

ACADEMIC SENATE MINUTES

AUGUST 12, 2025

Elizabeth “Liz” Encarnacion	President	2025-2027	Y
Terezita Overduin	Vice-President	2025-2026	Y
Laura Santamaria Brady	Secretary/Treasurer	2025-2026	Y
Angela Burk – Herrick	Curriculum Chair	2025-2027	Y
Laura Santamaria Brady	Arts, Communication & Design A	2024-2026	Y
Henry Leonor	Arts, Communication & Design A	2025-2027	Y
Vacant	Arts, Communication & Design B	2025-2026	
Nicole Farrand	Arts, Communication & Design B	2025-2027	Y
Myra Andrade	Academic & Career Counseling	2024-2026	N
Wendy Whitney	Academic & Career Counseling	2025-2027	Y
Joseph Lee	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2024-2026	Y
Jonathan Polidano	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2025-2027	Y
Hannah Carter	Chino Campus	2024-2026	Y
Manar Hijaz	Chino Campus	2025-2027	Y
Sean Connelly	Fontana Campus	2024-2026	Y
Anthony Guaracha	Fontana Campus	2025-2027	Y
Vacant	Hospitality, Fashion, Interior Design, and Culinary	2025-2027	
Vacant	Hospitality, Fashion, Interior Design, and Culinary	2025-2026	
Jayne Clark Frize	Health & Wellness - Health Sciences	2024-2026	N
Vacant	Health & Wellness - Health Sciences	2025-2027	
Robert Hadaway	Health & Wellness - Kinesiology, Nutrition & Athletics	2024-2026	Y
Candice Hines-Tinsley	Health & Wellness - Kinesiology, Nutrition & Athletics	2025-2027	Y
Terezita Reyes Overduin	Instructional Support	2024-2026	Y
Christina Holdiness	Instructional Support	2025-2027	Y
Melanie Bratcher	Public Service, Culture, & Society	2025-2026	Y
Patricia Gomez	Public Service, Culture, & Society	2025-2027	Y
Justin Keller	Science, Technology, Engineering & Mathematics	2025-2026	Y
Louisa Villeneuve	Science, Technology, Engineering & Mathematics	2025-2027	Y
Tamari Jenkins	Senator-At-Large	2023-2026	Y
Sarah Chamberlain	Senator-At-Large	2024-2027	Y
Jin Liu	Senator-At-Large	2025-2028	Y
Carolyn Ward	Adjunct Senator-At-Large	2025-2026	N
Etka Kandhway	Adjunct Senator-At-Large	2025-2027	Y
Alternates			
Stephen Shelton	Arts, Communication & Design A	2024-2026	Y
Vacant	Arts, Communication & Design B	2025-2027	
Melissa Johannsen	Academic & Career Counseling	2024-2026	Y
Fabiola Espitia	Academic & Career Counseling	2025-2027	Y
Jay Scott	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2025-2027	Y
Vacant	Chino Campus	2025-2027	
Vacant	Fontana Campus	2025-2027	
Vacant	Hospitality, Fashion, Interior Design, and Culinary	2025-2026	
Lisa Doget	Health & Wellness - Health Sciences	2025-2027	Y
Annette Henry	Kinesiology, Nutrition, & Athletics	2025-2027	N
Rose Ann Osmanian	Instructional Support	2025-2027	Y
Vacant	Public Service, Culture, & Society	2025-2026	
Shannon Jessen	Science, Technology, Engineering & Mathematics	2025-2027	Y
Vacant	Adjunct Alternate Senator	2025-2027	
Sarah Schmidt	Classified Senate Liaison	2025-2027	Y
Alilah Mora De Jesus	Chaffey College Student Government	2025-2027	Y
Nolan Krueger	Chaffey College Student Government	2025-2027	Y

Guests:

Shireen Awad, Curriculum Specialist

Melissa Diaz, President, CSEA Chapter 431

Leona Fisher, Dean, Arts, Communication and Design

Bradley Franklin, Administrator, Instructional Systems and Pathways Innovations

Ryan Hitch, Instructional Specialist, Distance Education

Julie Law, Counseling, ACC

Andrew Long, Dean, Instructional Support

Michael McClellan, Associate Superintendent, Instruction and Institutional Effectiveness

Lissa Napoli, Administrative Assistant, Academic Senate

Alisha Rosas, Associate Superintendent, Student Services

Melissa Sakoonphong, Administrator, Instructional Systems and Pathways Innovations

Elnora Tayag, Dean, Instructional Support

1. P.E. (12:30 P.M.)**2. CALL TO ORDER (12:35 P.M.) 12:35****2.1 Land Acknowledgement**

With respect and honor for the lands where Chaffey College resides and the leaders who came before us, we would like to take a moment to acknowledge the Gabrieleño-Tongva (GABRIEL-EN-YO TONG-VAH) Peoples, the original stewards of these sacred and unceded homelands. The Tongva people's history, language(s), cultural traditions, and legacy continue to shape this region and we recognize their continuing presence in their homelands.

2.2 Attendee Identification (Chino and Fontana Senators, cameras must be on and turn off all virtual backgrounds.)**3. PUBLIC COMMENT** (Reserved for Guests only and limited to two minutes.)

- Michael McClellan introduced two newly hired academic managers:
 - Elnora Tayag will supervise the library and also serve as night dean.
 - Dr. Leona Fisher will serve as dean of ACD, Communication Studies, English, Journalism, Music, and Theater
- Andrew Long introduced Dr. Melissa Sakoonphong and Bradley Franklin as administrators of instructional systems and innovations pathways.

4. ADOPTION OF AGENDA

- August 12, 2025
- **Motion for Approval** - Senator Lee moved to adopt the agenda for 8.12.25. Senator Gomez seconded the motion. The motion was approved. 8.12.25, 25Y/0N/0A.

5. CONSENT AGENDA

5.1 May 13, 2025 Meeting Minutes. See attachment titled, “ACADEMIC SENATE MINUTES May 13, 2025 DRAFT”

5.2 Faculty representatives that have been requested to serve on these campus committees:

5.2.1 Programs and Services Review

Megan Keebler, Instructional Specialist, Supplemental Instruction

- **Motion for Approval** - Senator Lee moved to approve the 5.13.25 Consent Agenda. Senator Chamberlain seconded the motion. The motion was approved. 5.13.25, 25Y/0N/0A.

6. UNFINISHED BUSINESS

6.1 Discussion Item: Administrative Procedure 2510 Revisions - Academic Senate review/possible recommended changes to the following Administrative Procedures. See attachment titled, “*AP 2510 Participation in Local Decision Making*”

- President Encarnacion introduced a draft with changes to AP2510. Curriculum Chair Burk-Herrick suggested that “committees” be added to the description under “Organization.” Senator Lee proposed that further clarification regarding the governing board response (e.g. timeline and type of response) be added under the “Rely Primarily Upon” section. Senator Osmanian asked whether student leaders are part of the President’s Cabinet definition. Senators questioned why the academic senate is required to request a response from the board before receiving one if a recommendation is not accepted. Classified Senate President Schmidt recommended that other parity and constituency groups also be included in the draft. Vice President Overduin suggested adding a section on how to enter into collegiate consultation.

7. NEW BUSINESS

7.1 Information Item: Academic Senate [Faculty Advocacy Series](#), partnership with Faculty Success Center. See attachment titled, “*Faculty Advocacy Series - Academic Senate*”

- President Encarnacion introduced an upcoming series of events designed to teach faculty how to be institutional players.

8. GUEST(S)/PRESENTATION(S) *15 minute presentation and up to 10 minute discussion

8.1 Curriculum Committee Influential Member Introductions: Julie Law and Ryan Sipma

- Julie Law introduced herself as the articulation officer for the year.

8.2 Curriculum Chair, Angela Burk-Herrick and Curriculum Specialist, Shireen Awad, will share, “From Policy to Practice: Embedding DEIA in the Curriculum.”

- All departments have incorporated DEIA strategies and components into their CORs.
- DEIA components are integrated in the evaluation process. Faculty COR checklist is available as a resource on the curriculum website.

9. REPORT(S)

9.1 President

- ASCCC appointments: Angela Burk-Herrick was appointed to the ASCCC Curriculum Committee. Patricia Gomez was appointed to ASCCC Relations with the Local Academic Senate's Committee.
- ASCCC dues are paid for by faculty at-large donations funded through the Senate's foundation account. There are two foundation accounts to donate to: one for the Academic Senate student scholarship and one for Academic Senate, which includes ASCCC dues, Meritorious Service Award, Faculty Lecture, Senate orientation, etc.
- Dialogue with the board update:
 - AI discussions including district policies, faculty statements, etc., will be prominent in upcoming dialogues.
 - Support for undocumented students and their families was also discussed. Dr. Shannon shared an email with resources and services. Ryan Church will also be leading more training for faculty and staff on how to respond to ICE/Immigration Agents.
 - President Encarnacion also recommended that the Board reaffirm their February 2017 resolution focused on student support.

9.2 Vice President

9.3 Secretary/Treasurer

9.4 Curriculum Chair

9.5 Classified Senate Liaison

9.6 Chaffey College Student Government Liaison

10. FLOOR ITEMS **10 minutes each* (Reserved to raise concerns within the Academic Senate scope. The Senate will hear your concerns/questions, but may not respond. If requested, the concern can be included on a future agenda.)

11. ANNOUNCEMENTS

11.1 Chaffey College Academic Senate

11.1.1 Sabbatical Orientation: Q & A Session - Friday, August 29, BEB-204, 10:00 - 11:30 AM.

Join the Academic Senate, CCFA and faculty who have recently returned from sabbatical for this informative session. Learn about developing your sabbatical objective, activities, and submitting your sabbatical application. Sabbatical proposals are due to Human Resources by October 1.

11.1.2 Faculty Required Title IX Training: Monday, September 1 - Tuesday, September 30, My Learning Hub. More information to come when available.

11.2 Academic Senate for California Community Colleges (ASCCC) Information

11.2.1 Check out Academic Senate for California Community Colleges webpage for other great webinars/events at [asccc.org](https://www.asccc.org)

12. ADJOURNMENT (1:50 P.M.) 1:51

The next Academic Senate meeting is scheduled for Tuesday, August 19, 2025.

Lissa A. Napoli, Recording Secretary

Laura Santamaria Brady, Treasurer / Secretary

AP 2510 Participation in Local Decision Making

OVERVIEW

The District's governance structure involves faculty, staff, administration, students, and the community in the planning and operation of the District.

The governance structure and practices embrace the District's values of supporting inclusiveness of individual and community viewpoints in collaborative decision-making processes; promoting mutual respect and trust through open communication and actions; and fostering integrity. The Governing Board is the final authority for governance at the Chaffey Community College District. The Governing Board delegates authority to the Superintendent/President who in turn solicits and receives input through the **participatory** governance decision-making process.

ORGANIZATION

President's Cabinet, as the principle participatory governance body of the District, provides the structure for recommending policies and administrative procedures. President's Cabinet reviews actions, recommendations, and requests of planning groups and task forces. President's Cabinet amends and guides the planning processes and recommends policies and procedures to respond to the changing needs of the student population and the internal and external environments.

The Superintendent/President oversees the President's Cabinet. Administrative, faculty, and classified staff leaders participate on President's Cabinet.

FACULTY PARTICIPATION IN PARTICIPATORY GOVERNANCE

The Chaffey College Faculty Senate has a long and productive tradition of **participatory** governance. This tradition corresponds to current law and rights and responsibilities conferred by the legislature. **Participatory** governance will continue to have a positive impact on student learning and the successful operation of the college. The spirit of **participatory** governance should permeate all functioning units of the institution. The purpose of each area is not only its explicit function but, implicitly, the best interests of the institution and the community we serve.

The purpose of **participatory** governance is to create a working partnership with common overall goals and objectives for the organization, yet recognize different areas of authority and responsibility, different areas of expertise and perspective, and the

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different needs and wants of each of the partners. Several factors are critical for an effective partnership:

- Each partner must recognize its strengths and weaknesses as well as those of the other partners.
- Each partner must know when to lead and when to follow.
- Each partner must work to strengthen the fragile bonds of the partnership.
- Each partner must be willing to engage in candid discussion to resolve differences.
- Each partner must know what it is expected to contribute to the partnership and must hold itself accountable for the overall wellbeing of the institution, ensuring that the organization continues to be one of the vital organizations of our community.

Members of truly vital organizations need to:

- Possess the strength of character, integrity, human understanding, knowledge, selflessness, and will to continuously strive to overcome natural tendencies toward internal convenience at community expense.
- Develop and effectively utilize processes to identify and anticipate the changing needs of their constituencies.
- Learn and unlearn at a rate sufficient to transform resources into patterns and arrangements required to effectively and efficiently satisfy the changing needs of their constituencies.
- Measure performance and respond quickly in those areas where adjustment and change are required.
- Disclose the results of their performances, successes, and failures in a candid and relevant form for the community's perusal.
- Make the fine distinction between responsible and irresponsible behavior.

Critical in reaching consensus on organizational issues is the maintenance of a streamlined committee structure. Such a structure should include clear lines of accountability, appropriate representation from relevant constituencies, open access to information by all, sufficient time and support services to complete the necessary tasks, a spirit of partnership, and specific procedures to effect the policies so that energy spent in committee is directed to specific ends. Another critical component of effective consensus building is the decentralization of authority to the most appropriate local level.

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~~Participatory governance is not a right that can be passively acquired. It must be actively and vigilantly pursued. All those who wish a voice in participatory governance are encouraged to seek professional development relevant to enhancing their expertise as makers of policy. Faculty who would be a part of consensus decision-making for the organization must be willing to gather the necessary information, to develop the required communication skills, and to share in the responsibility for excellence in the college.~~

The Role of Academic Senate

AB 1725 assigns a major role to the Academic Senate in the development of policies and procedures dealing with academic and professional matters. The legislature has given the faculty primary responsibility in academic and professional matters and has bestowed statutory recognition on the community college faculty that it may function in a fashion similar to that of the faculties of public four-year colleges and universities.

These are areas given to the Senate as its primary responsibility:

- A. Curriculum, including establishing prerequisites and placing courses within disciplines.
- B. Degree and certificate requirements.
- C. Grading policies.
- D. Educational program development.
- E. Standards of policies regarding student preparation and success.
- F. District and college governance structures, as related to faculty roles.
 - 1. The appointment of faculty members to serve on college committees, task forces, or other groups dealing with academic and professional matters shall be made by the Faculty Senate in consultation with the Superintendent/President or designee.
 - 2. There are some areas where the Faculty Association may appoint faculty to committees.
- G. Processes for institutional planning and budget development.
- H. Faculty roles and involvement in accreditation processes, including self-study and annual reports.
- I. Policies for faculty professional development activities.
- J. Processes for program review.

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- K. Other academic and professional matters as mutually agreed upon between the Governing Board and the **Academic** Senate.
- L. Hiring criteria, policies, procedures, and equivalencies for new faculty members shall be developed, updated, and agreed upon jointly by representatives of the Governing Board and **Academic** Senate.

Policy for Consulting Collegially on Academic and Professional Matters

The Chaffey College Governing Board operates according to the provisions of Title 5, Sections 53200-53204, in “consulting collegially” with the **Academic** Senate for Chaffey College. “Consult collegially” means that the District Governing Board develops policies on academic and professional matters through either of the following methods:

a. Rely Primarily Upon

- a. Instances where the governing board elects to rely primarily upon the advice and judgment of the academic senate, the recommendations of the senate will normally be accepted and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the governing board or its designee, upon request of the academic senate, shall communicate its reasons in writing.

b. Mutual Agreement

- a. In instances where the governing board elects to provide for mutual agreement with the academic senate and agreement has not been reached, existing policy shall remain in effect unless continuing with such policy exposes the District to legal liability or causes substantial fiscal hardship. In cases where there is no existing policy or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the governing board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons. In such cases, the Board or its designee shall communicate the reasons in writing upon request of the Academic Senate.

Academic and Professional Matters on which the Board of Trustees will Rely Primarily Upon the Advice and Judgment of the Academic Senate

- Curriculum, including prerequisites and placing courses within disciplines.
- Degree and certificate requirements
- Grading policies
- Standards or policies regarding student preparation and success
- Policies for faculty professional development activities
- District and college governance structures, as related to faculty roles.
- Processes for program review.

Academic and Professional Matters on which the Board of Trustees will Reach Mutual Agreement with the Academic Senate

- Educational program development.
- Processes for institutional planning and budget development.
- Faculty roles and involvement in accreditation processes, including self-study and annual reports.
- Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.
- Hiring criteria, policies, procedures, and equivalencies for new faculty members shall be developed, updated, and agreed upon jointly by representatives of the Governing Board and Academic Senate.

While in the process of consulting, the **Academic** Senate, through the Senate president, shall retain the right to appear before the Governing Board with respect to the views, recommendations, or proposals of the Senate. After consultation with the administration of the college, the **Academic** Senate may present its views and recommendations directly to the Governing Board.

If in the consultation process agreement has not been reached, existing policy shall remain in effect. As provided for in Title 5 regulations, Section 53203(d)(2), "the governing board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons."

In order for the faculty to carry out its responsibilities in all areas of curriculum, the curriculum chair shall continue to be a faculty member. The **Academic** Senate president (also a faculty member) and the curriculum chair, in order to responsibly carry out their duties related to the professional matters identified above and to respond in a timely fashion to issues regarding **participatory governance**, will each receive one additional month's pay, in addition to the currently recognized re assigned time. The additional months' time will be applied as needed outside the normal ten-month contract.

Chaffey College Faculty Association (CCFA)

The District hereby acknowledges the Chaffey College Faculty Association, herein known as the Faculty Association, as the exclusive representative for all academic employees contained in the May 8, 1980, voluntary recognition document. Academic employees represented by the Faculty Association are instructors, counselors, librarians, health service nurses, and instructional specialists.

The rights and responsibilities of the Faculty Association derive from the Educational Employment Relations Act (EERA) of 1976.

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The scope of representation shall be limited to matters relating to wages, hours of employment, and other terms and conditions of employment such as health and welfare benefits, leave, transfer and reassignment policies, safety conditions of employment, class size, procedures to be used for the evaluation of employees, and procedures for processing grievances.

In addition, the Faculty Association has the right to consult on the definition of educational objectives, the determination of the content of courses and curriculum, and the selection of textbooks to the extent such matters are within the discretion of the Chaffey Community College District under the law.

The Chaffey Community College District reserves the right to consult with any employees or employee organization on any matter outside the scope of representation.

Joint Academic Senate/CCFA Responsibilities

It is the joint responsibility of the Academic Senate and CCFA to ensure that the college faculty has meaningful input into the decision-making processes of the college. It is further the joint responsibility of the two organizations to ensure that the positions advanced by either organization are representative of the views of the collective faculty.

It is the joint responsibility of the Academic Senate and CCFA to work cooperatively to further the perspectives and professional environment of the faculty so as to ensure a sound institution of higher education. The Academic Senate and CCFA have a joint responsibility to avoid the development of divisive or discordant positions and/or goals.

To meet these joint responsibilities, the Chaffey College Academic Senate and Faculty Association hereby agree to the following:

- A. Primary responsibility for the development and presentation of positions on issues of concern to the faculty will be assigned to the Senate or the Association prior to the drafting of any such position. In the case of faculty evaluation procedures, *"Faculty's exclusive representative shall consult with the Academic Senate prior to engaging in collective bargaining regarding those procedures"* (Education Code 87660-87683). Assignment of responsibility shall be the task of the officers of the organizations after consultation with their respective councils.
- B. If discordant positions occur that are not clearly covered in AB 1725 and/or the Education Code, both organizations shall abide by the majority view of the faculty.

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- C. Each organization may publicly support the positions taken by the other organization to the degree that such support is within the lawful activities of the organization. Each organization shall support the legitimate role of the other organization.
- D. The officers of each organization shall encourage faculty members to attend the meetings of both organizations. Each organization shall make the agenda and minutes available to the president or chairperson of the other organization.
- E. The presidents of both organizations shall meet regularly to discuss current issues and strategies for mutually beneficial resolution.

CLASSIFIED PARTICIPATION IN PARTICIPATORY GOVERNANCE

Mission

The Chaffey Community College District Classified Senate is a permanent organization originally sanctioned by the Governing Board in 1982 with the established purpose of providing a body of representation for the District's classified staff in the **participatory** governance process. Within this capacity, it is the mission of the Senate to work in cooperation with faculty and administrators to provide students with the support needed to achieve an excellent educational experience by promoting excellence in all aspects of support services provided to the college community.

Purpose

In affirmation of Chaffey Community College District's commitment to **participatory** governance as a fundamental policy of the college "to ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions ...and to ensure that these opinions are given every reasonable consideration" (AB 1725); and In recognition of the expertise, commitment, and essential role of the classified staff in the effective functioning of the college;

The Classified Senate is charged with the responsibility to work as an independent body within the college that provides an organized voice for interpreting and expressing the viewpoint of the classified staff in the analysis of policies, procedures, and practices as they relate to non-bargaining issues.

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Role

Act as the body authorized by the collective bargaining unit with the delegated responsibility to coordinate classified staff committee appointments following mutually agreed upon guidelines specifically to ensure adequate classified representation and participation in the structured ad-hoc, governance, and standing committees as a channel to voice the classified perspective as policies, procedures, and practices are developed, revised, or implemented.

Promote and facilitate an exchange of ideas and understanding between the classified staff and the other campus constituencies (administration, faculty, and students) that will contribute to maintaining a foundation of mutual interaction, support, and cooperation upon which the successful advancement of the college mission is dependent.

Philosophy

With collaboration between and among the key constituencies within the college, the formation and improvement of the college committees and councils requires that we operate under the following governing principles toward a shared set of goals:

- A. **"A Foundation of Trust"** entails a number of factors including truth-telling, candid communications, genuine listening, accountability, and consistency. In a climate of trust, we can depend on one another to work toward the mission and goals of the college. We also have the right to expect the best from one another and to hold one another to the highest standards of ethical professionalism.
- B. **"Joint Effort"** requires a sense of ownership and acceptance of responsibility to participate in matters affecting the direction of the college. Ideally, this principle facilitates as much participation as is reasonable and appropriate, given the scope and significance of the matter at hand, and is based on the key assumptions that:
 - 1. Contribution from all constituencies is essential to the democratic process in the governance of the college, with recognition of differences in levels of authority, responsibility, expertise, and perspective.
 - 2. Issues and proposals can be initiated at any level of the college.

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- C. **"Transparency"** is demonstrated with effective communication of the content and rationale of the decision-making process. If **participatory** governance is valued in the college, then an informed and engaged community of discourse is necessary. Decision making must entail genuine opportunities both to persuade and to be persuaded. When effective communication conveys decisions that have been reached and identifies the reasons for which these decisions have been made, both the decisions themselves and the processes involved should be open to assessment, review, and judgment.

In addition, the Superintendent/President, the President of the Classified Senate, and the President of the California School Employees Association, Chapter 431, affirm that the aims or goals of this collaborative process of **participatory** governance must be:

- To advance the mission, vision, and strategic goals of the college
- To promote a healthy sense of community
- To recognize the domains of authority and responsibility of various entities and individuals
- To strive for continuous improvement and a culture of active participation

Bargaining Unit

Members of the Chaffey College classified staff other than confidential and supervisory personnel are members of the California School Employees Association (CSEA), Chapter 431. For information about this organization, please contact the Human Resources office or CSEA directly. Clarification of the functions of Classified Senate as it relates to CSEA has been established in the following statement:

Delineation of Duties Statement

Classified Senate

The role of the Classified Senate is to participate effectively in the formation of college policy and procedures. The Chaffey College Classified Senate expresses the view of classified (bargaining unit, confidential, and classified management) in the **participatory** governance process, excluding all areas of collective bargaining.

Specifically, the Classified Senate has the responsibility to:

- A. Provide the classified staff a voice and participation in the initiation, development, and evaluation of District policy and procedures.
- B. Provide the administration and Governing Board with a means of ascertaining the convictions and suggestions of the classified staff on academic and professional matters.

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- C. Appoint classified staff to participate in college-wide standing and ad-hoc committees.
- D. Accept leadership responsibility for policy recommendations in innovation and professional growth, excluding all areas that would require collective bargaining.
- E. Provide consensus participation by the classified staff in the college budget and policy processes.
- F. Encourage the exchange of ideas and understanding between classified staff, faculty, administrators, and students.
- G. Promote the recognition of classified staff as a valued part of the college work force.

California School Employees Organization, Chapter 431

The California School Employees Association, Chaffey College Chapter 431, hereafter referred to as the Association, shall be recognized as the "exclusive" representative for the classified employees within its bargaining unit. The Association expresses the viewpoint of the classified bargaining unit to the college administration and Governing Board in all matters including, but not limited to, collective bargaining.

The rights and responsibilities of the Association derive from: the Educational Employment Relations Act (Government Code Sections 3540 et seq.), the interpretations of this Act by the Public Employment Relations Board, the Collective Bargaining Agreement, past practices, and other applicable laws. The Association's scope of representation shall include, but not be limited to, all matters dealing with the collective bargaining process, wages, hours of employment, workload, and terms and conditions of employment.

In addition, the Association has "exclusive" authority to:

- A. Consult with the administration on the implementation of the current employment contract, collective bargaining, and Board policies as they fall within the scope of representation.
- B. Represent individual classified bargaining unit members in any or all stages of the grievance procedure.
- C. Serve as an advocate for classified bargaining unit members in grievance procedures.

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- D. Arrange for appropriate legal assistance for classified bargaining unit members in matters related to their contractual position at Chaffey College. Such matters may include, but are not limited to: layoff, reductions in contract, dismissal, lawsuits, job actions, etc.
- E. Provide the community, press, and the Governing Board with information relevant to the working conditions of the college classified bargaining unit and information concerning current relations between the District and the classified bargaining unit.
- F. File appropriate legal actions including Unfair Labor Practice Charges on behalf of the classified bargaining unit.
- G. Provide the classified bargaining unit with perspectives and analysis on the District's budget and funding pattern as well as comparative salary and benefit information.
- H. Support appropriate social, cultural, and institutional activities as directed by the membership of the Association.
- I. Support appropriate professional growth activities for the classified bargaining unit that increase educational leadership opportunities.

Joint Responsibilities

It is the joint responsibility of the Classified Senate and the Association to ensure that the employees in the classified service have meaningful input into the decision-making processes of the college.

It is the joint responsibility of the Classified Senate and the Association to work cooperatively to further the perspectives and professional environment of the employees in the classified service so as to ensure a sound institution of higher education. The Classified Senate and the Association have a joint responsibility to avoid the development of divisive or discordant positions and/or goals.

Joint Liaison Committee

The Senate/Association Liaison Committee shall be composed of four (4) members. Said composition shall be the President of the Senate plus one (1) additional representative of his/her choice from the Classified Senate and the President of the Association plus one (1) additional representative of his/her choice from the Association. Upon a single written request from either the President of the of the Association, the Liaison Committee shall convene for the purposes of mediating unresolved conflict.

References: Education Code Section 70902(b)(7); Title 5 Sections 53200 et seq., 51023.5, and 51023.7; WASC/ACCJC Accreditation Standards IV.A.2 and IV.A.5

Approved: 4/17/12 (Replaces former Statements of Philosophy 9.2 and 9.3)

Faculty Advocacy Series - Academic Senate

Session Format - Once a month via zoom

- Length: 60 minutes
- Informative Presentation: 30 minutes (recorded) + 1 page handout
 - 30 minute recording + 1 page handout will be uploaded to Academic Senate Canvas shell for archiving
- Q&A: 15 minutes (not recorded)
 - Maybe recorded but not posted so a FAQ can be created to attach to the “backside” of the 1-pager
- Informal Academic Senate Listening & Feedback: 15 minutes (not recorded)

Fall Tentative Schedule

Friday, August 29 at 1 pm - Who Makes the Rules?

Thursday, September 25 at 10 am - How To Leverage Faculty Voice

Wednesday, October 22 at 6:30 pm - CCFA + Academic Senate = Differences and Overlaps

Tuesday, November 18 at 2 pm - How To Create Change On Campus

Workshops

Workshop Topics/Titles	Potential Presenters (not confirmed)	Semester	Comments
Who Makes The Rules for California Community Colleges? (Legislation, Ed Code, Title 5, Accreditation, AP's & BP's)	Academic Senate Curriculum	Fall 2025	**Session 1 of 2
How to leverage faculty voices in developing local policies, procedures, and practices (APs, BPs, & more).	Academic Senate Curriculum Executive Team	Fall 2025	**Session 2 of 2

Faculty Advocacy Series - Academic Senate

How can faculty influence how Chaffey responds to changes in legislation, Ed Code, & Title 5?			
What Are The Differences Between Academic Senate and CCFA? Case studies approach	Academic Senate CCFA	Fall 2025	
How to create change on campus: Leveraging data - tailoring your message	Leading From The Middle Academy Coaches Institutional Research	Fall 2025	This would fit nicely after the 2 sessions if this team was prepared to present in the fall Reach out to Shireen
What Faculty Leadership Opportunities Outside of Teaching? Beyond teaching: Faculty Leadership Opportunities	Academic Senate, CCFA Panelist of FOSA folks?	Early Spring 2026	Before FOSAs fly (January) Reach out to HR and/or ask this at AIG to get an idea what the FOSA general timeline is.
What is the Academic Senate? Why is it important and what does it do to benefit the college, the faculty, and students?	ASCCC? Academic Senate	Spring 2026	
What is PSR and What Is it Good For?	PSR Tri-Chairs Institutional Research	Spring 2026	February
Grievance process (from the institutions side as well as unions side)	Executive Team CCFA	Spring 2026	
How Does Chaffey Get Funding? (Grants, Foundation, Apportionment-SCFF)	Ray Cuellar - Grants Team, Exec Team, Heather Parsons	Fall 2026	

Faculty Advocacy Series - Academic Senate

Who's Who at Chaffey? Understanding Campus Roles	Executive Team Deans	Fall 2026	
"YES WE ARE actually faculty" Instructional specialists, librarians, counselors, etc. fitting into the faculty roles and responsibilities/structure of education and instruction		Fall 2026	
"NFO" for Tenured Faculty = "OFO" Old faculty Orientation (LoI)	FSC Facilitator	Fall 2026	
Faculty Panelists SAN FAC / FOSA's / Special assignments/ TTP Coaches		Spring 2027	Faculty Panelists SAN FAC / FOSA's / Special assignments/ TTP Coaches

Chaffey College Academic Senate Resolution on Equity, Diversity, Inclusion and Anti-racism (April 27, 2021) excerpt:

“...Resolved, That the Faculty Senate adopt the following diversity statement:

*As the voice of the faculty at Chaffey College, the Faculty Senate acknowledges its responsibility to actively cultivate a safe, courageous, and inclusive climate where hate speech is not tolerated and where equity and mutual respect are honored in both precept and practice. The Senate is committed to a campus where students, faculty, and classified professionals can not only survive, but thrive. To ensure that the voices of all members of the campus community are heard, the **Faculty Senate will actively promote equity mindedness and diversity in all areas within its purview.** Diversity may include but is not limited to race, ethnicity, sex, gender identity, sexual orientation, disability status, age, cultural background, veteran status, political affiliation, and discipline or field...”*

The same resolution included a specific directive to Curriculum Committee:



“...Resolved, That the Faculty Senate support faculty and the Curriculum Committee in prioritizing culturally responsive curricular redesign within disciplines, courses, and programs, and in the development of an Ethnic Studies program...”

Refer to: [CHAFFEY COLLEGE FACULTY COURSE PROPOSAL/COR GUIDE](#)

All departments have incorporated DEIA strategies and components in their Course Outlines of Record (CORs) !

For examples, refer to highlights and/or the individual program presentations contained in the Curriculum Committees Annual Executive Summaries:

- [2022-2023 Curriculum Committee Monitoring Report Executive Summary](#)
- [2023-2024 Curriculum Committee Monitoring Report Executive Summary](#)
- [2024-2025 Curriculum Committee Monitoring Report Executive Summary](#)

NEXT STEPS:

FACULTY EVALUATION: CLASSROOM INSTRUCTORS OBSERVATION/MATERIALS/INTERVIEW CHECKLIST

Evaluatee _____ Department/Discipline _____ Status _____

Instructions: Under each area are criteria to assist you in your observations. Prior to evaluation the instructor being evaluated should have supplied you with the following: syllabi, sample tests, assignments, other written handouts or projects. A section is provided for your comments; attach a separate sheet if necessary. If you think you are not qualified to judge an item, explain in the comments section.

	YES	NO	NOT OBSVD
1. TEXTBOOKS, SYLLABI, HANDOUTS, READING LISTS AND OTHER COURSE MATERIALS			
a. Are they current and relevant to the discipline?			
b. Are they appropriate for helping students to meet the course objectives?			
c. Do they reinforce the course content and classroom activities?			
d. Does the syllabus reflect the Course Outline of Record?			
e. Does the syllabus include accurate student learning outcomes for the course?			
Comments:			

The following is a collection of times that AP 2510 was referenced during Academic Senate meetings from 2022 – 2025, as found in the archive of minutes. This should serve as a way to bring Senators up-to-date with the current standing on workgroup proceedings and need for updates to AP 2510.

September 26, 2023

- Agenda Item 9.1 Action Item: Selection of two academic senate representatives to serve on the AP 2510 (STSW recommendation). To ensure constituent representation the officers are asking if classified professional and student representation should be included.

October 26, 2023

- Governing Board report from Academic Senate: The AP 2510 workgroup objective and composition was shared at the Governing Board meeting. [Academic Senate President DeRose] shared that both BP and AP 2510 haven't been updated in over a decade and that the title contains outdated phrasing. [Academic Senate President DeRose] recommended that the title be changed from "Participation in Shared Governance" to "Participation in Local Decision Making." [Academic Senate President DeRose] also shared that AP 2510 details faculty and classified involvement in participatory governance, while there is no section dedicated to student participation.

April 9, 2024

- Agenda Item 6.7.1 AP 2510 Workgroup Update:
 - This workgroup met 3 times. [information regarding membership redacted because it is unnecessary for this update]
 - Early questions include: Are representatives from varying committees and workgroups reporting back to constituents? How does information get shared? How do we close the feedback loop? How do we track/enforce participation? How can faculty bring up issues or concerns in a safe space? How do we minimize the gap between staff, faculty, students? Should we create a Committee/Chair Training (handbook/Canvas shell)?
 - The workgroup identified that AP 2510 has not been revised since 2012, so it is time for modernization.
 - The workgroup reviewed AP 2510 by looking at language, definitions, relevancy and participants as well as Participatory Governance vs Shared Governance. They worked to define who are in the groups identified and how each group works together.
 - The workgroup will move philosophy to the top of AP 2510 and build from the principles of: A foundation of trust, Joint effort, Transparency
 - Management and students have been left out of AP 2510 but students are included in BP 2510.
 - The Academic Senate is a recommending body, but needs to feel heard and be included on decisions/announcements before the general population is told so discussions with stakeholders/constituents can occur.
 - Next steps: Senators will review the role of the Senate and CCFA and how they align with AP 2510; Help define the role of the Executive Team. ET will define what the

Executive Team believes is their role. Combine the 2 definitions and share with the Executive Team.

- Goals: Utilize this new edition as the contract that binds all parties identified. Sunshine edits/updates in Fall.

August 27, 2024

- Agenda Item 8.2 Discussion/Possible Action Item: Academic Senate steps to improve effective participation, governance, and collegial consultation of the Academic Senate.
- Governance handbooks often contain AP 2510. A group of faculty and classified professionals are meeting to revise AP 2510 and then revisions will be brought to the student government. Recommendations will be brought to the Academic Senate before moving on to the administration. So the AP 2510 group will work in parallel to the subgroup that is working on the governance handbook.

April 8, 2025

- Agenda Item 6.2 President-Elect - At Friday's Collegiality in Action Visit it became evident that AP 2510 needs to be updated.
- Agenda Item 8.2 Discussion/Possible Action Item: Governance Handbook draft feedback
 - 8.2.1 Thank you to those who left comments on the draft. Senators reviewed the comments and discussed edits:
 - On page 12 in the "Procedures for Presidential Responses to Recommendations" section, senators suggested putting a timeline for written responses in AP 2510 instead of this draft.

- Hiring Committees
 - See [Summer 2025 Faculty Approvals for Selection Committees as of 6.30.2025.pdf](#)
 - Correction: FMA
 - Elizabeth Encarnacion (confirmed 6/26 and again on 7/2)
 - July 25
 - Program Assistant, Student Support Services (Classified) - Nicole Barbari (Psychology)
 - Performing Arts Box Office Technician (Classified) - Stephen Shelton (Communication)
 - Dean, Health & Wellness/Athletics Management Director - Annette Henry (Kinesiology), Elaine Martinez (Kinesiology), Bob Baiz (Kinesiology)
- ASCCC Appointments
 - Curriculum Chair - Angela Burk Herrick
 - ASCCC Relations with Local Academic Senates Committee- Patricia Gomez, Ethnic Studies
- ASCCC 2025-2026 Membership Dues
 - The Office of Instruction and Institutional Effectiveness has supported the Academic Senate once again in the amount of \$5,285.00 to support the total yearly membership dues of \$10,389.18. Thank you to the Office of Instruction and Institutional Effectiveness for this on-going support!
 - Membership dues are paid annually to the ASCCC by local academic senates based on the sum of your college's reported FTEF to the Chancellor's Office each year. These dues fund services that directly benefit local academic senates such as representation on numerous task forces, advisory groups, committees, and initiatives. The dues also fund local senate and technical assistance visits, publications such as the Rostrum, adopted position papers, event publications, all senate websites, and other costs associated with providing service to local senates.
 - Chaffey's Academic Senate is able to fund the yearly membership dues in part by the monthly donations by individual faculty members. ASCCC membership supports all faculty across Chaffey College, not just representatives serving on Academic Senate. Donations are currently waning for Chaffey College Academic Senate support. Consider donating a small monthly amount to help maintain the work of our local Academic Senate chapter to advocate for faculty rights in the governance process [by completing a Donation form.](#)
- Dialogue with the Board
 - Strong emphasis on AI

- District Policies
 - Department Policies
 - Faculty Statements
 - I shared the following resource - [ASCCC Academic Integrity Policies in the Age of Artificial Intelligence \(AI\) Resource Document](#)
- Dr. Shannon and Alisha Rosas shared the following efforts Student Services and the Executive Team are working on implementing for the beginning of fall semester to support undocumented peoples and their families:
 - Provide information to new and returning faculty at Convocation to share with their students/peers, including “Know Your Rights” pocket cards and desk signage
 - Have Ryan Church conduct refresher training on how employees should respond if ICE shows up to any of our campus locations, etc.
 - Schedule TODEC to have workshops/resources for students online
 - Launch a partnership with Instacart through Panther Care – helping students in need of groceries get them delivered to their homes. This is something the Advocates can hopefully help us share with students we know are undocumented; as well as through our mental health team (we know several undocumented students have self-identified as part of their sessions). To make this easier on students, we will aim to do this via gift cards.
- In addition, I encouraged the Governing Board that they should consider re-confirming themselves to their [February 2017 Resolution](#) and/or creating a new resolution focused on undocumented immigrants as a way to demonstrate their solidarity to the community at large and undocumented population in San Bernardino and surrounding Chaffey community. The Governing Board members in attendance (Olivares-Lambert and Ovitt) seemed positively responsive.
- Updates to [Academic Senate Canvas Shell](#)
 - Faculty Resources - including Best Practices, Senate Presentation materials, and ASCCC resources
 - Senator Resources - All same ones as in the Orientation packet - how to write a resolution
 - Recent Communication - Governing Board Reports each month, any other pertinent briefings or need-to-know information will be communicated via email and archived on Canvas.

		Present	Adoption of the 8.12.25 Agenda	Motion to approve the 8.12.25 Consent Agenda
<i>Alternate Senators Italicized</i>				
Representation	Name			
President	Elizabeth "Liz" Encarnacion	Y		
Vice President	Terezita Overduin	Y	Y	Y
Secretary/Treasurer	Laura Santamaria Brady	Y	Y	Y
Curriculum Chair	Angela Burk-Herrick	Y	Y	Y
Arts, Communication & Design A	Laura Santamaria Brady			
Arts, Communication & Design A	Henry Leonor	Y	Y	Y
<i>Arts, Communication & Design A Alternate</i>	<i>Steve Shelton</i>	Y		
Arts, Communication & Design B	Vacant			
Arts, Communication & Design B	Nicole Farrand	Y	Y	Y
<i>Arts, Communication & Design B Alternate</i>	<i>Vacant</i>			
Academic & Career Counseling	Myra Andrade			
Academic & Career Counseling	Wendy Whitney	Y	Y	Y
<i>Academic & Career Counseling Alternate</i>	<i>Melissa Johannsen</i>	Y	Y	Y
<i>Academic & Career Counseling Alternate</i>	<i>Fabiola Espitia</i>	Y		
Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	Joseph Lee	Y	Y	Y
Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	Jonathan Polidano	Y	Y	Y
<i>Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology Alternate</i>	<i>Jay Scott</i>	Y		
Chino Campus	Hannah Carter	Y	Y	Y
Chino Campus	Manar Hijaz	Y	Y	Y
<i>Chino Campus Alternate</i>	<i>Vacant</i>			
Fontana Campus	Sean Connelly	Y	Y	Y
Fontana Campus	Anthony "Tony" Guaracha	Y	Y	Y
<i>Fontana Campus Alternate</i>	<i>Vacant</i>			
Hospitality, Fashion, Interior Design & Culinary	Vacant			
Hospitality, Fashion, Interior Design & Culinary	Vacant			
<i>Hospitality, Fashion, Interior Design & Culinary Alternate</i>	<i>Vacant</i>			
Health & Wellness - Health Science	Jayne Clark-Frize			
Health & Wellness - Health Science	Vacant			
<i>Health & Wellness - Health Science Alternate</i>	<i>Lisa Doget</i>	Y	Y	Y
Health & Wellness - Kinesiology, Nutrition & Athletics	Robert Hadaway	Y	Y	Y
Health & Wellness - Kinesiology, Nutrition & Athletics	Candice Hines-Tinsley	Y	Y	Y
<i>Health & Wellness - Kinesiology, Nutrition & Athletics Alternate</i>	<i>Annette Henry</i>			
Instructional Support	Terezita Overduin			
Instructional Support	Christina Holdiness	Y	Y	Y
<i>Instructional Support Alternate</i>	<i>Rose Ann Osmanian</i>	Y		
Pubic Service, Culture & Society	Melanie Bratcher	Y	Y	Y
Pubic Service, Culture & Society	Patricia Gomez	Y	Y	Y
Pubic Service, Culture & Society	Vacant			
Science, Technology, Engineering & Mathematics	Justin Keller	Y	Y	Y
Science, Technology, Engineering & Mathematics	Louisa Villeveuve	Y	Y	Y
<i>Science, Technology, Engineering & Mathematics Alternate</i>	<i>Shannon Jessen</i>	Y		
Senator-At-Large	Tamari Jenkins	Y	Y	Y
Senator-At-Large	Sarah Chamberlain	Y	Y	Y
Senator-At-Large	Jin Liu	Y	Y	Y
Adjunct Senator-at-Large	Carolyn Ward			
Adjunct Senator-at-Large	Ekta Kandhway	Y	Y	Y
<i>*Adjunct Alternate Senator</i>	<i>Vacant</i>			
Classified Senate Liaison	Sarah Schmidt	Y		
Chaffey College Student Government	Nolan Krueger	Y		
Chaffey College Student Government	Alilah Mora De Jesus	Y		
RED indicates reported absence	PURPLE indicates reported tardy/leave early			
Total Yes Votes		31	25	25
Total No Votes			0	0
Total Abstentions			0	0
- = Not available during meeting to vote				
35 members total - up to 27 voting at any given time. The President is a non-voting member, but counts as quorum. Curriculum Chair now votes per 8.25.20 meeting.				
President ONLY votes to break a tie.				
A quorum shall consist of two-thirds of the voting members of the Academic Senate				
18 members are needed for QUORUM				
43 Present at this meeting = 31 members, 12 visitors				
8.12.25 Academic Senate Meeting				