyone teaching noncredit classes needs to be informed. The senator cited the LRCFT contract on workload: 60 formula hours for credit faculty vs. 90 formula hours for non-credit

faculty (article 4.6.2.). The senator also emphasized the implications on retirement, citing CalSTRS minimum full-time equivalent table for service credit and highlighting the disparity between credit and noncredit courses: 525 instructional hours for credit faculty vs. 875 for CCC faculty employed in adult education /non-credit programs (CalSTRS Member Handbook 2025, p. 31).

- Another senator mentioned that there needs greater transparency of paid disparity. It is not real paid parity if it takes more credit hours for the same service credit and retirement credit.
- A senator asked Curriculum Committee Chair, Aaron Bradford, about his concerns.
 - Aaron mentioned he had concerns about following process and would like to recommend a revision to the bullet point:
 - **Instead of:** The DCCC and the local Curriculum Committees develop processes for future approval of noncredit classes and Certificates based on learning from noncredit pilots.
 - **He suggests the following revision:** The DCCC and local Curriculum Committees will follow current processes for course and program approval, revising specific practices where not applicable to noncredit.
 - Aaron also asked: Why this self-imposed deadline? It seems to be a self-imposed crisis. It takes time to go through a thoughtful 1st read, 2nd read through the curriculum process.
- Another senator asked: Can classes of different levels of ability be offered at the same time? Yes.
- AS President Veronica Lopez reminded that this is a pilot and asked if ARC wants to do something in the future and other colleges don't want to do it?
- Another senator asked what happens after the pilot in Spring 2027? Based on prior experience with the District, after a pilot is concluded, the pilot becomes institutionalized.
- ARC Curriculum Chair Aaron wanted to echo the point made that instead of having a pilot without a process, we should have a pilot with an existing process. Existing FTE will be used for noncredit courses; and the ESL Department said they will not be using their existing FTE allocation for noncredit courses.
- A senator mentioned that we accept the recommendation but not accept the process they recommend; not to begin in Fall 2026.
- Another senator asked that an informed consent be included for faculty teaching noncredit courses. What is the process to inform faculty who choose to teach noncredit courses?
- AS Past President Alisa Shubb mentioned that according to the DAS Curriculum Chair Rene Medina that the pilot can still be launched by Fall 2026 following the regular curricular process.
- Aaron Bradford, ARC Curriculum Chair, clarified that this is partially accurate because these enhanced noncredit courses are a part of certificates and certificates also need to go through the Program Placement Council (PPC) process. They can technically go through in one reading, instead of two. Aaron also mentioned that ARC has two current programs in process that are being held out due to worries of impact on other programs at other campuses.
- Another senator asked for clarification if the other colleges could get their courses through but could be delayed by the board? Aaron confirmed that's correct, thus the importance of revising that bullet he recommended revisions.
- AS Past President Alisa Shubb asked the AS Body since ASET will be going to DAS meeting on Tuesday (Feb 17) and this item will be on 2nd read:
 - Does the Body support us (ARC AS Executive Team) with these recommendations, if process is followed, including two readings at different meetings at PPC (Program Placement Council). New processes are not developed, but existing processes are followed.
 - Those present consented with thumbs up.
 - A senator also asked to add the concerns brought up regarding pay and retirement disparity.

Reports (5-10 mins per item)

12. Councils:

- Institutional Effectiveness Council (IEC) - Dr. Connie Ayala
 - [Written report](#)
- Operations Council (OC) -
- Student Success Council (SCC) - Caitlin Zumalt
 - [Written report](#)

Discussion (10-15 mins per item)

13. Dual Enrollment (Dean of Natomas and Dual Enrollment, Melissa Fish) - Time certain **3:30 pm**
- AS President Veronica Lopez started with [December 2025 Slides](#) and mentioned that we would use Dean Melissa Fish's for more questions and answers format.
 - The first question was about the pathway of how scheduling of classes is determined. Dean Melissa Fish mentioned that it starts with the high school pathway to determine if the class can meet the requirements for graduation from high school. Then high school counselors produce an ed plan that includes the classes available at ARC. We (the college) get estimates of the potential number of students (called "Interest List" from the high schools) and then we ask departments for the course. Timelines are challenging between high schools and our college's staffing of classes. Once class rosters are set at high schools, we confirm and set our classes to correspond. We have been working on aligning better and hoping to go on an annual basis, instead of semester-to-semester basis, to help with the misalignment of staffing classes. She clarified that this process is for CCAP enrollment only. This is not related to non-CCAP enrollment.
 - Another question: How is the collaboration between departments, divisions and the dual enrollment program? Dean Melissa Fish explained that for programs that have already been offering DuE courses, they are always in the planning sheet. If the department/division is experiencing a growth or a decrease in DuE, then DuE Dean Melissa Fish asks if the department can support that growth or communicate that decrease in need to the department chair and back to the high school partners. If it is a new DuE course, then there is an exploration of the pathway and impact in the department with the department chair.
 - Another question asked: How are ARC students impacted by DuE enrollment? Dean Melissa Fish mentioned that if a discipline is impacted and we cannot meet our own ARC student demands, then we do not offer those classes in the pathway. In essence, the general population of ARC students are the priority.
 - Questions related to counseling: is there an orientation for DuE students? Such as expectations for college courses? Financial aid impact? Are DuE students able to get access to all ARC support services? Dean Melissa Fish shared that multiple workshops are offered to CCAP DuE students such as interest workshops, application workshops, and orientation workshops when they are signing up for courses. In the past, these workshops were mandatory. Lately, it is no longer mandatory but they are highly encouraged with lots of offerings, in-person on-site (at the high-schools) and via Zoom, and parents are invited. During the orientation workshops, they talk about the implications of being successful and not being successful in these college courses. The CCAP DuE programs also have wrap-around services, including Success Coaches, DuE counselors, with high school visits focusing on students that instructors flag as at-risk. We'd love to offer embedded tutoring as well, but it's still a small program. Also, Beavers Care, Health Care, etc. are available to DuE enrollment students. However, while DuE students technically have access to all ARC services, but because they are not on campus, access to all services may not be as easy or visible.
 - Senator raised concern with non-CCAP students and having a 9th grader who is able to sign up for any Los Rios course with no cohort and no support. Dean Melissa Fish shared those concerns and mentioned she educate the high schools about the importance of guiding their students. Senator asked a follow up question who's checking the high school progress. Dean Melissa Fish explained that it should be the high school counselor.
 - Another senator asked what percentage of these classes are in-person versus online asynchronous. Dean Melissa Fish mentioned that almost all are online async. AS President Veronica Lopez brought back the [December 2025 Slides](#) and pointed out that over 88% of DuE students are enrolled in online async courses.
 - Another senator mentioned that they keep hearing the word "success" and asked how success is being defined. If success is passing with a C, C closes doors for many programs such as medical school, competitive engineering programs. How about holistic and long-term success? Are there programs for mental health? Concerns about high school burnout in the long-run were also emphasized. Dean Melissa Fish shares the concerns, educates the high schools, and works intentionally to provide a soft place for high school students to land. Senator follow up with what exactly are we doing to support these high school students? After accidents, suicide is the second leading cause of death among high schoolers.
 - A senator requested motion for an additional 5 minutes. Additional 5 minutes granted. Senator mentioned an increase in requests for internships and jobs that are coming in from high school students. Yet, most

employers are not looking for minors in the workplace because there are different programs for that. So there are concerns about DuE high school students having access to these resources such as HandShake. Dean Melissa Fish supports the concern, acknowledged that she was not aware of this concern, and was welcoming to learning more about it. She thanked the senator for bringing this up to her attention so this can be addressed. AS President Veronica Lopez emphasized this is an example of the importance of having faculty at the table.

- Another senator mentioned that another college outside the Los Rios District has a blackout list of classes that high school students cannot take and how the DuE courses are affecting the in-person offerings in high schools due to low enrollment for some classes in the high school, leaving students who are opting out from enrolling in DuE courses with fewer options in their high schools.
- Senator re-read the question "Is there a strategic plan or document that outlines ARC's vision and goals for DuE?" Dean Melissa Fish mentioned that the Dual Enrollment Task Force that is currently being formed will be working on addressing this question.
- AS President Veronica Lopez thanked Dean Melissa Fish for taking her time to address faculty questions and opened the possibility for her to return again. Dean Melissa Fish graciously made herself available to continue conversations.

14. Report Back (Feedback from College Areas)

- Open Issues from any Previous Agenda Item
- Senator recognized the ASET for their support on behalf of the faculty in Faculty Hiring Committee discussions. Those present in the Board Room and in Zoom clapped in support.
- Senator wanted to bring back the discussion of prereq checks as a very important issue that is particularly impactful for students taking science courses. Even though prereqs are posted, students are able to sign up for classes without understanding that without the prereqs they will be dropped from the course. By the time they determine they do not have the prereqs, the classes they can enroll in are filled and the students' progress is delayed.
 - AS Secretary Andréa Pantoja Garvey echoes this issue of prerequisite and expresses concerns about psychology students who also end up delaying their progress in the degree completion because they have to wait at least a semester until they can continue with courses such as biopsychology and research methods.
 - Another senator mentioned that this also blocks seats from students that do have the prerequisites.
 - Counselor expresses concerns about the prerequisite issue on the degree planner because that is where they are getting their information and it might be incomplete. Students getting confused with their Ed Plan. Less direction on this new system.
 - Senator shared that District IT can make this happen because they made this happen for ESL.

15. Report Out (Information from District Meetings and Other Areas)

- District Academic Senate (DAS) and District Meetings
 - Recommendation from DCCC to approve changes to P-7141: Instructional Programs/Curriculum Development; change to allow unit increments for 0.25 to be used for some courses (1st read).
 - Academic Language Proposal - Academic Probation Language Task Force proposed changes to the following policies and regulations to so it is more student-centered. The District Equity Committee advocated to bring forward this more student-centered language and Title 5 agreed to these changes.
 - P-2231 – Academic Standards (Updates "Probation" to "**Notice**" and "Dismissal" to "**Pause**").
 - P-7252 – Grading Practices and Standards (Updates "Probation" to "**Notice**" and "Dismissal" to "**Pause**")
 - R-2211 – Admission and Entrance Requirements (Updates "Probation" to "**Notice**" and "Dismissal" to "**Pause**")
 - R-2231 – Academic Standards (Updates "Probation" to "**Notice**" and "Dismissal" to "**Pause**"; simplifies title 5 language for readability and implementation, clarifies appeal and return to good standing processes).
 - R-2511 – Counseling Services (Updates "Probation" to "**Notice**")

- R-7252 – Grading Practices and Standards (Updates “Probation” to “**Notice**” and “Dismissal” to “**Pause**”; further clarifies repetition after academic renewal.

- Other Areas

16. Items from College Areas for Academic Senate Consideration

- Senator asked if there are any updates on the LRC in terms of the use of space? Can we get more transparency from Operations about what’s happening in that space? They are unable to do targeted recruitment of specific types of students from a lack of space and potentially more groups being added to the space.

Upcoming meetings:

- District Academic Senate (DAS) Meeting, Feb 17, 3 - 5 pm, District Office Conference Room
- Board of Trustees Meeting, Feb 18, 5:30 pm, District Office Board Room
- Board of Trustees Retreat, Feb 27 - 28, District Office Board Room
- ARC Academic Senate Meetings for Spring 2026 Schedule (*dates are out of cycle)
 - February 26th, 3 - 5 pm
 - March 12th and 26th, 3 - 5 pm
 - April 16th* and 30th*, 3 - 5 pm
 - May 14th, 3 - 5 pm

4:54pm Meeting adjourned.

Sign-In Sheet 02-12-2026

(Y=Yes; N=No; A=Abstain)

ARC Academic Senate Sign-In Sheet & Roll Call 02-12-2026		In-Person	Remote	Absent	Item 8	Item 9		
Veronica Lopez	President	✓						
Daniel Slutsky	Vice President	✓			Y	Y		
Andréa Pantoja-Garvey	Secretary	✓			Y	Y		
Alisa Shubb	Past President	✓			Y	Y		
Adrienne Avila	FT		✓		Y	Y		
Ally Joye	FT	✓			Y	Y		
Behrang Mokarami	FT	✓			Y	Y		
Ben French	FT	✓			Y	Y		
Brian Rosario	FT	✓			Y	Y		
Caitlin Zumalt	PT	✓			Y	N		
Cheryl Tsushima	Alt PT			✓				

Chris Moore	MCT PT	✓				Y		
Christian Speck	PT	✓			Y	Y		
Connie Ayala	Alt FT			✓				
David Bell	Alt PT			✓				
David McCusker	FT			✓				
Diane Lui	PT		✓		Y	Y		
Dyanne Marte	FT	✓				Y		
Eric Black	FT			✓				
Erik Haarala	Alt FT			✓				
Heidi Bennett	FT		✓		Y	Y		
Janay Lovering	FT	✓			Y	A		
Jeff Sacha	FT			✓				
Jennifer Scalzi	FT	✓			Y	Y		
John Burke	FT	✓			Y	Y		
Judith Valdez	FT			✓				
Justus Carlisle	PT	✓			Y	Y		
Kim Herrell	Alt FT			✓				
Kris Fertel	FT	✓			Y	Y		
Lana Anishchenko	Alt FT			✓				
Lisa Delgado	FT			✓				
Marianne Harris	Alt FT			✓				
Mayra Mireles-Tijeros	FT	✓			Y	A		
Michael Angelone	FT		✓		Y	Y		
Michael Nakada	Alt FT		✓		-	-		
Mihaela Badea-Mic	Alt PT			✓				
Mikhail Drobot	FT		✓		Y	Y		
Nicole Mann	FT	✓			Y	N		

