

ALLAN HANCOCK COLLEGE
Academic Senate Meeting

Minutes for Tuesday, October 14, 2025

4:00 – 6:00 pm

Room F-225 (Fine Arts Building)

*[See bottom of the minutes for details on *, **, ***]*

Academic Senate Executive Committee (ASE):

President: Alberto Restrepo

Vice President: Ana Gómez de Torres

Secretary: Héctor Álvarez

Member-at-Large: Fred Patrick

Member-at-Large: Thesa Roepke

Senate Voting Members Present:

Héctor Álvarez, Diane Auten, Ben Britten, Bob Bryant, Chris Carroll, Rajni Chaudhari, Alicia Fox, Yvon Frazier, Amy Gisclon, Anna Gómez de Torres, Sean Gottlieb, Melanie Guido Brunet, Chris Hite, Anna Kopcrak, Martin Landeros, Gabriel Marquez, Shavaun Maxson, Fred Patrick, Carissa Perales, Chuck Provencio, Alberto Restrepo, Thesa Roepke, Alina Romo, Monique Sequra, Danya Serrano, Chris Sprecher, Kiri Villa

****Remote Participant:* David DeGroot

Associated Student Body Government (ASBG) Senate Representative Present:

Faith Davis, Director Academic Affairs

Guests Present:

Daisy Corona (Student Trustee), Khadija A. Moussa (Executive Director, ASBG), Annabelle Ruiz (President, ASBG), Abbygail Velazquez (Director of Public Relations, ASBG),

Anna Arrowsmith (Faculty), Erica Biely (Institutional Effectiveness), Nathaniel Lynn (Information Technology), Michael Muscio (Faculty), Andria Perdue-Keiser (Interim Dean), Deborah Pirman (Dean, Academic Affairs)

****Remote Participants:* Kristin Milligan (Dean), Christine Reed (Faculty)

CCPD Council Co-Chairs and Senate Committee's Co-Chairs Present:

Bob Cury (Student Learning Council); Genevieve Siwabessy (Student Services Council); Thesa Roepke & Ruben Ramirez (Human Resources Council); Fred Patrick & Craig Bach (Institutional Effectiveness Council); Technology Council: Alberto Restrepo

Larry Manalo & Dave De Groot (Academic Policy & Planning Committee (AP&P))

ACADEMIC SENATE AGENDA:

1. Call to Order. [2] (AR)

Meeting called to order 4:03 p.m.

2. Roll Call

27 members present at time of roll call:

H. Álvarez, D. Auten, B. Britten, B. Bryant, C. Carroll, D. DeGroot, A. Fox, Y. Frazier, A. Gisclon, A. Gómez de Torres, S. Gottlieb, M. Guido Brunet, C. Hite, A. Kopcrak, M. Landeros,

G. Marquez, S. Maxson, F. Patrick, C. Perales, C. Provencio, A. Restrepo, T. Roepke, A. Romo, M. Sequra, D. Serrano, C. Sprecher, K. Villa

Quorum Established

3. Approval of Minutes from 9/9/2025 * [5] (ASE)

A. Fox: noticed no text or written descriptions under the BP/AP items on the agenda. L. Manalo (notetaker for that meeting) mentioned the BPs/APs on agenda were Information Items.

Clarification given that toward the bottom of the information section of the minutes text reads the 'BPs and APs noted are undergoing periodic review with minor updates and minor revisions'.

Motion to approve by B. Bryant/seconded by B. Britten

Yes (24): H. Álvarez, D. Auten, B. Britten, B. Bryant, C. Carroll, D. DeGroot, A. Fox, Y. Frazier, A. Gisclon, A. Gómez de Torres, S. Gottlieb, A. Kopcak, M. Landeros, G. Marquez, S. Maxson, F. Patrick, C. Perales, C. Provencio, T. Roepke, A. Romo, M. Sequra, D. Serrano, C. Sprecher, K. Villa

No: (0)

Abstain (2): M. Brunet and C. Hite

Minutes approved

4. Public Comments. [3-minute limit per individual]

Four public comments. Three centered on the proposed Deletion of the Multicultural and Gender Studies (MCGS) Requirement beginning Fall 2026 (Action Item 7). One centered on the Brown Act.

A. Arrowsmith (part-time faculty, teaches Culinary Arts and has also taught feminist studies at UCSB). Urged the body to vote against Action Item 7. Emphasized that gender is core to our lived experiences with race a close second, and both should be taught to provide a full understanding of inequalities. Courses on gender provide students with a framework to understand the world, especially in these difficult times. Concern expressed that eliminating these requirements would limit students from gaining valuable tools to recognize and navigate gender inequalities. Speaker highlighted the challenges of online radicalization, referenced the local case of Elliot Rodger as a tragic example of what could happen when students lack education in gender and social awareness. Stressed that the curriculum should prepare students on all pathways to understand inequities, especially in today's polarized climate, and that this requirement is vital to student development and societal well-being. Urged the body to vote down Action Item 7.

C. Hite, (faculty, fine arts: film and video). He acknowledged Dave and Ben's due diligence to find ways to efficiently ensure students move through degree program requirements at AHC. He understands the rationale that removing the Multicultural/Gender Studies requirement would reduce students' course load by three units but argued the educational value of the courses within the multicultural gender studies requirement far outweigh the benefit of having a slightly less or shorter unit path to graduation. Regarding the points outlined in the memo regarding student confusion in understanding the ethnic studies requirement and the gender/multicultural requirement and the opportunity to double count, Hite does not disagree that confusion exists. Yet he feels this is an issue that counseling can clarify through their work with students, and it should not be a justification for eliminating the MCGS requirement. Hite argued further that multicultural and gender studies are integral to the fabric of the identity of AHC. The community and students see that requirement in the catalog or in other public facing documents and this shows the college's commitment to its diverse community. Including these words and the MCGS requirement serves to say that faculty values students' stories and their diverse experiences. Hite cautioned that removing these terms and the requirement may unintentionally align with broader ideologies in the world right now, and also in the nation, that would like to remove words and ideas like gender and multicultural from public facing documents, and that no matter how well

intentioned this proposal is, if we vote in support of it, we would be erasing those words, and doing it voluntarily. He urged everyone to reject the proposal.

M. Segura (part-time faculty in the dance program) mentioned being one of three members that represent the part-time faculty in the Academic Senate, and that she is also a member of the part-time faculty association's executive team. Asked, on behalf of the part-time faculty association's executive team, what is the role of the Senate's Executive Team under the purview of the Brown Act.

A. Romo (faculty, English) read an email she sent to E. Biely (EB) regarding Action Item 7. The English department would like to know if data exists (or could be generated) that shows how many students opt to take two separate courses to fulfill requirements in the multicultural/gender studies area or in the arts and humanities or ethnic studies GE areas (since, according to the arguments made in support of removing the Multicultural/Gender Studies Graduation Requirement, students can take a course that can fulfill two requirements). EB replied that there is no way for data to be generated to show that (she consulted various colleagues in Institutional Research, inquiring if generating such data was even possible: it's not). Romo finds this concerning, as there is no way then to know for sure, or to know a potential impact of the proposal's request. The English department is concerned about the loss of enrollment, especially in literature courses, which are already experiencing an enrollment decline.

5. President's Remarks. [10] (AR)

Reiterated there are only five meetings scheduled this semester, and agendas will be full agendas. AR reminded everyone that in the first meeting of each fall semester there has been a presentation on Shared Governance, yet this semester it was decided to forgo the shared governance orientation to instead discuss/present 'a shared governance moment' during time allotted for President's Remarks.

AR stated today is a good opportunity to address the public comment regarding the Brown Act. AR addressed the Brown Act applies to legislative bodies, in accordance with CA Government Code §54952. He addressed what legislative bodies are, the meaning of a meeting of a legislative body, and what is the Senate Executive Committee (Senate Exec). If there is an equivalent to a Board of Trustees (a legislative body), it would be the entire Academic Senate who convenes at scheduled meetings like today. The Academic Senate as a body—in scheduled senate meetings—is a legislative body. The entire Senate then is subject to the Brown Act in the same way a local School Board or a college's Board of Trustees is subject to the Brown Act. Senate Exec is not a board nor is it to be viewed or understood as a board of trustees. The Senate Executive team consists of five members who are senators who are elected/appointed by the larger faculty. The Exec Team is less than a quorum of the senate and has no subject matter jurisdiction. He acknowledged the public comment question as a good question, and being open to a more extensive discussion on the Brown Act as a discussion item in a future senate meeting.

CONSENT

6. Annual Curriculum Approval Certification. * [5] (AR)

A. Restrepo (AR): This document requires the Senate President signature. AP&P Chair L. Manalo has assured us we are in compliance.

AR asked if there are any objections or abstentions to approving the Senate President from signing the document.

No objections or abstentions stated, AR will sign and it be sent to Chancellors Office.

Curriculum Summary Report (October 20, 2025) approved by Consent.

ACTION ITEMS

7. Deletion of Multicultural and Gender Studies (MCGS) Requirement beginning Fall 2026. * [5] (D. Degroot (DD)/B. Britten (BB))

Motion to approve by B. Bryant/seconded by B. Britten

Discussion:

Y. Frazier: Applied Behavioral Sciences Dept. expressed concerns like those shared during public comments. Mentioned there are courses in the MCGS area that if removed will impact local degree completion for various programs in her area, so the department is not in favor.

B. Britten explained the difference between a graduation requirement and a general education area requirement. He stated that General Education (GE) Areas 1-7 (on the AHC GE sheet) are compulsory (students must take courses/units in each area). A course taken within a GE Area cannot be double counted in another GE Area. Regarding the graduation requirements (e.g. the MCGS and Health and Wellness Requirements), he mentioned that courses can be double counted to meet these requirements. For example, HIST 101. On the AHC GE sheet, HIST 101 resides in GE Area 3 (Arts and Humanities). If a student takes HIST 101 it will count for GE Area 3 (where it resides) and it can be used to also meet the MCGS graduation requirement (i.e., it will double count). Also, now that Area 6 (Ethnic Studies) is a requirement, any course listed in that area will be double counted to also meet the MCGS graduation requirement. He mentioned again that the MCGS requirement was made before the Ethnic Studies requirement was mandated. He also mentioned the possibility of double counting several courses currently residing in Area 7: Living Skills (e.g., EMS 102 or HED 100) are routinely double counted toward meeting the Health and Wellness graduation requirement.

Comments from the floor:

Having a MCGS requirement is not a problem, why isn't counseling clarifying double counting to each student. BB explained that counselors do not see every student (the counselor to student ratio). A suggestion was given that a marketing campaign be created to inform students.

Motion to extend discussion by S. Gottlieb/seconded by B. Bryant

No: (0)

Abstain: (0)

Time extended 5 additional minutes by Consensus

L. Manalo stated there should not be a concern about losing courses, as this is not what the proposal is about. He feels the current way that double counting happens is decimating other courses that can't be double counted (impacting enrollment in those courses). He urged faculty to examine their courses to make them viable and marketable in other GE areas or programs.

Motion to amend the first motion ('to approve Action Item 7') to instead table/postpone Action Item 7 based on the discussion today is made by D. Auten/seconded by A. Kopcrak

Yes (27^): H. Álvarez, D. Auten, B. Britten, B. Bryant, C. Carroll, R. Chaudhari, A. Fox, Y. Frazier, A. Gisclon, A. Gómez de Torres, S. Gottlieb, M. Guido Brunet, C. Hite, A. Kopcrak, M. Landeros, G. Marquez, S. Maxson, F. Patrick, C. Perales, C. Provencio, T. Roepke, A. Romo, M. Sequra, D. Serrano, C. Sprecher, K. Villa

No (1): D. DeGroot

Abstentions (0)

^Proxy Vote (1): A. Kopcrak (present) voted **Yes** on the motion to table on behalf of L. West (not present).

Motion approved to table/postpone Action Item 7: Deletion of Multicultural and Gender Studies (MCGS) Requirement beginning Fall 2026.

8. BP 5100 Student Support Services. * [5] (M. Arvizu Rodriguez (MAR)/G. Siwabessy (GS))

Motion to approve BP 5100 by B. Britten/seconded by A. Kopcruk

No discussion

No: (0)

Abstain: (0)

Approved by Consensus

9. BP/AP 5130 Financial Aid. * [5] (M. Arvizu Rodriguez (MAR)/G. Siwabessy (GS))

Motion to approve BP 5130 by A. Fox/seconded by B. Bryant

No discussion

No: (0)

Abstain: (0)

Approved by Consensus

Motion to approve AP 5130 by A. Fox/seconded by D. Serrano

No discussion

No: (0)

Abstain: (0)

Approved by Consensus

10. BP/AP 5400 Associated Student Organizations. * [5] (M. Arvizu Rodriguez (MAR)/G. Siwabessy (GS))

Motion to approve BP 5400 by A. Fox/seconded by B. Bryant

No discussion

No: (0)

Abstain: (0)

Approved by Consensus

Motion to approve AP 5400 by A. Fox/seconded by B. Bryant

No discussion

No: (0)

Abstain: (0)

Approved by Consensus

11. BP/AP 5420 Associated Student Finance. * [5] (M. Arvizu Rodriguez (MAR)/G. Siwabessy (GS))

Motion to approve BP 5420 by B. Bryant/seconded A. Fox

No discussion

No: (0)

Abstain: (0)

Approved by Consensus

Motion to approve BP 5420 by B. Bryant/seconded A. Fox

No discussion

No: (0)

Abstain: (0)

Approved by Consensus

12. BP/AP 7120 Recruitment and Hiring. * [5] (T. Roepke (TR)/R. Ramirez (RR))

Motion to approve BP 7120 by D. Serrano/seconded by B. Bryant

No discussion

No: (0)

Abstain: (0)

Approved by Consensus

Motion to approve AP 7120 by B. Bryant/seconded A. Fox

No discussion

No: (0)

Abstain: (0)

Approved by Consensus

13. Motion to Rescind 9/23/2025 Approval of BP 3530 Weapons on District Property. * [5] (Y. Frazier (YR)/T. Roepke (TR))

A. Restrepo discussed a memo sent (10.11.25) to the Academic Senate from the Applied Behavioral Sciences Dept. (ABS) requesting the prior approval of BP 3530 be rescinded based on the subsequent discussion of the approved AP 3530 during the same meeting. The senate was reminded of the 9.23.25 Academic Senate meeting: BP 3530 & AP 3530 were action items, and BP 3530 was approved first. In the subsequent discussion of AP 3530, it was moved that the AP not be approved and it return to Facilities Council (where it originated) to address feedback from the senate meeting, particularly the use of facsimile weapons for instructional purposes in courses.

Discussion:

Y. Frazier presented the ABS department's feedback/concerns from faculty in the Culinary Arts and Administration of Justice programs (who use knives or fake weapons for instructional purposes in their courses). Consequently, the prior Senate action to return AP 3530 to Facilities Council also impacts the need to revisit the wording in BP 3530. This prompted the ABS's request that the Academic Senate's approval of the BP 3530 be rescinded and returned to Facilities Council (so it addresses facsimile weapons used for instructional purposes). T. Roepke (speaking as the ABS Dept. Chair), shared that language in the BP was changed to add Penal Code sections. Discussion of changes needed to the AP also caused faculty in ABS department to call for the BP to be readdressed due to concerns that any program using facsimile weapons or perceived weapons can be seen as being in violation of the law (due to the current wording of the BP). It was mentioned that BP 3530 is not in College Council, it's back in Facilities Council and that Council agreed to work on updating the BP. Therefore, both BP/AP 3530 will be worked on and then return to Senate for future action.

L. Manalo: suggested if considering the addition of 'exclusionary language' or clauses such as 'this does not apply these depts. or programs... due to...' when policies like this are under review would help. T. Roepke replied that the ABS dept. request in the memo is similar to that, however, they are suggesting more inclusionary language so that if a program is not in/on the list of exemptions a program would still be complying to the BP—the focus is on instruction and instructional materials.

Motion to rescind prior approval of BP 3520 by B. Britten/seconded by B. Bryant

No: (0)

Abstain: (0)

Approved by Consensus

INFORMATION (FOR FUTURE ACTION/APPROVAL)

14. BP/AP 5200 Student Health Services. * [5] (M. Arvizu Rodriguez (MAR)/G. Siwabessy (GS))

GS: BP 5200 is undergoing its five-year review; it has been reviewed thoroughly by the Student Services Council (SSC) after Alex De Joung (faculty & coordinator, Student Health Services) reviewed it, no changes in BP.

A. Restrepo: senators take it to departments

GS: AP 5200 is also undergoing a five-year review; A. De Joung has reviewed it, SSC has reviewed it.

L. Manalo asked if the AP covers student injuries (e.g., in a classroom setting—if a student is injured do they have access to the Health Center and asked about process of reporting. GS: students should go to Health Center; it was mentioned that injuries are also part of another BP/AP.

A. Restrepo: senators take it to departments

15. BP/AP 5210 Communicable Disease. * [5] (M. Arvizu Rodriguez (MAR)/G. Siwabessy (GS))

GS: BP 5210 is also undergoing five-year review, no edits, Alex De Joung has also reviewed it, SSC has gone through it as well.

A. Restrepo: senators take it to departments

GS: AP 5210 is undergoing standard review and updated to reflect current processes.

A. Kopcak asked what specific AHC student information (outside of suspected or confirmed TB test) is reported to the Santa Barbara County Public Health Department. GS stated she will check in with A. De Joung for specifics, adding that the college follows policies regarding what information can be released publicly. Also mentioned there are medical guidelines that would address the scope of what gets reported. R. Ramirez added that TB exposures are handled by Santa Barbara County Public Health Department and they would be notified, and the personal identifiable information (PII) is limited.

16. 2025 – 2028 Student Equity Plan (SEP). * [20] (Y. Teniente (YT)/E. Biely (EB))

Presenters: Y. Teniente (YT) and E. Biely (EB)

Students present at today's meeting were acknowledged, stating this is their plan and that they are excited about the plan. The plan aims to address equity gaps in various student outcomes. The plan is student centered and developed collaboratively with students and multiple shared governance committees (e.g. representatives/appointees from the Academic Senate, the Student Success and Support Equity Committee, the DEIA/EEO Committees). All constituent groups on campus have had a chance to review and provide input. The plan must focus on disproportionately impacted student populations and have activities that address equity gaps. These need to be in alignment with requirements set by the Chancellor's Office (templates that needed to be followed were provided). Activities funded include the faculty innovation fund, professional development, conferences, learning communities, emergency aid. The target student groups are Hispanic/Latine students, males, first generation, economically disadvantaged students (focusing on the intersections of these designations). Metrics include successful enrollment after applying to AHC, completion of comprehensive student educational plans (cSEPs), persistence, completion of transfer level math and English in the first year, persistence from first to second primary terms, completion of degrees/certificates, and transfer outcomes. A First Year Experience Program (FYE) is emphasized and is expected to launch Fall 2026. FYE will have a student-centered approach (ASBG was also involved in its conceptualization). The program is guided by an equity driven framework, focusing on a sense of belonging and community, student development and growth mindset development, and peer leadership opportunities. FYE aims to improve completion of English and math courses, it will have a

dedicated retention specialist, counseling and other wrap-around services. The Plan has and is undergoing shared governance presentations gathering feedback with the goal to have it go to the Board of Trustees and then submitted to the Chancellor's Office by November 30th. YT responded to a question of what else can faculty do: she has heard from students that faculty can be more involved with student activities and events they organize on campus.

Student input:

F. Davis extended an invitation to Hispanic Heritage month events sponsored by ASBG and the college, particularly the upcoming Ernie G. event. A. Ruiz (ASBG President) mentioned Ernie G is part of the Hispanic Heritage Celebration on Oct 22nd 12-1:30, she also mentioned the Dia De Muertos Celebration on Oct. 26th from 10 am to 4 pm in the Fine Arts Bldg. Both mentioned that faculty involvement in such activities will enable faculty to hear more from students and learn of their needs outside of classroom dynamics.

If at any time there are questions or requests for additional information reach out to Y. Teniente, E. Biely, or Mary Patrick.

A. Restrepo reminded everyone that Equity plan is time sensitive, goal is to get to Chancelor by Nov 30th. Take to departments for feedback.

REPORTS AND DISCUSSIONS (NON-ACTION ITEMS)

17. Disaggregated Grade Data Reports to Faculty. [10] (B. Curry/ASE)

A. Restrepo (AR): this is a request that comes from administration. They would like to provide faculty disaggregated data that includes grading, success measures in your courses, and subject-discipline data. AR mentioned his data report shows his specific courses, grade distributions, success and retention rates—data is disaggregated by race/ethnicity, and gender. The report will be printed and sent to faculty in sealed envelope delivered to campus mailboxes.

Bob Curry (BC) and Craig Bach (CB) presenters:

BC: mentioned that when he was faculty at his previous institution they were provided similar data reports. For AHC, the data report presents comparative data for the entire discipline, all sections of the same course number, faculty members' individual sections, success and retention rates. (CB) mentioned data comes from an ARGOS report that is restricted (creating a data dashboard is too difficult to generate/control). The intent is to give faculty a sense of your courses and insight into student outcomes.

Faculty discussion/questions/feedback:

A. Fox asked how many semesters would be included in the data. G. Bach replied that reports would be distributed annually using a rolling three-year data set.

C. Hite: why the choice of printed?

L. Manala the data looks noisy. Can the data be put into Canvas? This way faculty can see data for the courses they are teaching. BC: this could be explored.

S. Maxson asked what the motivation is for such reports, and if administration is already looking at such reports, and whether comparisons will be made with other faculty in a discipline. BC: the data is already available, they already have it, but do not routinely review individual faculty results for comparison purposes.

C. Creed (offered a Faculty Association perspective): stated she has not seen the new evaluation tool but the understanding is the new evaluation tool would not include these reports; it was confirmed that these reports would not influence evaluations, seniority or course assignment rights.

18. Faculty Innovation Fund Presentation. [10] (M. Muscio (MM)) *Strategies for Supporting English Language Learners in STEM majors.*

MM: last semester taught Chemistry 120 and English Language Development.

Presented on activities that centered on embedded tutors in chemistry lecture/lab section to support student success and retention in STEM. Had an embedded tutor in the chemistry course (lecture and lab). Students completed a “self-mastery course” focused on goal setting and execution, habits, values, and academic purpose. Self/time management explored. Students also engaged in self-reflection and activities that explored interests, this often led to their major choices and how to bring about their best grades and academic lives. Held weekly, small-group meetings fostering peer support, accountability, and shared problem solving. Students also engaged with selected readings (e.g. Frankel’s “Man’s Search for Meaning”, Covey’s “The 7 Habits of Highly Effective People”) to explore resilience and motivation. Students reported improved study habits, time management, and clarity of academic purpose. Students how self-identified as English language learners received language support (MM also speaks Spanish). MM discussed examples of students engaged in a chemistry lab activity with a focus on oxidation and reactions. B. Britten (BB) asked the number of students involved in the study and if any of the course was taught in Spanish. MM: Fifteen students in cohort, the course taught in English, and Spanish instruction happened more so individually, as needed. BB mentioned AB 1096 (community college courses can now be taught in another language).

Outcomes of this study/project: recommends small, focused cohorts (5-8 students) for maximum impact, hands-on chemistry demonstrations and group activities to increase engagement, he is willing to share templates and course materials with colleagues.

19. Institutional Grants Update. * [5] (L. McNulty)

Will item be on the next senate agenda.

20. Scheduling Standing Committees and CCPD Committees and Councils Reports. * [5] (ASE)

In the past, the Senate Exec. team would call and or locate Senate Reps who serve as council co-chairs or in committees asking them to report to the Senate body (to be placed on senate agendas). The team plans to take a page from College Council and set up a reporting schedule for Senate Representatives to CCPD councils and committees to report at Academic Senate meetings. At the beginning of semester, all co-chairs will get a chance to know when they will report. This will serve as an organizational tool for the entire year so reps will know when they will have to report.

Regarding committee appointments: it was clarified that Senate Exec does not select faculty members to serve on councils or committees; as appointees are needed, faculty are made aware of the needs, and appointments are made on a first-come first-serve basis. Conflicts with other committee schedules continue to create challenges in securing members to serve.

Committees requiring faculty participation include (F. Patrick will send an email reminder as well):

- Academic Integrity (several openings)
- Academic Quality (several openings)
- Program Review (one opening)
- Sabbatical Committee (one opening)
- Web Services Committee (one opening)
- Catalog Committee (need 1 counseling faculty and 1 instructional, meets on the 3rd Wednesday of the month from 2 – 3 pm)

CCPD COUNCILS AND COMMITTEES' REPORTS (NON-ACTION ITEMS)[3 min each unless otherwise indicated.

None

ACADEMIC SENATE STANDING COMMITTEES' REPORTS (NON-ACTION ITEMS) [5 min each unless otherwise indicated.

None

21. FUTURE AGENDA ITEMS AND DEPARTMENT SUGGESTIONS.

None offered, if any come up please contact Senate Ex.

22. ADJOURN

B. Britten motion to adjourn

Meeting adjourned at 5:58

* *Documents available on Senate SharePoint*

** *Documents available in previous Senate meeting's on SharePoint Folder*

*** *If a Senator is requesting remote participation due to "just cause" or "emergency circumstances" (per AB 2449) they must submit a request form prior to the meeting and use the Zoom link below.*

Remote participation for "just cause" is limited to two (2) meetings in a calendar year.

Remote participation due to "emergency circumstances" is limited to 20% of the regular Academic Senate meetings in a calendar year (which is equivalent to three meetings for AHC's Academic Senate) and requires approval by the body at the beginning of the meeting (which means it is not guaranteed).

If any Senators are participating remotely, this link will also be available to the public for viewing or making public comments. If no Senators are joining remotely, the meeting will be open to the public only at the designated physical location that is listed at the top of the agenda.

Senator's Remote Participation Link:

<https://hancockcollege.zoom.us/j/95506515929>

2025-2026 Academic Senators (Department Faculty Representatives):

Academic Student Services:

Dave DeGroot

Applied Social Sciences:

Yvon Frazier

Business:

Bob Bryant

Counseling-Personal Development:

Ben Britten
Carissa Perales
Kiri Villa

English:

Melanie Guido Brunet
Chris Carroll
Alina Romo

Fine Arts:

Chris Hite
Anne McMeeking

Health Sciences:

Amy Gisclon
Shavaun Maxson

Industrial Technology:

Gabriel Marquez

Kinesiology, Recreation, Athletics:

Chuck Provencio

Languages & Communications:

Diane Auten

Life & Physical Sciences:

Alicia Fox
Sean Gottlieb

Mathematical Sciences:

Anna Kopcak
Martin Landeros
Liz West

Public Safety:

Mark Hammil or
Leonard Champion

Social & Behavioral Sciences:

Danya Serrano

Part-Time Faculty Reps.:

Monique Segura
Chris Sprecher
Rajni Chaudhari