



## Academic Senate Regular Meeting Minutes

April 16, 2026

3:00 - 5:00 P.M.

ARC Student Center Board Room

Meeting ID: 816 8060 2582

[Zoom link](#)

### Preliminaries

1. Call to Order 3:03PM by AS President Veronica Lopez
  - Land Acknowledgement Statement read by David McCusker
2. Approval of the Agenda
  - Academic Senate President Veronica Lopez explained that there has been a request made by ARC President Lisa Cardoza to amend the [04/16 DRAFT Agenda](#), more specifically, to consider postponing this item. The reasoning provided by President Lisa Cardoza follows:

Dear Academic Senate Colleagues:

We were surprised to see "Item 11. Universal Design Critical Hire Request (1st Read) - (Universal Design and Accessibility Coordinator and Psychology Professor Lori Hokerson)" on the agenda and have concerns for a number of reasons.

According to the [Faculty Hiring Manual](#), Section F. Critical Hires, page 9, "College administration and the Academic Senate, through their established college processes, will consult regarding the need to request a critical hire position." We can't find that we have an established college process, nor have we (nor any administrators) been consulted.

After reviewing the [LRCCD Guideline for Authorizing New and Replacement Faculty Positions](#), section C, page 12, items 1-5, we also believe that none of the criteria directly apply to this requested critical hire. For further context, there is no FTE that was vacated (or allocated) within the last year to fill the position as an emergency hire.

We will add this topic to our next Cabinet - Academic Senate Executive Leadership meeting but we ask that the Academic Senate body take into consideration the reasoning above and consider postponing this item until we are able to fully discuss and clarify the critical hire process. In the meantime, we would also like to remind the body that there is an opportunity to submit faculty requests through the established college Faculty Hiring Prioritization process.

Thank you,  
Dr. Lisa Cardoza  
(she/her(s)/ella)

- Academic Senate President Veronica Lopez asked the body if there is a motion to postpone item 11. None was made as indicated by a total silence in the room.
- A senator asked if it was possible to ask additional questions to impacted faculty who were scheduled to present. AS President Veronica Lopez opened the floor for discussion.
- The senator asked what the faculty presenters' thoughts were on President Lisa Cardoza's request to postpone the agenda item.
- One of the faculty presenters mentioned that this is not the first time that President Cardoza or

members of the President's cabinet heard of this need as the faculty from the ITC have brought the need of this position to the administration's attention with the end of the 3-year position coming up on May 21st. Also, they also submitted a full-time position request last Fall, during the established college Faculty Hiring Prioritization process and the position was not prioritized then. Additional information that was unavailable at the time is available now such as whether the district would continue funding the UDAC position and the ARC's ACMM score of 70.4 out of 356, which was not shared until January 2026. The critical hire process exists precisely for situations where material information becomes available after prioritization has concluded. This is the case!

- Another senator mentioned they do not see why the 1st reading item is a problem. This is how the body informs the Academic Senate Executive Team to bring information to the President's Cabinet meeting.
- AS President Veronica Lopez asks the body again if there is a motion to postpone item 11. None was made as indicated by a total silence in the room.
- AS President Veronica Lopez affirms that no motion to postpone item 11 was made so the Academic Senate would proceed with the Agenda as submitted.

### 3. Approval of the Minutes

- [March 26, 2026](#) approved.

### 4. Introduction of Guests

- Pamela Bimbi, DE Coordinator
- Alice Dieli, Instructional Development Coordinator
- Joe Rust, DSPS Coordinator
- Aracelli Badilla, Beacon Coordinator
- Heather Fajardo, Biology
- LaQuisha Beckum, Psychology

### 5. Public Comment Period (3 minutes per speaker)

- A senator speaks about the ongoing issue of the time it's taking for reassigned time job descriptions to move through the Academic Senate. This is now the third time the ARC Science Success Center Faculty Liaison reassigned time JD has come before this body and, each time, feedback has been raised. From my perspective, it appears that our recommendations are not being incorporated. More broadly, we see the same concerns repeated across reassigned time position JDs throughout the year, which suggests this is not an isolated issue but a systemic one. Between my position in the Academic Senate and my role on the Faculty Hiring Manual Committee, this has me thinking more intentionally about our overall process of reassigned time positions. Right now, that process feels informal and inconsistent. I also understand that both Sac City and Folsom Lake colleges have outlined processes for reassigned or special assignment positions, which suggested there may already be local models we can learn from. One possible framework to consider is the Curriculum and Technical Review Committee process. That structure includes clear timelines, sample content and guidelines, and version control so revisions and feedback are visible and trackable. Applying similar principles to reassigned time JDs could help reduce repeated Senate discussions and improve transparency. I also want to suggest we consider inviting our union colleagues to participate in a proactive review of these job descriptions. This could help identify potential concerns around roles and responsibilities earlier, rather than after issues arise. Finally, I'd like to propose that reassigned time positions be formally addressed in the Faculty Hiring Manual. Including reassigned time positions in the manual would signal that each college has a process that should be followed. I recognize that developing a thoughtful process will take time and collaboration. If the Senate is interested in moving this forward, I suggest we consider making this a goal for the next academic year.
- A faculty member was happy to see on the agenda the resolution for DuE. They had been teaching DuE courses since Fall 2024 and unsure what's going on. Maybe DuE is too big, too fast and with only 8 staff? It feels like the faculty voice has been pushed to the side in this process of fast growth. The resolution is

only a first read and the faculty would like to encourage the body to suspend the rules and jump on board with the resolution. The faculty member is not a senator and recognizes they don't vote, but as a faculty member wanted to express how they especially loved the portion of creating processes as there is a need to have better processes such as when we know about the classes. There is a lot that needs to be more transparent and, right now, there is a lack of communication!

- Another faculty member made a public comment on behalf of another colleague regarding the process of notifying faculty when a student in their classes passes away during the term. As many of us know, one of our ARC students recently passed away from a medical emergency during her dance class at ARC so her dance instructor and class were aware and had to manage that in the moment (and beyond), but another professor who had that student in their class was not notified. They learned who the student was through the Beaver Bites newsletter on Monday, April 13. The colleague found out that the student was in one of their in-person classes when they recognized the student's name in the Beaver Bites, confirmed when they found the online obituary the student's family shared, which included photographs. How many other professors of the student who were likewise not informed and should have been? What if a faculty hadn't had a chance to read the Beaver Bites before going to their classes? Do we have a protocol in place to notify faculty who have a student who passed away who was enrolled in their classes? If so, was it followed consistently across divisions? Faculty who had the student enrolled in their classes should be informed directly and not through a campus newsletter so that they had time to process the information before the next class, and then they could carefully determine how to address the matter with their students who shared a class space with the student who unexpectedly passed away.

## 6. President's Report

- Nominations for the "2026 Ken Diebert Award for Outstanding ARC Part-timer" closed on April 10th. Many nominations were submitted. Anyone interested in serving in the review committee, please reach out to AS Secretary Andréa Pantoja-Garvey ([GarveyA@arc.losrios.edu](mailto:GarveyA@arc.losrios.edu)), ASAP so we can get the ball rolling to set up a meeting and review the fabulous nominations.
- Credit for Prior Learning [CCCCO Memo](#)
  - ASCCC Area A Faculty Representative - ARC Michael Crowder ([PDF version](#) and [MS Word version](#))
  - ARC Faculty Liaison opportunity ([PDF version](#) and [MS Word Version](#))
- Fill Academic Senator Position for Fall 2026 (3 year terms) - Review the [Senator roster](#)
- [California Community College Office March 2026 Update](#)
  - The TOP to CIP transition timeline has been extended by 1 year.
- 2026 ASCCC Spring Plenary Session Resolutions For Discussion and Debate on April 11, 2026 with voting results on pages 46-49 ([PDF version](#) and [MS Word version](#)).
  - ASCCC Resolution Process resource [page](#)
  - Highlights:
    - 104.01 S26 Faculty and Local Academic Senate Role in College and Career Access Pathways (CCAP) Agreements (pages 14-15) - Passed
    - 105.03 S26 Supporting Systemwide Academic Integrity and Infrastructure for Distance Education in the Age of Agentic Artificial Intelligence (pages 19-20) - Passed
      - With the increase of AI to maintain academic integrity and supporting testing centers. Some of our math colleagues are interested, for instance.
    - 111.04 S26 Promising Practices for Mental Health Counseling Faculty in the California Community Colleges (page 30) - Passed
      - Other colleges have mental health crisis counselors who are faculty. Our District's mental health counselors are not faculty.

## Consent Item

7. Approval of [Remote Attendees](#): Unanimous consent
  - Kristine Fertel (ESL/Lang-Comm)
  - Heidi Bennett (BUS/BUSTEC)
  - Rob Juner (Nursing)
  - Christian Speck (BUS/BUSTEC - Adjunct)
  - Rachael Simon (Nursing)
  - Michael Nakada (Hospitality Management/Arts)
  - Susan Chou (Nutrition)
  - Jennifer Scalzi, Counselor MCT, ½ in person ½ remote
  - Shannon Pries (English alt.)
  
8. [ARC Science Success Center Faculty Liaison](#) Job Description (Science & Engineering Dean Joel Keebler)
  - A motion was made to be pulled from consent.
  - AS President Veronica Lopez opened the floor for discussion.
  - A senator brought up concerns that this is the third time is coming to the body with comments that keep not being addressed. For instance, there are tasks in the job description that look like a supervisor's tasks. Also, the senator would like to see the position title as Coordinator to better align with its job description, and not liaison (as indicated in previous feedback). Also unclear are the term length and eligibility criteria.
  - Dean Joel Keebler was not present again.
  - Biology faculty Susan Ramones addressed questions, clarifying what the Science Success Center does for students. Susan shared that she has done as much editing that she could do based on her understanding of the work that is done and the guidance given to her by her dean. She affirmed that whatever language that needs to be changed to address the concerns of the body, she is okay with such as calling it the Science Success Center Faculty Coordinator, instead of Liaison.
  - Another faculty member who is a coordinator shared that there are lots of good things in the job description, but some concerns such faculty coordinators are not responsible for:
    - "Solicit, interview, and advise Instructional Assistants and student tutors." This is not a coordinator's responsibility, but rather a Dean's responsibility.
  - Another senator, who is also a faculty coordinator, shared that they remember having conversations with the former faculty coordinator of the Science Success Center, now a retired faculty, and telling that faculty member how they were concerned with the dismissiveness of the contract language of the role of coordinators. However, when job descriptions dismiss important contract language and managers do not understand and recognize the coordinator's responsibilities, loosely using these words in the job descriptions, we end up with faculty coordinators doing the work of managers. Susan Ramones said she would welcome any suggestions/support in the re-wording of the job description.
  - Another senator echoed that words matter, and reiterated a written comment made, asking why DEIA (diversity, equity, inclusion, and accessibility) is not elevated in this coordinator's position when every other coordinator position includes it.
  - Past President Alisa Shubb suggested that, in the absence of a holistic system that looks at these positions together and in the spirit of supporting our colleagues who are here in front of us, why don't we put a group of colleagues together to suggest specific language to move this job description to address these comments. Senators David McCusker and Connie Ayala offered their time and support to work with Susan Ramones on this third iteration of the [ARC Science Success Center Faculty Liaison](#) Job Description.
  - The Academic Senate body thanked Susan Ramones for her time to come and address these issues in place of their area dean Joel Keebler.

## Decision Items (5-10 minutes per item)

9. [Homebase Charter \(1st Read\)](#) - (Vice President of Student Services and Equity, VPSSE, Dr. David Miramontes-Quiñones and IEC Co-chair, Dr. Connie Ayala)
  - David Miramontes-Quiñones started mentioning that the Homebase Charter was created in response to the Academic Senate recommendations that they (ARC Cabinet) received back in December 2025. Some

brief historical background was provided with the Homebases being first implemented in 2020 when COVID hit. Then, a resource panel met in 2022. A lot of information hasn't been shared since then. So the college would like to assess the incredible work that has been done since 2020 and what they are doing now, aligning all of the services the college offers now. They are all part of guided pathways, which is part of 10+1, but they have also moved under Student Services. So, Homebases are now shared between Operational and 10+1. As assessment of the Homebases is done, David shared, they also would like "to bring everybody to the table: faculty, classified, managers since they are the operational part of it."

- David started going through [the slides](#) and focused on Project Purpose and Scope with particular emphasis on identifying sustainable ways to do the work.
- A senator from counseling emphasized that "Clarifying the Path" has specific counselors aligned to each pathway.
- David mentioned that they are asking the Academic Senate for feedback on the [Homebase Charter](#), guided by the different four pillars: Clarify the Path, Enter the Path, Stay on the Path, and Ensure Learning.
- A senator asked about DuE students: Do we have the capacity for them? Dean Hanah Blodgett mentioned that this is for students who got out of DuE enrollment.
- A senator who also serves as the HomeBase faculty liaison for the PCS division shared about the Psychology Career Panel held earlier that Thursday and how they had 9 panelists representing various career paths in Psychology and 45 students attending the career panel.
- Vice-President Daniel Slustky asked about how the success and focus of these Homebases will be assessed, making sure we know what the Homebases are doing and what areas are successful and what areas need improvement or be changed. VPSSE David Miramontes-Quiñones mentioned that our current data are mainly about the use of the Homebases but this type of information is currently being gathered.
- VPSSE David Miramontes-Quiñones would like senators to take a close look at the charter and provide feedback by the 2nd read. So they can incorporate the feedback, as he has done in the past with previous charters to strengthen the work. This is also an opportunity for senators that are interested to be able to let their interest in joining this committee be known.
- Dean Hannah Blodgett also shared her enthusiastic excitement with the good work happening with Homebases right now.
- A faculty member asked to confirm the membership: 3 faculty, 3 managers, 3 classified professionals, 2 students, and a research person.
- A senator requested to add a Career Center position in the membership. Connie Ayala and VPSSE David Miramontes-Quiñones thanked the senator and added the position to the membership list.

10. [Institutional Equity Plan \(IEP\) Report](#) (IEP) Report (**1st Read**) - (AVP of Student Services Steven Roberson and IEP Faculty Co-Chair, Dr. Rick Ramirez)

- Now phase 5: Closure Phase. Data collection included Employees (faculty, classified and administrators 350+) and students (400+).
- 9 short-term recommendations
- 8 long-term recommendations
- Dr. Rick Ramirez encouraged everyone to please carefully review and provide feedback, emphasizing from the perspective of those working with students that one of the key findings from both surveys and qualitative data is that (1) access to financial aid is a big barrier as well as (2) how we can do better serving our first-generation and ESL students.
- Dr. Steven Roberson also emphasized two key themes captured through the data: (1) please elevate our voices and do not let go silent after this survey and town halls; and (2) operationalize, do not just encourage.
- A senator raised a concern that the AI recommendations was listed as a short-term recommendation. Yet, they considered that as a long-term and ongoing recommendation. Dr. Rick Ramirez thanked the senator for their comment and Dr. Steven Roberson asked the senator to include the comment in writing for record keeping.

11. [Universal Design Critical Hire Request](#) (Universal Design and Accessibility Coordinator - UDAC - Lori Hokerson,

Alice Dieli, and Pamela Bimbi)

- Pamela Bimbi, DE Coordinator, started by posing the question how we ended up at this point in time, requesting consideration of a critical hire. Everybody seems to agree that this position is essential, but there seems to be a lack of consensus on where, in the larger structure of the college/district, it should live, or what budget should be funding it, and that seems to undermine every attempt at moving this forward. Even when they (ITC faculty) presented here during the faculty position prioritization process last fall, there was still a sense that the District may continue to support the position. When they learned that the district was only giving each college an equal 0.5FTE towards this position, with no consideration to the differing sizes and scope of work required of each college, they attempted to initiate the discussion to encourage our ARC administration to match that 0.5FTE to maintain the full 1.0 that we currently have and not reduce our capacity to continue the amazing work that Lori has been doing in this role on top of the added work that has since been laid out for us through the Accessibility Capability Maturity Model (ACMM) report from the state. So far, no clear response, no clear result. Now, it's mid-April, there's a month left in the academic year, this critical hire path was the last option left to them. They didn't know what the process would be, they inquired, were put on the agenda, and showed up today with their last shreds of hope. Pamela transition to Alice reading a quote from their [Critical Hire Letter](#) that was submitted to the Academic Senate (found in the Supporting Materials):
  - The absence of a permanent, full-time UDAC reduces the potential for the college to establish and maintain a proactive culture of accessibility and universal design that is essential for many students to access education equitably; a culture that strives for more than base compliance with legal standards and which should be a foundational element of all employees' tool kits.
- Alice Dieli started out emphasizing that this position is for students and all employees. She clarified that Pamela just outlined the "where and how" of this position and the administrative journey they've been on. Alice wanted to remind the body about the "who." According to the State Chancellor's Office, nearly 29% of our students self-report having a disability. Yet, at our college, only about 4% of our students are formally registered with DSPS. That leaves a 25% gap. That is one-quarter of our student body navigating our courses, our websites, and our digital campus without official support. These aren't just statistics. It's the student in the front row of your in-person class who stares at your face to lip-read because they are hard-of-hearing, but they don't want to be "different" in front of their peers. It's the student in the back row whose anxiety is so profound that walking through the door was their biggest victory of the day. In our online classes, where we don't see their faces, we know those students are there. We owe it to them to provide the tools for them to learn. But this is about more than just the classroom. Our website states: "American River College strives to uphold the dignity and humanity of every student and employee." We are committed to equity and social justice through transformative leadership. That commitment must extend to every one of us in this room and across this campus. Accessibility isn't just a screen reader for a single document; it is the fundamental right to access our emails, our websites, and our professional lives with dignity. This UDAC position is the first step in building that environment for students and employees alike. We cannot claim to be an inclusive institution while we are actively reducing the expertise required to make that inclusion a reality.
- Lori Hokerson shared a [one-page handout](#) summarizing the 6-page letter and described the key points of the handout. She also mentioned that through the ACMM report, the maturity accessibility assessment, the key words "information, inconsistent" appeared multiple times throughout. Lori also mentioned that as she sat through the Academic Senate meeting today and heard through the discussions of Homebases, career explorations, she kept reflecting that, in the absence of prioritizing accessibility, our students will not benefit from these resources. But we don't know what we don't know. The UDAC can support you, whether it is by supporting the Club Canvas course shells, supporting the course materials with Universal Design lens. When this position shrinks to 0.5 FTE, our momentum can't maintain itself. The burden doesn't distribute to others, it collapses. And where the burden lands is on our students, those who can least afford to carry it. We have the vision. We have the framework. We know what this campus looks like when it works. We just need to invest in the UDAC position to support employees across this campus and align everything we do to our strategic goals of students first and being an exemplary teaching, learning, and working environment. Lori concluded the presentation thanking the body for listening.
- Senators and faculty present in the room and on Zoom clapped enthusiastically.
- AS President Veronica Lopez opened the floor for discussion.

- A senator added that students going to DSPS have a diagnosis. But even getting a formal diagnosis is tied to income and not everyone has the means to have access to being diagnosed. So there are many undiagnosed students and employees on college campuses.
- Joe Rust, DSPS Coordinator, mentioned that the new revision of ADA regarding digital accessibility under Title II, is important to consider, even if it may not fall under the district's criteria to make it a critical hire. Joe also pointed out that, as someone in DSPS, they are very restrictive and try to remediate things but they are also somewhat limited with what they can do. Prior to the UDAC position, the DSPS had a whole lot more work and they noticed a difference since the UDAC position. Joe can also see inside Canvas shells when supporting students and have noticed changes since the UDAC position. Joe also mentioned that, if someone is into AI, if the materials are not accessible, the AI can't properly read the materials either.
- The Affordable Learning Materials Chair spoke that what UDAC is doing will be fundamental because the OER materials will also need to be accessible.
- Past President Alisa Shubb wanted to clarify the connection with questions about the [Faculty Position Authorization process](#) "2. Critical Hires for fall and spring employment". She read:
  - "Reasons vary but sometimes include the death of a faculty member or other unexpected circumstances as well as just a delayed decision regarding retirement. Regardless of the reason, a vacancy that occurs after the November process can be requested as a critical hire. [...] The rationale being that the position is critical to the program and would be ranked in the next authorization process such that it would most likely be authorized." (p. 7)
- AS VP Daniel Slutsky reiterated how and why this meets the criteria of Critical Hire.

#### 12. [ARC Resolution Supporting ARC Faculty Voice in Dual Enrollment](#) (**1st Read and 2nd Read**)

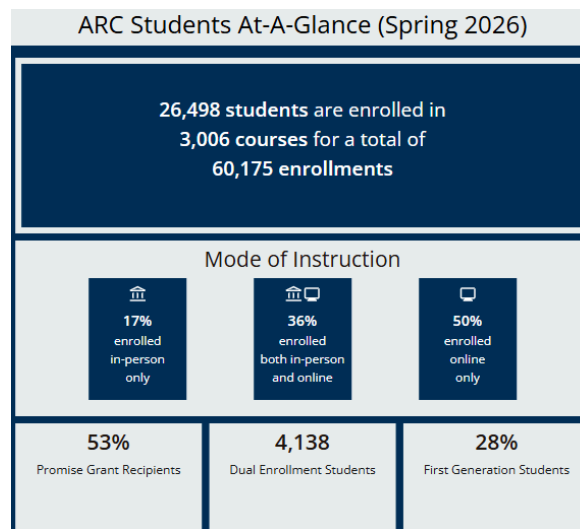
- Motion made to move to a second read. Motion second.
- A senator asked if there is a time-sensitive issue for moving to 2nd read?
- Another senator shared that we have the DuE Charter.
- Voting to suspend the rules to make this a second read. 1 No, 0 Abstain, 29 Yes.
- Motion to approve the DuE resolution. Motion second. 0 No, 1 Abstain, 29 Yes.

#### 13. [Dual Enrollment Charter](#) (**2nd Read**) - (English Professor, Dr. Neue Leung, and Vice President of Instruction, Angela Daroy)

- A senator asked DSPS Coordinator, Joe Rust, if our program had the capacity for DuE students. Joe Rust said we have the capacity, but we need a MOU to coordinate our services with high school services. Also there is a financial piece that needs to be coordinated. For instance, if the student needs an ASL interpreter or if the DuE student needs accommodation after our DSPS office has closed and we can't accommodate the student at their hours.
- Another senator shared concerns about the second paragraph of the Project Background because it implies that 10+1 issues are outside of the purview of this charter and instead this charter is focused on more operational and administrative aspects of DuE. It reads, for instance: "The work recognizes the Academic Senate's role in academic and professional matters while preserving management responsibility for operational, administrative, and resource decisions." VPSSE David Miramontes-Quiñones agrees with the senator, stating that the paragraph is focusing on the broader operational and administrative aspects of DuE and differentiating the faculty piece of DuE.
- Another senator suggested to move the sentence "All items that fall under 10+1..." to the start of paragraph 2 of the Project Background, which was done during the meeting.
- Another senator asked VPSS to clarify if scheduling, for instance, wasn't a 10+1? What is Operational and what is 10+1? It is still unclear. VPSS paused to reflect before answering the question.
- Past President Alisa Shubb attempted to clarify the confusion by directing the body to the bullet points "Project Purposes and Scope." Then, the charter would focus on what is the process to operationalize who talks to who? How do we get those agreements? How do we figure out and write down and then, don't forget, come back to us (i.e., Academic Senate body) for approval and support. Alisa Shubb also shared that VPI Angela Daroy has been intentional in sorting out, during the process of creating the DuE charter, when to come to the body. David Miramontes-Quiñones joyfully said: "What Alisa said and that's why VPI

Angela gets to be the VPI.” Laughter in the room!

- A senator asked if the Public Service area was not included in the membership? David Miramontes-Quiñones thanked the senator and mentioned that it was probably an oversight and asked to be added to the membership.
- A faculty member who teaches DuE classes asked how does each campus integrate their DuE program across the District? And also why don't they show up in the published schedule? To make explicit in the charter
- Neue started clarifying that faculty feedback and concerns provided in the previous iteration were incorporated in this current draft of the charter.
- Another senator wanted to clarify that, according to Dean Melissa Fish, currently there are 2,871 students enrolled, and 3,437 seats occupied/enrollments. AS President Veronica Lopez pulled up the ARC Data on Demand, which showed that currently (Spring 2026), DuE number of students was 4,138 at ARC (as shown in the screenshot below).



- AS Secretary Andréa Pantoja Garvey mentioned that, perhaps, the discrepancy in the number of DuE students might be that the ARC Data-on-Demand includes CCAP and non-CCAP students, while Dean Melissa Fish's numbers might reflect only CCAP students.
- A faculty member had a question about the DuE charter and asked if they could better operationalize the Success Coaches as they seem to be overstepping their roles. More specifically, Success Coaches are sending emails to faculty teaching DuE courses with faculty receiving emails from Success Coaches about students who are failing. The faculty shared that they responded promptly, sharing their concerns about the student's chances of being successful in the class, but they did not hear back from the Success Coaches until after the student was dropped from the course. It seems that Success Coaches are not fully understanding their roles and how to support students while understanding the instructional faculty's content expertise in what might be pedagogically sound to support student academic success in the course.
- Another senator asked if the body could table to the next meeting because there is still a lot to discuss. Motion is made and second.
- Discussion continues.
- Another senator shared they were impressed and appreciates all the work that went between the last 2nd read and the current 2nd read.
- Another senator acknowledged that it is hard to capture every nuance and is comfortable to move forward approving the DuE Charter as is.
- VPSSE David Miramontes-Quiñones reaffirmed that the sooner the charter gets approved, the better the charter gets formed and the work can get started.
- A motion is made to postpone the voting. Motion second. Votes: 13 No; 9 Abstain; 5 Yes.
  - The body proceeds with the voting to approve the DuE charter.

- A motion is made to approve the DuE Charter as is. Motion second. Votes: 0 No; 4 Abstain; 24 Yes.

### Reports (5-10 mins per item)

- Academic Senate Nomination Committee for F26/S27 (Caitlin Zumalt, Nicole Mann, Jeff Sacha)
  - Nicole Mann and Caitlin Zumalt shared that so far there are two nominees for President and Vice President.
  - Nominations close on Sunday, April 26<sup>th</sup> at 3 PM PST.
  - April 30<sup>th</sup> will have an election all via the [Academic Senate Canvas shell](#) through a Canvas quiz. So, please, bring a laptop or a mobile device on April 30<sup>th</sup>. This will be helpful in counting and releasing votes quickly and in accessible ways.
  - Eligible voters are Senators or Alternate Senators, if a Senator is not present.
- LRCFT Location Safety Committee (LRCFT ARC President, Art Jenkins, and Administrative of Justice Professor, Bill Wann) Tabled (ran out of time)
  - There was a meeting on March 16<sup>th</sup>. Meeting notes follow, organized by topics:
    - **Infrastructure & Grounds:** Trimming of high bushes in the Fine Arts area is complete. However, uneven concrete remains an unresolved issue and will be addressed in future grinding rounds.
    - **Technology & Communication:** Poor cellular coverage continues to impact the reliability of the Safe Los Rios app. Approximately \$500,000 is required to improve Wi-Fi in the Student Center, Tech Ed, and Welcome Support Center buildings; this work is currently ongoing.
    - **Security Roles:** The committee is exploring the creation of a Security Manager position. This would likely be a district-level role, reporting to the city manager, to standardize equipment and coordinate emergency operations across campuses. Additionally, the concept of a Crime Prevention Officer is being discussed with the chief.
    - **Emergency Response Review:** A recent false fire alarm caused by an electrical error highlighted communication gaps. While evacuees lacked immediate guidance, the committee noted that custodians must now report all alarms to operations to improve response.
    - **Classroom Safety:** Many classrooms now lack landlines and rely on Microsoft Teams for calls. Concerns were raised about the faculty's ability to summon help without personal cell phones, especially since some wall-mounted phones may not transmit precise locations to 911.
    - **Definitions of Key Safety Systems**
      - The committee is focused on reviving two critical programs over the summer:
        - EOC (Emergency Operations Center)
        - The EOC is a centralized coordination hub activated during serious emergencies or local disasters.
        - Purpose: It is used by college officials to manage a crisis, coordinate resources, and maintain communication with the Los Rios Police Department (LRPD), local fire departments, and medical units.
        - Activation: When an incident exceeds routine response capabilities, the EOC is activated to oversee strategic response and recovery efforts.
        - ACES (Area Command Evacuation System)
          - ACES is a volunteer-based program designed to manage building evacuations.
          - Role: It trains staff and faculty volunteers to serve in specific roles, such as "Leads" or "Runners," who ensure that buildings are cleared safely and that everyone is accounted for at designated assembly areas during an alarm or emergency.
          - Status: As of early 2026, there are active efforts to revive and standardize this training across the campus.
      - Next Steps
        - The committee will invite experts to the next meeting to discuss computer-based safety applications and safety solutions identified by other district campuses. We will also continue to investigate functionality for classroom phones during internet outages.



Veronica Lopez	President	<input checked="" type="checkbox"/>			-	-	-	-
Daniel Slutsky	Vice President	<input checked="" type="checkbox"/>			Y	Y	N	Y
Andréa Pantoja-Garvey	Secretary	<input checked="" type="checkbox"/>			Y	Y	A	A
Alisa Shubb	Past President	<input checked="" type="checkbox"/>			Y	Y	N	Y
Adrienne Avila	FT		<input checked="" type="checkbox"/>		-	-	-	-
Ally Joye	FT	<input checked="" type="checkbox"/>			Y	Y	N	Y
Behrang Mokarami	FT	<input checked="" type="checkbox"/>			Y	Y	Y	A
Ben French	FT		<input checked="" type="checkbox"/>		-	-	-	-
Brian Rosario	FT	<input checked="" type="checkbox"/>			Y	Y	-	-
Caitlin Zumalt	PT	<input checked="" type="checkbox"/>			Y	Y	N	Y
Cheryl Tsushima	Alt PT		<input checked="" type="checkbox"/>		-	-	-	-
Chris Moore	MCT PT	<input checked="" type="checkbox"/>			Y	Y	A	Y
Christian Speck	PT		<input checked="" type="checkbox"/>		Y	Y	Y	A
Connie Ayala	Alt FT	<input checked="" type="checkbox"/>			Y	Y	N	Y
David Bell	Alt PT		<input checked="" type="checkbox"/>		-	-	-	-
David McCusker	FT	<input checked="" type="checkbox"/>			Y	Y	A	Y
Diane Lui	PT	<input checked="" type="checkbox"/>			Y	Y	A	Y
Dyanne Marte	FT	<input checked="" type="checkbox"/>			Y	Y	N	Y
Eric Black	FT		<input checked="" type="checkbox"/>		-	-	-	-
Erik Haarala	Alt FT		<input checked="" type="checkbox"/>		-	-	-	-
Heidi Bennett	FT		<input checked="" type="checkbox"/>		Y	Y	A	Y
Janay Lovering	FT	<input checked="" type="checkbox"/>			Y	Y	N	Y
Jeff Sacha	FT		<input checked="" type="checkbox"/>		-	-	-	-
Jennifer Scalzi	FT	<input checked="" type="checkbox"/>			Y	Y	-	-
John Burke	FT	<input checked="" type="checkbox"/>			Y	Y	Y	Y
Judith Valdez	FT	<input checked="" type="checkbox"/>			Y	Y	A	Y
Justus Carlisle	PT	<input checked="" type="checkbox"/>			Y	Y	Y	Y

Kim Herrell	Alt FT			✓	-	-	-	-
Kris Fertel	FT		✓		Y	Y	A	Y
Lana Anishchenko	Alt FT		✓		Y	Y	-	-
Lisa Delgado	FT			✓	-	-	-	-
Marianne Harris	Alt FT			✓	-	-	-	-
Mayra Mireles-Tijeros	FT			✓	-	-	-	-
Michael Angelone	FT	✓			Y	Y	N	Y
Michael Nakada	Alt FT		✓		Y	Y	N	Y
Mihaela Badea-Mic	Alt PT			✓	-	-	-	-
Mikhail Drobot	FT			✓	-	-	-	-
Nicole Mann	FT	✓			Y	Y	N	Y
Paul Knox	Alt PT			✓	-	-	-	-
Pat Wood	FT			✓	-	-	-	-
Rachael Simon	FT		✓		Y	Y	-	-
Raquel Tejomaya	PT	✓			Y	Y	-	-
Ray Simmons	Alt FT	✓			-	-	-	-
Rob Juner	FT		✓		Y	Y	-	-
Sarah Lehmann	FT	✓			N	Y	N	Y
Seth Clark	FT	✓			Y	Y	Y	Y
Shannon Pries	Alt FT		✓		Y	Y	N	Y
Susan Chou	FT	✓			Y	Y	N	Y
Susan Ramones	Alt FT		✓		-	-	-	-
Tak Auyeung	FT	✓			Y	Y	A	Y
Tim Finnecy	FT			✓	-	-	-	-
Tracie Tweet	PT			✓	-	-	-	-
Valerie Bronstein	PT	✓			Y	A	A	A
Vivian Orcasitas Dillon	FT	✓			Y	Y	N	Y
Neue Leung	English, DuE							

