ACADEMIC SENATE MINUTES

November 12, 2025| 2:30 pm – 4:30 pm | Room 21147 + Zoom for visitors

Agenda Item – Zoom information at end of agenda

1. **Call to Order:** 2:31 pm

2. **Review and Approval of Agenda**: Motion to approve (Peter Zimmer)/seconded (Jeff Judd)/discussion (move item 7.3 Classified Appreciation Event to after reports)/all in favor of amended agenda - approved

3. **Review and Approval of Minutes (October 22, 2025):** Motion to approve (Collin Thormoto)/seconded (Justin Garoupa)/discussion (none)/approved

4. **Public Comments** (3 minutes): *This time is reserved for members of the public to address the Academic Senate. Please limit comments to 3 minutes. In accordance with the Brown Act, the Academic Senate cannot act on items not already on the agenda.* None

5. **Consent Items:** Motion to approve (Joanna Jen)/seconded (Justin Garoupa)/discussion (none)/approved

   5.1 Curriculum Approvals: 10.20.25 & 11.3.25

6. **Action Items**: None

7. **New Business**

   7.1 SEA Plan

   Dr. Cristine Sidela and Kristy Woods shared the 2025-28 Student Equity Plan presentation (available on academic senate website). The Office of Research, Planning and Institutional Effectiveness (R-PIE) created a student equity dashboard focused on disproportionate impact (DI). The three student populations identified as needing intensive focus are Hispanic/Latine, Black and African American, and first-generation students.

   Questions:

   - Why is the Hispanic/Latine population not included later in the presentation? This population was included in intensive focus based on enrollment evaluations but was not identified within access evaluations as referenced later in the presentation.
   - Why is Latine used and what does it mean? Latine is preferred by R-PIE and is an inclusive term.
   - Will additional emerging populations be added at a later time, like student parents? The listed populations are the only groups

LPC Mission Statement

Las Positas College is an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.

LPC Planning Priorities

- Affirm LPC's unwavering commitment to equity by deepening campus-wide engagement, enhancing professional development, embedding equity-minded practices in decision-making, assessment, and accountability processes; and building capacity to resolve inequities.
- Increase student success and completion through sustainable college practices, processes, academic support, removal of barriers, and focused professional development.
- Establish a knowledge base and appreciation for health and wellness in the workplace; create a sense of urgency about wellness; prioritize wellness in decision-making, assessment and accountability; and build capacity to support wellness.

Academic Senate Quorum: 8

Non-Voting Members:
President: Ashley Young
Student Government: TBD
Faculty Association: Heike Gecox

Voting Members:
Vice President: Ashley McHale
Secretary: Collin Thormoto
Treasurer: Catherine Suarez
A&H: Justin Garoupa, Catherine Suarez
BSSL: Joanna Jen, Felipe Ponce, Collin Thormoto
PATH: Susan deFuniak
STEM: Anita Bhatia, Moh Daoud, David Montelongo,
Student Services: Kimberly Burks, Ryan Eckles
Part Time Representatives: Jeff Judd, Peter Zimmer

required by the state to evaluate. Internal evaluations may be done for other groups.

- Could data regarding post-transfer success be included? The transfer data we have is only *if* the student transferred. This has been a topic of conversation with R-PIE and is a desired data point.
    - Could students self-report? Self-reporting is not always reliable and does not typically have high response rates.
- Is this year's report/plan different than prior reports? Historically, previous reports were more number- and data-based but this cycle has room for narrative explanations.
- Will we be doing anything differently on campus moving forward? Unfortunately, our SEA fund is nearly 100% tied to salaries so there is no additional money within this fund to support efforts. We will be strategic with partnerships and also find solutions that aren't tied to funding, like the student ambassador program.
- What does "Pell-eligible (male)" mean? This refers to male students who were eligible for Pell grants but did not accept the award.
    - Catherine Suarez noted that some students may be hesitant to complete a FAFSA due to their parents' immigration status. Kristy is working with Rosa Lopez to plan future financial aid workshops. Additionally, there is a student ambassador who is working with financial aid to address these concerns and reach out to student who began a FAFSA but did not complete.
- What can we do as a campus to increase the SEA funds disbursed by the state? The funding is based on enrollment. This information is published by college.
    - Could we raise the amount if we significantly increased enrollment? Potentially.
- Who can colleagues reach out to if they have questions or want more information? Encourage them to attend SEA meetings or email co-chairs.

7.2 AI Vetting Efforts – Distance Education and Academic Senate
Kat King shared the AI Vetting Efforts presentation (available on academic senate website). The State Chancellor's office has published a call-to-action for employees to receive fundamental AI training and for colleges to consider integrating AI tools into practices while aligning with equity goals; specific decisions will continue to be made at the local level. Our district needs to evaluate how and where these decisions will be made. We also need to consider the privacy of adopted tools and determine how tools will impact all constituents. There are concerns that integrated tools will become available for all classes, regardless of the individual instructor's preference. Question regarding the harm in integrating AI tools that require intentionality to utilize (e.g., employees currently have Microsoft Copilot in Outlook)? Sudden changes can be jarring, like when CSUs announced the widespread integration of AI. Heike Gecox mentioned that sudden integration has the potential to upset faculty due to changes in working conditions and academic freedom concerns.

Joanna Jen suggested gauging interest and concerns by taking a vote and/or collecting thoughts through a Google form during divisions meetings or town hall. Justin Garoupa suggested collaborating with K-12 partners to better understand current practices within schools and student expectations. He also expressed the opinion that senate is an appropriate place to vote on future actions since the forum facilitates debate, representation, and on-the-record accountability. Catherine Suarez shared an experience with an AI translator that translated Spanish to English in real-time but had many inaccuracies. These inaccuracies could be missed by someone who does not understand both languages fluently, which shows the importance of proper vetting procedures by qualified individuals. Collin expressed concern for following suggestions by outside bodies, like Canvas' "AI nutrition facts," as there is no reputable outside body verifying that recommended tools are safe and secure.

Kimberly Burks pointed out that we are discussing AI risks, mediation, advantages, and disadvantages; what forum is being used to collect these widespread opinions? Ashley Young suggested that decisions could be made in a tiered system, like from the DE committee to Academic Senate. Kat will bring the committee's thoughts back to the senate.

8. **Old Business**

8.1 New RSI Rubric: None

8.2 Academic Freedom Concerns
Joanna created a short Google form questionnaire for faculty to gauge the current level of concern regarding academic freedom and student retaliation. Catherine suggested including a definition of "retaliation," as it can vary based on opinion. It was also suggested that the question asking faculty to rate their level of concern in regards to threats to academic freedom in this current climate be specified to include both sociopolitical and non-sociopolitical reasons. Joanna will provide a QR code to the questionnaire at division meetings.

8.3 Student Retaliation Concerns: Same as above

8.4 APs/BPs: Ashley Young advised that most of these policies are unchanged.

8.5 Divestment Resolution: Senators were encouraged to discuss with colleagues at the next division meeting.

9. **Wellness Break** (5 minutes)

10. **Reports** (5 minutes each)

10.1 LPC Student Government (TBD): No report

10.2 A.I. Honesty (Catherine Suarez): Catherine is still identifying an ideal day and time for the committee to meet.

10.3 CEMC/DEMC (Ashley McHale): The district is officially off hold-harmless which will provide an additional half million dollars. The recalc reports showed that we could get off hold-harmless without borrowing from summer sessions, which had been the initial plan. DEMC leadership created a proposal for FTEF allocation to be presented to the chancellor. The chancellor must approve allocation before discipline plans can be distributed. Question for how much impact winter intersession made on getting off hold-harmless? It did not impact the calculation. Calculations were based on last year's numbers, which did not have intersession. Intersession will help with numbers moving forward. Beginning next year, allocations will be spread across all terms, including intersession.

10.4 CTE (Melissa Korber): No report

10.6 District Technology (Jeff Judd): No report

10.7 Faculty Association (Heike Gecox): Ashley Young shared Dr. Foster's response to the faculty hiring prioritization committee's recommendations. The positions approved to move forward are Administration of Justice replacement, Chemistry replacement, English replacement, Computer Science replacement, and the grant-funded DSPS counselor replacement.

10.8 Global Engagement (Katie Eagan): No report

10.8 Guided Pathways (Nadiyah Taylor & Jill Carbone): No report

10.11 Program Review (Karin Spirn): No report

10.12 SLO (John Rosen): This is the time of year when SLO teams up with Program Review to discuss assignments. Rajinder Samra provided ideas for how the committee can provide content for the upcoming accreditation. Two sessions regarding the assessment module in CurrIQunet were provided at flex day. A few errors were discovered and an email will be sent out after resolving the issues.

10.13 UndocuAlly (David Montelongo): No report

10.12 Treasurer (Catherine Suarez): The fundraiser will end December 9th and number and value of scholarships will be determined the following day during the senate meeting.

10.13 President (Ashley Young): No report

10.14 Divisions
- A&H (Justin Garoupa, Catherine Suarez): No report
- BSSL (Joanna Jen, Felipe Ponce, Collin Thormoto): No report
- PATH (Susan deFuniak): No report
- STEM (Anita Bhatia, Moh Daoud, David Montelongo): No report
- Student Services (Kimberly Burks, Ryan Eckles): No report
- Part Time Representatives (Jeff Judd, Peter Zimmer): No report

7.3 Classified Appreciation Event
A decision regarding the format of the event will need to be decided by December. The event can be similar to last year with a luncheon and door prizes/opportunity drawing or it can be similar to how it was celebrated during COVID where faculty purchased gifts for individual classified professionals. Check with colleagues at the next division meeting to determine their preference.

11. **Good of the Order/Announcements**: Congratulations was given to the faculty members who participated in the LPC Games.

12. **Adjourned:** 4:19 pm

13. **Next Regular Meeting:** December 10, 2025