



Academic Senate Regular Meeting Minutes

April 30, 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 Daniel Slutsky
2. Approval of the Agenda
 - Agenda approved.
3. Approval of the Minutes
 - [April 16, 2026](#) approved
4. Introduction of Guests
 - Araceli Badilla, Beacon Coordinator
 - Paul Duax, Speech and Communication
 - Amir Salahani, Electronics Technology
 - Jordan Meyer, Electronics Technology
5. Public Comment Period (3 minutes per speaker)
 - A faculty member wanted to speak on behalf of the Prison & Reentry Education Program (PREP) at Mule Creek and Folsom Lake Prison. He wanted to talk about the current situation as well as to share how much the students love the program and many of the faculty teaching in the program feel like it is a great way to reach out to the disenfranchised. Incarcerated students report deeply appreciating the opportunity of being college students - an opportunity that many wouldn't have if it wasn't for the program. However, LRCFT has suspended the program in the next fall, stating safety concerns and a lack of administrative support. Both teachers and students in the program are upset. Most teachers report feeling safe. Regarding safety, the faculty shared as an example, the instructors in the program wear different color-clothing with whistles, and alarms on their belts, so the prison guards can easily spot them in the yard. He hopes things can be resolved over the summer and the program can be resumed in the fall.
 - A faculty member shared that, in December 2025, they learned that there is no set time scheduled for final exams in 50% in-person hybrid classes when she and a colleague both showed up to the same classroom at the same time with their students, ready to take final exams. Their dean's AA had to quickly find a different classroom for their students to take their final exams, which was very disruptive. During a follow-up conversation with their dean about the situation, she learned that in order for hybrid classes (50% in-person) to be scheduled a classroom space and a time to take final exams in person, arrangements need to be made ahead of time with the Dean, so that a location for the final exam can be identified. We know from research on context-dependent memory that it is important for students to take exams in the same location in which the information was presented. We also know from research that being in a stressful situation reduces our ability to perform to our greatest potential. Having students take

a final exam in a location other than their classroom goes against research implications on context-dependent memory and also introduces a stressor (having to find a new classroom location) on the day of the exam. A large proportion of our classes at ARC fall under the category of hybrid, 50% in person. This semester (Spring 2026), 30.56% of our courses are hybrid, 50% in person. This coming semester (Fall 2026), 33.8% of our courses will be taught in this format. May we request that when final exam schedules are being set, that our hybrid 50% in-person classes are also provided with a set day and time, in the same classroom where the class was held during that semester?

- A faculty member wanted to make a public comment in support of the UDAC Critical Hire position item on the agenda. They had the pleasure to work with UDAC and had seen a lot of success with their work. Hoping the body will support the UDAC Critical Hire position.
- Beacon Coordinator Araceli Badilla wanted to remind faculty that, in the fall, we are bringing the new cohort [Beacon SI Leaders](#) and that they train in the summer since it coincides with the busiest time of the year. Araceli wanted to remind colleagues and department chairs that if any faculty wants to have a Beacon leader to please reach out because this is the time. The sooner the student-leader is identified, the better since it may take up to 8-weeks to process their employment paperwork.
- A faculty shared concern with the long-term facility planning at our college. Prior to the closure of Davies Hall, their biopsychology lab class offerings grew from 1 section to 4 sections to meet student demand. The department has been cutting class sections due to lack of room availability. The new Davies Hall will not have space to offer the biopsychology classes and it looks like the new Science building is going to be the same size as the current building. However, both Science is experiencing growth and the Biopsychology lab course is also growing, which means the new Science building is unlikely to be able to accommodate the expected growth in both science and biopsychology. For this fall 2026, for instance, they are having to cut two sections of the Biopsych lab from the main campus because they don't have the space to offer the class, even though there is the student demand for those classes. While one new section has been added in the new Natomas building, that does not replace both of the lost sections and does not necessarily meet student needs for main campus classes. Concern is that, 6 years down the line, our college will have two new buildings and still be unable to meet the growing student needs for graduation.
- Michael Angelone enthusiastically shared that he attended the Ventura College Communities of Practices and AI. He reached out to Dean Brenda Valles to start conversations about the possibility to initiate a Community of Practice and AI at our college. Michael would like to ask if anyone wants to start an AI Community of Practice at ARC, contact [Michael Angelone](#) and/or [Dyanne Marte](#).

6. President's Report

- Big shout out to Dr. Dyanne Marte for the fabulous AI Symposium on Friday, April 24. 🎉 AS President Veronica Lopez concluded, stating: No pressure but let's hope to have another one again next year!!! Lots of enthusiastic clapping in support!
- Faculty - Please remember to submit your Fall Book Adoptions to Follett. This will help with a smooth transition for B&N College and for students.
- Adjunct/Part-Time ARC Senators - Please complete the [ARC Senate Faculty Part-Time Compensation Form for Spring 2026](#) to get paid!
- Fill Academic Senator Position for Fall 2026 (3 year terms) - Review the [Senator roster](#) and recruit!
- 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](#))

- 2026 Commencement Ceremonies. Doors open at 6 pm for guests, ceremony begins at 7 pm.
 - **Thursday, May 21, 2026** - HomeBases: Science, Technology, Engineering & Math; Health & Education; Public Safety; Art.
 - **Friday, May 22, 2026** - HomeBases: Business; People, Culture & Society; Manufacturing, Construction & Transportation; and Language & Communication.

Consent Item

7. Approval of [Remote Attendees](#): Unanimous consent
 - Rachael Simon (Nursing)
 - Mikhail Drobot (DCDT)
 - Rob Juner (Nursing)
 - Jeff Sacha (Sociology; People, Culture & Society)
 - Shannon Pries (English alt.)
 - Vivian Orcasitas Dillon (Workforce Safety Training Center, Apprenticeship)
 - Raquel Tejomaya (Psychology; People, Culture, & Society)

8. [Homebase Liaison Position](#) (Vice President of Instruction, Angela Daroy)
 - Friendly amendment from Homebase to Pathway Coordinator, as directly noted in the Google Doc.
 - AS President Veronica Lopez suggests that the body updates once the terms come around again and not change them for current liaisons.
 - Approved by consent by the senate.

9. Unite Center Faculty Coordinator Positions (Dean Marwa Harps)
 - [Rising Scholars](#), Re-entry Program
 - [PRISE Coordinator Focused on Asian, Asian American, and Asian](#) (AAA)
 - [PRISE Coordinator Focused on Native Hawaiian and Pacific Islander](#) (NHPI)
 - AS President Veronica Lopez explained that the PRISE coordinator position was one position at 0.5FTE and, recognizing growth and the diversity of the student populations, it was determined it was best to split the position into two positions each from 0.2 to 0.25 based on need.
 - A faculty member commended who wrote these job descriptions, recognizing the distinctive role of these coordinators.
 - Another explicit acknowledgement and compliment was made for the collaboration between Dean Marwa Harps and the faculty when writing these coordinator positions.
 - Approved by consent by the senate.

10. [UDA Coordinator \(.5 FTE\) Timeline and Process for 2026 to 2027](#) (Dean Dr. Mikenna Modesto and VPSSE Dr. David Miramontes-Quiñones)
 - Item pulled from consent with slight suggested amendment in the paragraph:
 - Upon appointment, the responsible Dean at each college...
 - Change from "prioritize the work load" to "mutually agree upon the duties"
 - Open floor for discussion.
 - A senator asked: if we approve this consent item, how about the UDAC critical hire position in the agenda?
 - AS President Veronica Lopez stated that they are not mutually exclusive positions.
 - AS Past President Alisa Shubb echoed President Lopez and stated that she sees them as complimentary positions.
 - A senator asked the current UDAC, who was present in the room, to share her perspective about the 0.5 FTE job description.
 - UDAC Lori Hokerson shared that the current position has been focused on instructional, but there is still a lot of work to be done. Based on the ACMM report, the work needs to expand beyond 815 instructional faculty to include classified staff, managers, student employees—a total of about 1,900 employees interacting and working with digital content. So there is a substantial increase in needed support and there is a reduction in FTE.

- Senator said their concern is that the 0.5 FTE as it stands does not provide enough support for instructional needs.
- Another senator asked what's the difference between 0.5 FTE district-funded and the 1.0 FTE critical hire? Is this being proposed as opposed to the 1.0? Does this mean if we support the 0.5 FTE district-funded that the administration would decline 1.0 FTE critical hire? Because last meeting President Cardoza said that she was surprised there was a request for the UDAC Critical Hire and now we are surprised to see this 0.5 FTE UDAC job description.
- ARC Past President Alisa Shubb clarified that this is coming from District, this is a district-funded position. The district-funded position was 0.5 FTE for each college.
- ARC VP Daniel Slutsky emphasized that this 0.5 FTE position is a 3-year position. So, not only we are potentially understaffed but, in 3 years, we will be in this position again. As a campus, if we value this work as important, we want to pay out of our pocket, we need to get ahead of this situation.
- A motion is made with friendly amendment, motion is second.
- 0 no, 5 abstain, 26 Yes.

Decision Items (5-10 minutes per item)

11. [Universal Design Critical Hire Request](#) (**2nd Read**) (Universal Design and Accessibility Coordinator - UDAC - Lori Hokerson, Alice Dieli, and Pamela Bimbi)
 - VP Daniel Slutsky wanted to ask if they could address why it meets the criteria of critical hire.
 - Lori Hokerson UDAC, at the time of faculty prioritization and it was not prioritized. Since then, two new pieces of information came:
 - District investment didn't come until January 2026
 - Results of ACMM report results were not released until late January/early February 2026; out of 356 our institution 70.4 in accessibility of maturity : lack of support for all employees is one of the reasons for the low maturity scores.
 - To clarify, ACMM is a process our institution has committed to and that we will continue to show improvements. Their recommendation includes that we support.
 - One of the comments in support of the 0.5 FTE position "recognized by the ACMM assessment as a critical district asset to be sustained and expanded" but pointed out only supporting at 0.5FTE for three years.
 - A motion to support the UDAC critical hire, motion is second.
 - Motion is passed unanimously.

12. [Homebase Charter](#) (**2nd Read**) - (Vice President of Student Services and Equity, VPSSE, Dr. David Miramontes-Quiñones, and IEC Co-chair, Dr. Connie Ayala)
 - David wanted to thank a lot of the great feedback. Connie echoed the full engagement across the constituencies.
 - 1st and 3rd Friday, 2-3:30pm via Zoom.
 - Motion is made and second. Homebase charter passes unanimously.

13. [Institutional Equity Plan \(IEP\) Report](#) (**2nd Read**) - (AVPSSE Dr. Steven Roberson and IEP Faculty Co-Chair, Dr. Rick Ramirez)
 - Both Dr. Roberson and Dr. Ramirez shared that there were lots of comments and feedback in the last two weeks, they highly appreciated, and the feedback was incorporated. Dr. Ramirez also acknowledged the richness of the work in such a short period of time.
 - AS Secretary Andréa Pantoja Garvey expressed her deep and enthusiastic appreciation for the intentionality that Dr. Rick Ramirez and Dr. Steven Roberson put in collaborating with the campus community, resulting in an incredibly informative and rich report. The body clapped in support!
 - AS Past President Alisa Shubb also acknowledged the fantastic work done by Dr. Rick Ramirez and Dr. Steven Roberson, thanking them for their work.
 - Dr. Ramirez, smiling proudly, stated that this is a master's thesis level. Laughter in the room.
 - Motion to support the IEP report is made. Motion is second. The IEP report passes unanimously.

14. Revision of the [LRCCD Emergency Closure Distance Education](#) addendum (*1st Read*)

- AS Past President Alisa Shubb explains the addition to the Emergency Closure addendum to add the clause: “as mutually agreed upon by the college Academic Senate and college president”.
- She provides a brief historical context that the LRCCD Emergency Closure Distance Education addendum was originally created during the pandemic and it has been used in other emergency situations such as the February network outage.
- This addition was taken from Contra Costa Community College so the Academic Senate can weigh in whether or not a situation warrants Distance Education to be evoked, clarifying the college/facility emergency closure is not what would be mutually agreed upon.
- AS Vice President Daniel Slutsky wanted to acknowledge the Chemistry Department for their feedback on the Distance Education being evoked during the emergency closure in February. This feedback was presented to the Administration at a recent meeting. The administration greatly appreciated the feedback.
- AS President Veronica Lopez reminded the body that a new Davies Hall will be built in the near future and wires may be pulled, power may be unexpectedly shut off, so it is important that we consider various scenarios.
- Discussion took place about placement of the “as mutually agreed upon” as well as if “Academic Senate” meant the entire body or the President.
 - Is it better to specify President or representative?
 - Some edits were made live, during the meeting, and written directly into the [LRCCD Emergency Closure Distance Education](#).

Action Item

15. Election of Academic Senate Officers:

- President - Veronica Lopez
- Vice President - Daniel Slutsky
- Secretary - Mieke San Julian
 - Past President Alisa Shubb makes a motion to vote on the entire slate by acclamation.
 - There were no objections, so the entire Academic Senate Executive Team (ASET) was elected by acclamation.
 - As President Veronica Lopez commented on how Secretary Andréa Pantoja Garvey has set an amazing standard writing the notes that read like telenovelas. Laughter in the room along with posted claps and hearts in Zoom. 💖

Reports (5-10 mins per item)

16. Curriculum Committee Update (Curriculum Chair, Aaron Bradford)

- Aaron jumped straight to [slide 2](#), summarizing key points, such as the bullet stating “ensuring that course outlines of record [...] **describe approaches** that would accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students” (55001(b)) and “**guarantee[ing] accessibility** for every student to ensure individuals with disabilities [...] **reflect universal design for learning strategies**”
- Full implementation goal by Fall 2030.
- ARC’s decision to implement locally is described in [slide 3](#)
 - Approach to instruction, rather than content.
 - Course descriptions so students can see themselves.
 - Reducing barriers to enrollments.
- Sample of new documented review process found in [slide 4](#).
- Looking for representative descriptions and approaches. Aaron emphasized numerous times that the curriculum committee firmly believes that content is part of content-expert / department-level conversations.
- Curriculum Committee's documented process to ensure meeting revisions to Title 5: [Definitions, Applications, and Examples to Support a Documented Curriculum Review Process, Title 5, 55001\(b\) and \(c\), 55001.5\(b\)](#)

- AS President Veronica Lopez asked “What are the next steps?” Aaron calmly shared that next step is to take the legalist 17-page [Definitions, Applications, and Examples to Support a Documented Curriculum Review Process, Title 5, 55001\(b\) and \(c\), 55001.5\(b\)](#) and turn into something useable for faculty. Then, get AS approval and feedback since the Curriculum committee is a subcommittee of this body.
- AS President Veronica Lopez stated: This is when our UDAC comes into the picture to collaborate here. Hopefully, your division curriculum representatives have been bringing these curriculum updates to your attention.
- A senator asked for slide 3 clarification about students seeing themselves in the curriculum. Aaron said that one of the conventions has been to never say the word “student” in the course description. This has shifted; the idea now is to write curriculum in ways how students understand the course content. As a curriculum committee, we really believe this is something that discipline-specific faculty and that we continue to encourage college's professional development. For department review, the curriculum committee would like to encourage a more intentional process to encourage faculty to facilitate students seeing themselves in the course curriculum.
- In that spirit, Past President Alisa Shubb wanted to remind the body that, in February 2022, the ARC Academic Senate passed a [Resolution on Equity in Curriculum](#) that can be found in the Academic Senate Canvas site. So, this work has been a work-in-progress at ARC since 2022.
- Aaron wrapped up the curriculum report, welcoming feedback and reiterating that it can be made directly in the 17-page [Definitions, Applications, and Examples to Support a Documented Curriculum Review Process, Title 5, 55001\(b\) and \(c\), 55001.5\(b\)](#) document or sent via email to BradFA@arc.losrios.edu.

17. Council Updates

- Institutional Effectiveness Council (IEC) - Dr. Connie Ayala
 - [IEC Written report for Academic Senate](#)
- Institutional Equity Plan (IEP) written summary [update](#).
- Operations Council (OC) - no faculty to report out.
- Student Success Council (SCC) - Caitlin Zumalt:
 - [SCC Written report for Academic Senate](#)

Discussion (10-15 mins per item)

18. District Equity Student Success Committee (DESSC) [Los Rios Artificial Intelligence Guidelines](#) - (AI Fellow, Fashion Professor Dr. Dyanne Marte and English Professor Michael Angelone)

- Dr. Dyanne Marte looking for feedback from the body. Clarified these are guidelines; not directives; points to consider when using AI in the classroom.
- Michael Angelone explained the task force started in 2022, composed of 17 people. The guidelines also include epistemological questions, beyond to AI or Not to AI.
- Past President Alysa Shubb mentioned that she’s also seeing specific recommendations such as 1. Criteria for Equitable Access to AI Resources. Question: are we looking for adopting this as a District; therefore, adopting as
 - Michael Angelone and Dyanne Marte mentioned these guidelines are meant to be treated as a catalog, not policy. It is intended to evolve alongside teaching practice, research, and technological change, and flow as part of an ongoing conversation as AI technologies evolve and teaching practices continue to change. It’s meant to invite us to engage in collaboration.
 - This introduction was followed by discussion to clarify if the body is adopting the guidelines as a recommendation to forward to the college or district. Michael Angelone shared whether to adopt, support, or review, to him, those were semantics, reiterating the interest was to facilitate dialogue about those guidelines at the college level.
 - Past President Alysa Shubb clarified it is not just semantics; reiterating it is a process of what it means to have a document coming through the Academic Senate. Perhaps the body can appreciate and accept the report from the task force. Or do we want the body to review and adopt the guidelines to be recommended to the college?
 - The DE Coordinator shared the example of the OER Rubric that went through the [Academic Senate through a Resolution supporting the use of the OER Rubric](#). It doesn’t mean faculty have

to use the OER Rubric but it helps to have the Academic Senate support encouraging the use of the rubric.

- Michael Angelone asked if we (i.e., Academic Senate) adopt or do not adopt the guidelines, does it affect funding requests later down the road?
- A senator shared that there is additional weight if you have a recommendation from the Academic Senate.
- Another senator asked if it is possible that ARC has its own version, instead of adopting the district version being presented?
- Discussion about the language used in the current guidelines took place that are not guidelines-friendly. For illustrative purposes, Past President Alisa Shubb read item 2, which states:
 - “A central calendar and resource repository for AI professional development **will** be maintained district-wide.”
- Michael Angelone reiterated the importance of facilitating AI conversations campus-wide, that there has been no support on campus with no one talking about AI up until recently.
- AS Secretary Andréa Pantoja Garvey pointed out that individual experiences vary and it is important to be careful with how we describe our experiences as reflecting the campus support and perspectives on AI.
- A senator asked: are we having conversations about AI and online learning? And are supporting more on-ground classes as needed?
- Past President Alisa Shubb shared that sometimes departments don't have on-ground classes because we don't have physical classroom spaces available.
- Another senator shared how she recently had about 100% AI flag checkers on assignments.

19. ARC Mental Health Resources (Electronics Technology Professor & Department Chair, Jordan Meyer, Professor Amir Salahi, and Professor Andy Lindsey)

- Draft Letter of Support [PDF version](#) and [MS Word version](#)
- Los Rios Health and Wellness Center [presentation](#) to Board of Trustees (Jan 14th)
- Jordan Meyer started sharing a story about a student who went missing after a mental health incident the day before. They quickly learned that the protocol involves 3 options or 3-step process, depending on the situation:
 - Talk to the student
 - Refer the student to wellness center
 - Call the police.
- These steps are not adequate steps, especially because most faculty are not trained as mental health professionals, the Wellness Center hours are not aligned with hours classes are offered, and while we honor the Los Rios police officers, there are circumstances that we need a mental health counselor on-site.
- Professor Andy Lindsey described in more detail the experience with the student. At first, it sounded like the student was having a cell conversation, but the conversation became louder and the other students noticed. That's when Prof. Lindsey gently asked the student to go outside to finish their conversation and the student said they couldn't go because the student was in a video conference, but there was no computer or device for video conferencing.
- Prof. Amir Salahi confirmed what Prof. Lindsey had previously shared, stating that they noticed the student was shouting and that's when they approached Prof. Lindsey to assist with the student who appeared very distressed and wanted to be "left alone". Professors Lindsey and Salahi tried to get campus support and brought the student to the CTE homebase to help calm the student down. The student did appear to calm down and the faculty members were hopeful the situation had been resolved. However, the faculty later found out that the student went missing the next day and they were very concerned for the safety of the student. Thankfully the student was found safely, but it is the group's hope that we not rely on "luck" for these situations to be handled.
- Questions raised included:
 - Existing protocols need to evolve. How can we bridge this gap?
 - When a student is overwhelmed and distressed, how can we better support them?

- Past President Alisa Schubb asked if the request is for a faculty crisis counselor or a credential crisis counselor?
- A senator commended the faculty for bringing concern to the Academic Senate.
- Prof. Andy Lindsey shared that the mental health professional from the ARC Student Wellness Center was very well-versed. Perhaps, a better structure besides only bringing students to the Student Wellness Center could be a good start.
- VPSSE David Miramontes-Quiñones introduced Victoria Flores, Dean of Student Wellness of Support Services, and Taylor Johnson, Director of Mental Health.
- Dean Victoria Flores started stating she felt really sorry for what had happened. Dean Flores reiterated that what the faculty described is the internal protocol and stated that she had debriefed with the team. Dean Flores also clarified that one of the reasons to bring students to the Wellness Center is to provide a confidential space. But if the student will not go to the Wellness Center, the staff at the Wellness Center should be directed to go to that area to assist the student.
- The final request was to have a direct phone number to reach the Mental Health Center. Is there a possibility to get a direct number? Dean Victoria Flores stated that the ARC main phone line (916) 484-8383 is available from 8:30am-4pm. Then, they triage. Taylor Johnson explained the reason there isn't a direct number to a therapist is because they might be in a session with a client. So, there is triage and there are protocols for a therapist to deal with a crisis situation even if they are in session with a client.
- Questions about the available hours of the Wellness Center (8:30am to 4:00pm) and the hours the college is open serving students came up.
 - What are the options for faculty to handle mental health incidents outside of those times?
 - Is there an after-hours number? If there is a crisis situation, call the Los Rios police?
 - Faculty reiterate that perhaps a crisis line would be helpful.
- A senator asked: Can the 2222 police number be able to directly connect to the mental health center?
- Another faculty asked why can't we have a mental health professional when we have students scheduled to be on campus?
- Another senator shared that, under Emergencies, the 911, [988 Lifeline](#) and the [crisis text line](#) can be helpful and should be better distributed to all faculty as resources available on the [Student Health and Wellness website](#).
- Faculty member pointed out that, in an acute situation, calling someone far away may not be helpful.
- Another senator is concerned with the way it is being described as a "crisis," inviting people to describe the symptoms such as in this case it sounds like the student was delusional. The faculty member bringing the concerns acknowledged they don't have a mental health background, they didn't mean to be insensitive, and they were concerned for the student safety when the student went missing next day, this is why they used the term crisis.
- Another senator asked how about other faculty who are not in the main ARC campus, such as at McClellan, do they have access to the Health and Wellness Centers, besides [the website](#)?

20. Report Back (Feedback from College Areas)

- Open issues from any Previous Agenda Items

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

- District Academic Senate and District Meetings
 - There is a new District Academic Senate Lori Petite
- Other District Meetings
 - Tuesday, April 21st - Vice Chancellor, Finance and Administration, Mario Rodriguez, updated on the potential Los Rios Bond Measure (excludes Placerville). This will help with projects on the updated Facility Master Plan (top two on each master plan). Might see something on the November Ballot.
 - Monday, April 27th: [Chancellor's Cabinet](#) Meeting
- Other Areas

22. Items from College Areas for Academic Senate Consideration

Upcoming meetings:

- District Academic Senate Meeting, May 5th, 3-5pm, District Office Conference Room
- Board of Trustees Meeting, May 13th, 3-5 pm, District Office Board Room
 - June 10th, 3-5pm
 - July 8th, 3-5pm
- ARC Academic Senate Meetings for Spring 2026 Schedule
 - May 14th, 3-5pm (last meeting of the academic year)

5:07 pm Meeting adjourned.

Sign-In Sheet 04-30-2026

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

ARC Academic Senate Sign-In Sheet & Roll Call 04-30-2026	Role	In-Person	Remote	Absent	Item 10 0.5 UDAC Approve with friendly amendment on JD	Item 11 UDAC Critical Hire 2nd read	Item 12 HomeBase Charter 2nd read	Item 13 IEP Report 2nd read
Veronica Lopez	President	✓			-	-	-	-
Daniel Slutsky	Vice President	✓			Y	Unanimous Y	Unanimous Y	Unanimous Y
Andréa Pantoja-Garvey	Secretary	✓			A			
Alisa Shubb	Past President	✓			Y			
Adrienne Avila	FT	✓			Y			
Ally Joye	FT	✓			Y			
Behrang Mokarami	FT	✓			Y			
Ben French	FT	✓			Y			
Brian Rosario	FT	✓			Y			
Caitlin Zumalt	PT	✓			Y			
Cheryl Tsushima	Alt PT			✓	-			
Chris Moore	MCT PT	✓			Y			
Christian Speck	PT	✓			Y			
Connie Ayala	Alt FT			✓	-			
David Bell	Alt PT			✓	-			

David McCusker	FT	✓			Y			
Diane Lui	PT	✓			Y			
Dyanne Marte	FT	✓			Y			
Eric Black	FT			✓	-			
Erik Haarala	Alt FT			✓	-			
Heidi Bennett	FT			✓	-			
Janay Lovering	FT			✓	-			
Jeff Sacha	FT		✓		A			
Jennifer Scalzi	FT	✓			Y			
John Burke	FT	✓			Y			
Judith Valdez	FT			✓	-			
Justus Carlisle	PT	✓			Y			
Kim Herrell	Alt FT			✓	-			
Kris Fertel	FT	✓			Y			
Lana Anishchenko	Alt FT			✓	-			
Lisa Delgado	FT			✓	-			
Marianne Harris	Alt FT			✓	-			
Mayra Mireles-Tijeros	FT			✓	-			
Michael Angelone	FT	✓			Y			
Michael Nakada	Alt FT			✓	-			
Mihaela Badea-Mic	Alt PT			✓	-			
Mikhail Drobot	FT		✓		Y			
Nicole Mann	FT	✓			A			
Paul Knox	Alt PT			✓	-			
Pat Wood	FT			✓	-			
Rachael Simon	FT		✓		Y			
Raquel Tejomaya	PT		✓		Y			

