

ADEMIC SENATE MINUTES

AUGUST 19, 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 | Y |
| 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 | N |
| 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 | |
| Rob 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 | N |
| Jin Liu | Senator-At-Large | 2025-2028 | Y |
| Carolyn Ward | Adjunct Senator-At-Large | 2025-2026 | Y |
| Etka Kandhway | Adjunct Senator-At-Large | 2025-2027 | N |
| 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 | N |
| Jay Scott | Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology | 2025-2027 | N |
| 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 | N |
| 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:

Jonathan Ausubel, Co-Chair, CCFA Membership
Shireen Awad, Curriculum Specialist
Bradley Franklin, Administrator, Instructional Systems and Pathways Innovations
Andrew Long, Dean, Instructional Support
Rene Madrigal, Outreach Specialist & Managing Editor, The Breeze
Michael McClellan, Associate Superintendent, Instruction and Institutional Effectiveness
Lissa Napoli, Administrative Assistant, Academic Senate
Adalberto Rodriguez, Executive Director, Student Life, Equity & Engagement
Alisha Rosas, Associate Superintendent, Student Services
Melissa Sakoonphong, Administrator, Instructional Systems and Pathways Innovations

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

- Jon Ausubel shared comments on behalf of himself and nine other faculty members in response to a previous email regarding Gaza.
- Adalberto Rodriguez shared about the upcoming Black and Brown Minds Matter Conference on October 24th and requested a volunteer to read presentation proposals.
- President Encarnacion read a public comment submitted via email by Sharon Solis, a faculty member in Computer Science, requesting that Convocation dates be added to the Academic Calendar webpage and that specific time frames and dates be emailed so they can be added to individual calendars. See attached, "Public Comment read by President Encarnacion per faculty member, Sharon Solis"

4. ADOPTION OF AGENDA

- August 19, 2025
- **Motion for Approval** - Senator Lee moved to adopt the agenda for 8.19.25. Senator Gomez seconded the motion. The motion was approved. 8.19.25, 24Y/0N/0A.

5. CONSENT AGENDA

5.1 August 12, 2025 Meeting Minutes. See attachment titled, “ACADEMIC SENATE MINUTES August 12, 2025 DRAFT”

- **Motion for Approval** - Senator moved Lee to separate 5.1 and 5.2 from the Consent Agenda. Senator Hijaz seconded the motion. The motion was approved. 8.19.25, 23Y/1N/0A.
- **Motion for Approval** - Senator Chamberlain moved to approve Meeting Minutes. Senator Lee seconded the motion. The motion was approved. 8.19.25, 24Y/0N/0A.

5.2 Faculty representatives that have been requested to serve on these selection/hiring committees:
see ["AP 7120 Committee Compositions"](#)

5.2.1 Dean, Academic & Career Counseling, (Management)

Kirk Collins, Counseling, ACC

Fabiola Espitia, Counseling, ACC

David Nimri, HVAC, MIDT

5.2.2 Stage Technician, .475 (Classified)

Christa Havenhill, Theatre, ACD

5.2.3 Facility Maintenance Attendant, 5am-2pm, (Classified)

Lisa Doget, ADN, HW

- **Motion for Approval** - Senator Chamberlain moved to approve 5.2. with the addition of more faculty representation in 5.2.1 in the recommended areas of EOPS, DPS, and/or CalWorks and the change from AND to ADN in 5.2.3. Senator Lee seconded the motion. The motion was approved. 8.19.25, 21Y/1N/2A.

6. GUEST(S)/PRESENTATION(S) **15 minute presentation and up to 10 minute discussion* - Curriculum Specialist, Shireen Awad, will share, “Validating and Recognizing What Students Already Know: An Introduction to [Credit for Prior Learning](#)”

- There is a statewide push for CPL for all colleges. CPL would also address new legislation. For example, AB89 requires that police officers have an associate degree.
- Norco and Palomar are models for CPL.
- Senators asked whether transcripts showed CPL as different from regular coursework and whether that would have an impact on students’ ability to transfer. Currently, the transcript would show if it’s Credit by Examination, but there is statewide work to have CPL accepted for transfer.
- Senator Jessen asked about CPL faculty approval: Who would be the assigned faculty and since this usually falls on coordinators? Shireen shared that there is current work on centralizing the process so that faculty that can assess a student’s portfolio for veracity are assigned instead of coordinators.
- Senator Liu asked about the student fee for Credit by Examination, specifically, how those funds are being used and whether faculty will be compensated for the additional work involved. Current work was to remove that barrier from students. As far as faculty compensation, that is still being worked on.
- Senator Lee asked if one individual would be tasked with vetting or whether there would be multiple people working on approvals. Shireen shared that this will likely be determined by each department.
- Can the faculty course approval be done on a course by course basis? Yes.

- Norco currently has 3,000 CPL available courses. Chaffey has 2.

7. UNFINISHED BUSINESS

7.1 Discussion/Action Item: Administrative Procedure 2510 Revisions - Academic Senate review/possible recommended changes to the following Administrative Procedures. See attachment titled, “*Draft 2: AP 2510 Participation in Local Decision Making*”

- Classified Senate is also working on overall changes to AP 2510 including further changes in the “Overview” and “Organization” sections.
- Senator Osmanian suggested that we wait for the Classified Senate’s draft to approve or make further changes to AP2510.
- Curriculum Chair Burk-Herrick suggested that we include a time frame for revisions.
- Senator Lee requested that the deadline be the end of the fall semester.
- **Motion for Approval** - Senator Lee moved to delay voting on current changes to Administrative Procedure 2510, requesting that all new contributions be gathered and approved by December 2. Senator Shelton seconded the motion. The motion was approved. 8.19.25, 23Y/0N/1A.

8. NEW BUSINESS

8.1 Action Item: Request for Academic Senate representative to serve as CCFA Liaison. Meetings are held on Zoom every other Monday from 12:30-2:00 PM.

8.2 Discussion Item: [Academic Senate Bylaws](#) and [Academic Senate Constitution FAQ](#)

8.3 Discussion/Action Item: Academic Senate President Governing Board proposed topics.

9. REPORT(S)

9.1 President

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.

11.1.2 Faculty Required Title IX Training: September 1 - 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

11.3 Chaffey College

11.3.1 SafeTALK Training: Open to 40 people - Wednesday, August 20, 1 to 4 p.m. in CAA-211. Sign up [online](#). This program will be offered in partnership with the San Bernardino County Department of Behavioral Health. This hands-on workshop will help participants recognize and respond to warning signs of suicidal ideation in students.

11.3.2 Know Your Rights – With TODEC – Wednesday, August 20, Our commitment to supporting our undocumented community and their pursuit to higher education remains steadfast. This fall the college will continue to partner with TODEC to host new “Know Your Rights” workshops for students and training for faculty and staff to ensure we are prepared, should there be any ICE activity on our campuses. I encourage all faculty and staff to participate in one of these [upcoming trainings](#) led by Chief Legal Officer, Ryan Church. Please visit our [Undocumented Student Resources webpage](#) for more information.

11.3.3 Artist Talk with Samuel Dunson (Juneteenth Art Commission Update) - Thursday, August 28

11.3.4 Radical Geographies: possibilities of the imaged landscape (Wignall Museum) Tuesday, September 2 – Saturday, November 8.

11.3.5 Chino Instructional Building Grand Opening – Tuesday, September 23, Looking ahead in the coming winter and spring seasons we are anticipating the opening of the new Library Learning Commons and the new MACC Center.

11.3.6 4th annual Black and Brown Minds & Mattering Conference – Friday, October 24

11.3.7 Report to the Community – Wednesday, November 5

12. ADJOURNMENT (1:50 P.M.) 1:47 P.M.

The next Academic Senate meeting is scheduled for Tuesday, August 26, 2025.

Lissa A. Napoli, Recording Secretary

Laura Santamaria Brady, Treasurer / Secretary

Guests:

Jonathan Ausubel, Co-Chair, CCFA Membership

Shireen Awad, Curriculum Specialist

Bradley Franklin, Administrator, Instructional Systems and Pathways Innovations

Andrew Long, Dean, Instructional Support

Rene Madrigal, Outreach Specialist & Managing Editor, The Breeze

Michael McClellan, Associate Superintendent, Instruction and Institutional Effectiveness

Lissa Napoli, Administrative Assistant, Academic Senate

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Alisha Rosas, Associate Superintendent, Student Services

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11.1 Chaffey College Academic Senate

Public Comment read by President Encarnacion per faculty member, Sharon Solis

" As a new faculty, I was confused about when convocation was.

I based my childcare scheduling on the academic calendar webpage <https://www.chaffey.edu/programsacademics/calendars/aca-cal-fall-2025.php>. I did not realize convocation was not posted on this page, so I assumed it was part of the flex days.

In mid-July, a colleague pointed out to me that convocation is posted on the PDF calendar but not on the webpage. This was before the convocation and flex schedule was officially published on July 23. I was also not notified about the convocation date by my dean or department coordinator in the Spring.

My suggestion is to add the convocation date on the website version of the calendar and you can put in parenthesis for faculty and staff only. Also, for the contract dates and/or the convocation date and timeframe (8-5 or 8:45-4) to be emailed or added to our calendars.

Thank you!

Sharon Solis"

Validating and Recognizing What Students Already Know: An Introduction to Credit for Prior Learning

Shireen Awad, Curriculum
Specialist, CPL Task Force

Goals and Outline of Presentation

- Overview of CPL
 - Who is involved?
 - Main Resources for CPL
 - What is CPL?
 - How Do Students Demonstrate CPL?
- How Credit for Prior Learning Supports Equitable Student Success: The Why
 - How does CPL advance equity for diverse learners?
 - Benefits of CPL for Students
- CPL at Chaffey: Current Process Overview
 - Chaffey's CPL Process
 - CPL Process for Students
- Statewide and Local Efforts for CPL Process: The Future
 - Vision 2030
 - What's Next?
- Works Cited

*This presentation covers a general overview of process. The details of the CPL process are being reviewed both locally and statewide.

Overview of CPL: Who, What, and How?

Who is involved in CPL?

CPL Taskforce (2020-2025)

- Carri Reyes: Transcript Evaluator/Student Services, Classified Lead
- Nicole DeRose: MAP Administrator, Faculty Lead
- Matt Morin: Administrator Lead
- Shireen Awad: CPL research which led to Credit for Prior Learning Website
- Angela Burk-Herrick: Incorporated CPL into CurriQunet early on
- Cabrina Alviar: Created rubric example for portfolio assessment

Current Structure (2025-)

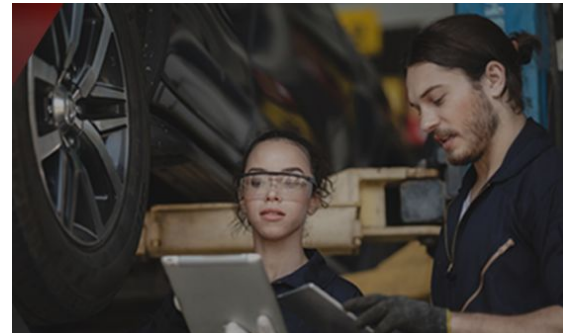
- Melissa Sakoonphong, Administrator
- Carrie Reyes: Transcript Evaluator, Classified Lead
- Faculty FOSA: 0.25 release time for Fall & 0.25 release time for Spring
 - Application closes on August 20, 2025

What are the Main Chaffey Resources for CPL: [Credit for Prior Learning Webpage](#) and [MAP Software](#)

Credit for Prior Learning (CPL)

You Belong Here! Get College Credit For What You Already Know!

Chaffey College values the skills and knowledge you have acquired throughout your journey. With Credit for Prior Learning (CPL), you can receive course credit for validated college-level skills, knowledge, and experiences gained outside of the college classroom!



- Designed for the student
 - [CPL Methods](#)
 - [Courses eligible for CPL](#)
 - [How to Apply for CPL](#)
 - [After Applying for CPL](#)
 - [What is MAP?](#)
 - [Faculty FAQ](#)
 - [Student FAQ](#)
 - [CPL Resources](#)

What is CPL?

- A process that grants students college credit for verified skills and knowledge gained outside the classroom.
- Students get credit for what they already know!
 - Examples of skills and knowledge gained outside of the classroom that can be awarded:
 - Maria, a police officer that has completed the police academy, can receive credit for applicable criminal justice courses.
 - Jamal, who served as an aircraft mechanic for the Air Force, can earn credit towards the Aviation Maintenance program.
 - Katrina is a line cook for over 7 years. She can earn credit for applicable culinary courses.
 - Yousef is a photographer who can submit a portfolio for credit in photography courses.
 - Tanya was a bookkeeper for 5 years and can earn credit towards the Bookkeeping Certificate.
 - Alex worked at an IT Help Desk and has a certification in CompTIA A+. He can receive credit for CIS/ITIS courses.
- There are over 6 million examples. CPL can reach 6.8 million potential students, ages 25-54 in CA, who have HS diplomas, but no degrees (California Competes, 2021).
 - $\frac{3}{4}$ of them are employed
 - More than $\frac{1}{2}$ are people of color

How Do Students Demonstrate Skills/Knowledge Gained?

Knowledge and skills can be demonstrated through the following ways:

- Advanced Placement (AP) Exams
- International Baccalaureate (IB) Tests
- College Level Examination Program (CLEP) Exams
- Institutional Assessment/Evaluation
- Military Training/Joint Services Transcripts/DANTES/DSST
- Industry Training/Industry Credentials
- Student-created Portfolios
- State/federal Government Training
- Apprenticeships, internships, work-based learning, or other industry-based experiential learning
- Validated volunteer and civic activities (e.g. Peace Corps)
- High School Articulation

*Students provide the evidence and faculty determine if evidence demonstrates sufficient mastery of course outcomes.

How Credit for Prior Learning Supports Equitable Student Success: The Why Of It All

How Does CPL Advance Equity for Diverse Learners?

- “Adult learners who receive CPL complete a program of study at almost twice the rate, 49% vs 27%, of those who receive no CPL” (Klein-Collins et al., 2020).
- 84% of working adults believe CPL opportunities would strongly influence their choice of college or university (Strada Education Network, 2020).
- Torpey-Saboe & Clayton (2022) found that 54% of adults stated that CPL was the factor that increased their probability of post-secondary college or university enrollment.

How Does CPL Advance Equity for Diverse Learners?

- Fewer than 11% of working adults receive college credit for their life or work experiences (Klein-Collins & Framularo, 2022).
- When CPL is isolated from other factors, completion increases by 17% (Williams, 2024).
- “Students’ diversity is not only reflected in their gender, ethnicity, and socioeconomic status but also in the knowledge and skills they bring from their prior learning experiences in business, arts, applied sciences, military, and other pursuits” (Cruz, Guiney, Lewis, & Martin, 2020).
 - Advances economic mobility across ethnicities, gender, age, and socioeconomic status.

What are Additional Benefits for Students?

- According to the CPL Toolkit (California Community Colleges Chancellor's Office & Success Center at the Foundation for California Community Colleges, 2020):
 - Students who earn CPL are roughly twice as likely to complete a degree than those who do not.
 - Students save an average of 6-10 months in time for degree completion.
 - Students skills and knowledge gained outside of the classroom are validated.
 - Students have more economic mobility opportunities.

What are the benefits of CPL?

- Saves you time and money on your educational path.
- Serves as a jumpstart to educational pathways, degrees, and certificates.
- Grants credit for courses without needing to take the course.

Addressing a Misconception

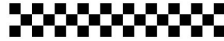
- **Misconception:** CPL decreases enrollment and completions:
 - Data from the California Community Colleges Chancellor's Office & Success Center at the Foundation for California Community Colleges (2020) states:
 - CPL benefits both colleges and students by increasing completion and closing equity gaps.
 - Increases enrollment since CPL students accumulate gain more credit through coursework.
 - Students who have CPL are twice as likely to complete a degree than those who do not.
 - Earlier data also point to this:
 - "Research results are promising, showing that adult students who earn credit for prior learning have better academic outcomes compared with their peers who do not earn such credit" (Hayward and Williams, 2014; Klein- Collins, 2010 as cited by (Lakin et al., 2015).
 - Students awarded CPL on average take 17.5+ credits (Klein-Collins, R., Et al. (2020).
 - California Community Colleges Chancellor's Office and the Success Center (2022) found that CPL:
 - Can be an effective recruitment tool
 - Can help students to complete degrees and certificates faster
 - Incentivizes students to return

CPL at Chaffey: Current Process Overview

Chaffey's CPL Process



Faculty identify in CurriQunet which courses are eligible for CPL and determine the assessment methods that can be used.



Student chooses to accept or deny the credit. If accepted, the credit appears on the student's transcript.



Faculty assess the student's evidence to determine mastery of course outcomes. Decides to grant credit or not via letter grade.



CPL designation appears in the Catalog and CPL website.



Students apply using the CPL form on the CPL website for all methods.



Transcript evaluator vets the CPL form and contacts faculty (often coordinators).



"Faculty have helped uphold quality and rigor in assessments, ensuring that credit is granted for skills and knowledge" (Cruz et al., 2020)

CPL Process for Students

Before Website Development

1. For AP, IB, CLEP credit:

- Provide **Admissions and Records** with official transcripts for AP, IB, and/or CLEP.
- Complete the **Credit for Prior Learning Student Request Form**.
- Students will receive a confirmation email after submitting the form.

For Military Credit:

Please complete the **Military Credit Request Form**.

- For additional questions on Military Credit, please visit and contact the **Chaffey Veterans Resource Center**
- Submit your official transcripts to Admissions and Records

For Credit by Examination:

Please complete the Credit by Examination Form with the Admissions and Records Office. Students can request the form from the Admissions Office through our **virtual line** during office hours or from the appropriate department office.

- Please note there is a \$25 dollar Credit by Examination fee.
- Students are encouraged to meet with the faculty before initiating the petition form.

For these other methods of CPL:

Please contact the CPL Faculty Leader, **Nicole DeRose**

- Industry Training/Industry Credentials
- Student-created Portfolios
- State/federal Government Training
- Apprenticeships, internships, work-based learning, or other industry-based experiential learning
- Validated volunteer and civic activities (e.g. Peace Corps)

After Website Development

Process to Apply for CPL

New Students to Chaffey College: Welcome!

Below are the steps to properly apply for Credit for Prior Learning:

- Apply to Chaffey College.**
- During the application process, select your area of study.
- Once your application is completely processed, you will receive an email from Chaffey with your student ID, your Chaffey email address, and access to the **Chaffey Portal**.
Access to the portal is needed before continuing to step 4.
- Complete the Credit for Prior Learning Request Form.**

Current/Returning Students to Chaffey College

- Please complete the **Credit for Prior Learning Request Form**.

Statewide and Local Efforts for Process: The Future of CPL

Statewide Efforts to Support 6.8 million Potential Students

- Vision 2030 calls on colleges to:
 - Establish the infrastructure for credit for prior learning.
 - Support working adult learners by increasing their full-time course intensity through opportunities like CPL.
- State Legislation for CPL
 - AB 1786
 - SB 1071
 - Title 5 § 55050
- Local Policy
 - AP 4235



Sonya Christian

Sonya Christian, Chancellor

What's Next: Statewide Push for Process

- All Colleges:
 - Standardize the CPL Process
 - Student Services workflow
 - Faculty workload and expectations
 - Student expectations
 - Fund the CPL Process
 - Support Employee Training Programs
 - Create CPL Marketing Plans to Attract New Students
 - Track CPL Program Progress and Growth
 - Develop Public-Facing Platforms to Promote CPL
 - Expand and Build Workforce Programs (Internships, apprenticeships, etc.)
 - Create and Promote Industry Microcredentials
 - Create and Promote Veteran Students using CPL
- Tools to Help with What's Next:
 - [ACE Credit for Prior Learning Charting Institutional Practice for Sustainability: Research Report](#)
 - [CPL Toolkit](#)
 - [VISION 2030](#)

What's Next: Statewide Steps

- Currently, onus is on the student, but it needs to be on the colleges to market these opportunities and make it a seamless process.
- Working with 4-year partners so that CPL is accepted for transfer beyond the Credit by Examination method (California Community Colleges Chancellor's Office & Success Center at the Foundation for California Community Colleges, 2020).
- Scaling statewide implementation of the Mapping Articulation Platform to support system wide implementation of credit for prior learning. (California Community Colleges Chancellor's Office, 2023)

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Thank you!
Questions and Comments?

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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, **committees**, 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 **professional, and student** 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

AP 2510 Participation in Local Decision Making

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. As the District Governing Board develops policies on academic and professional matters, the Governing Board or its designees will enter "collegial consultation" with the Academic Senate through explicit request on said issues in order for the Academic Senate to prepare its response. "Collegial consultation" means that the Governing Board will develop such policies through one 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.
- b. If a recommendation is not accepted, the governing board or its designee, shall return the recommendation to the Academic Senate with the Superintendent/President's feedback in writing for further consideration or deny the recommendation with documented reasoning as to the denial within 10 business days.

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.
- b. 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 for said actions, with documented reasoning in writing within 10 business days following the last documented meeting scheduled with the Academic Senate to reach mutual agreement on said issue.

- c. In all instances, the Superintendent/President will notify the Academic Senate about the status of the recommendation.

**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)

Bylaws and Constitution FAQ

How are the Bylaws amended?

- Chaffey College's bylaws can be amended by the Academic Senate. The adoption of bylaws requires a simple majority vote of the total Academic Senate.

How is the Constitution amended?

- The Chaffey College Constitution can be amended through a specific process involving proposals, presentation to the electorate, and a vote.
 - **Proposing Amendments:**
 - Amendments can be proposed in one of two ways:
 - By a simple majority of the Academic Senate.
 - By a written petition signed by one-tenth of the electorate.
 - **Presentation and Voting Process:**
 - All proposed amendments must be presented in writing to the electorate at least ten school days prior to voting.
 - The Academic Senate is responsible for conducting the election for the amendment.
 - The election must be held within twenty school days after the proposal has been presented to the electorate.
 - **Approval Requirement:**
 - A simple majority vote of the electorate is required to amend the constitution.
- Any changes or amendments to the constitution are presented to the Governing Board as an information item and do not require board action.

What constitutes a quorum for Senate meetings?

- A quorum for Chaffey College Academic Senate meetings shall consist of two-thirds of the members of the Academic Senate.
- For the 2025-2026 Academic year, **our quorum is 18** as of August 14 2025.

How are Academic Senate meetings run?

- Academic Senate meetings are held once a week during the academic year from 12:30 PM to 1:50 PM on Tuesdays.

The agenda follows a standard format, generally including:

- I. Call to order
- II. Public Comment
- III. Approval of Agenda
- IV. Approval of the Minutes
- V. Consent Agenda
- VI. Guest Presentations
- VII. Unfinished Business
- VIII. New Business
- IX. Reports (President, Vice President, Secretary/Treasurer, Curriculum, etc.)
- X. Announcements
- XI. Floor items

What happens if there are vacant seats or a resignation on senate?

- If a vacancy or resignation occurs during a Senate member's term, an election may be held to fill the remainder of the term. (Following the appropriate procedure).

General Election Processes

- **Vice President as Chief Election Officer:**
 - The Vice President is the chief election officer for all elections conducted by the Academic Senate, with the exception of the election of Senate officers.
 - The Vice President and/or President-Elect of the Senate conducts elections for President-Elect, Senators-at-Large, Adjunct Senator, Faculty Lecturer of the Year, and other necessary ballots, polling and/or elections, following the procedures described in the Academic Senate constitution.
- **Balloting:**
 - All balloting must be submitted in writing, whether by email, form, software, etc..
 - Balloting remains open for a specified amount of time, not less than seven days, to allow voters to cast a ballot.
 - Once polling has begun, no election procedure can be altered without approval of the Vice President/President-Elect.
 - The senator/officer running the election must ensure that all eligible voters can cast an anonymous ballot.
- **Nomination Process**
 - **Notification:** All eligible faculty are notified of the opening of nominations by email.
 - **Who can Nominate:** Faculty members may nominate other eligible faculty or themselves.
 - **Nomination Period:** Nominations remain open for seven days.
 - **Confirmation:** The senator/officer running the election must confirm all nominees' willingness to serve.
 - Candidate Statements
 - **Option to Submit:** All nominees have the option of submitting a candidate statement after the close of nominations but prior to the day of election.
 - **Length Limits:**
 - President-Elect nominee statements: shall not exceed 500 words and may include a candidate flyer.
 - Senator and Faculty Lecturer of the Year nominee statements: shall not exceed 200 words
 - **Other Campaign Materials:** Other campaign materials are discouraged or not allowed without approval of the Vice President/President-Elect.
- Election Notice
 - **Announcement:** Notice of the election is announced to voting members by email.
 - **Required Information:**
 - The position being elected.
 - The names of candidates.
 - Where and when elections will take place.
- Counting and Ratification
 - **Submitting Results:** The senator/officer running the election submits the results to the Vice President/President-Elect for recording.
 - **Validation:** Another faculty member may validate the count if a request is made to the Vice President/President-Elect.
 - **Candidate Information:** Candidates should not be advised of the count.
 - **Ratification:** All election results shall be ratified by the Academic Senate. Candidates are informed of the results by the Vice President/President-Elect.
- Specific Officer and Senator Election Processes

- **President:**
 - **Selection:** Elected from full-time tenured faculty by the entire Electorate for a three-year term. This term includes a first year as President-Elect/Vice President, followed by a two-year term as President starting July 1. The selection follows guidelines in Article V, Section 8 of the Senate Constitution.
 - **Nominations:** Nominees for President-Elect must be full-time tenured faculty.
- **Vice President / President-Elect:**
 - **Vice President:** Nominated during the President's first year and elected for a one-year term from and by the new Senate membership at the organizational meeting. In alternating years when there is no President-Elect, a Vice President is elected from within and by the Senate membership for a one-year term beginning July 1.
 - **President-Elect:** Nominated and elected to serve at the end of the President's first year, as provided in Article V, Section 8 of the Senate Constitution. This individual then serves as Vice President during the President's second year.
 - The Vice President is the chief election officer for most Senate elections, except for Senate officers.
- **Secretary-Treasurer:**
 - **Selection:** Nominated and elected for a one-year term from and by the new Senate membership at the organizational meeting. They are also elected from within and by the membership of the Senate for a one-year term beginning July 1.
- **Curriculum Committee Chairperson:**
 - **Selection:** The Academic Senate and college administration mutually agree on the selection. The appointed Chair may be nominated from the faculty at large.
 - **Term:** The term of office is two years.
- **Unit Senators:**
 - **Selection:** Each unit elects two faculty senators on staggered two-year terms, as well as alternates for a two-year term, using its own election procedures. The terms are staggered for continuity.
 - **Election Administration:** The senator whose term is not expiring administers the unit's election.
 - **Notification:** The Vice President or President-Elect of the Senate notifies each unit of an election not later than 60 days before the end of the Spring semester.
 - **Completion:** The election must be completed no later than 30 days before the end of the Spring semester.
 - **Absentee Ballots:** Absentee ballots are provided to unit members unable to vote in person.
- **Senators-at-Large:**
 - **Selection:** Three senators-at-large are elected for staggered three-year terms by the entire faculty. Each year, the Vice President and/or President-Elect of the Senate conducts an election for one of these positions.
 - **Notification and Nominations:** The Vice President or President-Elect notifies the Electorate of an election and requests nominations not later than 60 days before the end of the Spring semester. Nominations are submitted to the Vice President or President-Elect, who then develops a nomination list and confirms eligibility and willingness to serve.
 - **Ballot Submission:** A final ballot is submitted to the entire Electorate no later than 30 days before the end of the Spring semester.

- **Adjunct Senators-at-Large:**
 - **Selection:** The adjunct senator-at-large is elected for a two-year term by the entire adjunct faculty as provided in Article V, Section 10 of the constitution. There are two elected representatives with staggered two-year terms, and an alternate member serving a two-year term.
 - **Notification and Nominations:** The Vice President or President-Elect of the Senate notifies adjunct faculty of the call for nominations no later than 60 school days before the end of the Spring semester. Nominations are submitted to the Vice President or President-Elect, who develops a list and confirms eligibility and willingness to serve.
 - **Ballot Submission and Counting:** A final ballot is submitted to the Adjunct Electorate no later than 30 school days before the end of the Spring semester. Final ballots are returned to the Vice President and/or President-Elect at the Senate office, and a committee designated by the Senate counts the ballots.
- **Recall Elections**
 - **Officer Recall (General):** A simple majority of the total Senate membership is needed to recall a Senate officer. An election to replace the removed officer(s) is held at the same meeting.
 - **President/President-Elect Recall:** A petition signed by 10% of the total Electorate is necessary to initiate recall proceedings for the President or President-Elect. The Academic Senate President-Elect, Vice President, or designated officer conducts a recall election not more than ten school days after receipt of the petition. The President or President-Elect is recalled by a majority of the votes cast.
 - **Presidential Vacancy after Recall:** If a President is recalled and there is no President-Elect designated, the President-Elect assumes the office. In alternating years, nominations for president are solicited and submitted within five school days of notification. A sample ballot is sent to the electorate within five school days, and a final ballot is submitted to the entire electorate no later than ten school days after sample ballots are distributed. A committee designated by the Senate counts the ballots, and a candidate receiving a majority of votes cast is elected. If no candidate receives a majority, a run-off election is held, with a tie-vote determined by lot.

What are the procedures for voting during Senate meetings?

- **General Rules:**
 - All matters not specifically provided for in the constitution or bylaws are resolved according to Robert's Rules of Order (latest edition)
- **Quorum Requirement:**
 - A quorum consists of two-thirds of the members of the Academic Senate. For a meeting to proceed and for votes to be valid, this two-thirds presence is necessary.
- **Meeting Agenda and Approvals:**
 - Senate meetings typically include items that require approval through a vote. These routinely include the approval of the agenda and the approval of the minutes from previous meetings.
- **Consent Agenda:**
 - A "Consent Agenda" is often part of the meeting, which can include items such as the verification of elections, approval of funding for events/occasions, and approval of Faculty representatives for committee service.

- These items are typically approved collectively unless a senator requests individual consideration.
- **Motions and Resolutions:**
 - For general decisions and actions within the meeting, such as changing the membership on any Academic Senate Committee, adding items to the agenda or moving items within the agenda, a simple majority of the Academic Senate is required.
 - **Faculty representation on college committees** (excluding CCFA and its working committees) must be confirmed and/or approved by a simple majority of the Senate. Faculty must be informed and agree to their nomination before Senate approval.
 - When the electorate (all tenure-track and tenured contract faculty) **requests a meeting** (which can be initiated by a majority of the Academic Senate or 10% of the electorate), any resolution passed at such a meeting is binding on the Academic Senate if it receives a majority vote of those present, but not less than one-third of the total electorate. In these meetings, a member of the electorate must be physically present in order to vote.
- **Recall of Officers:**
 - A “**privileged motion**” to recall an officer of the Senate requires a vote at the next scheduled meeting, and a simple majority of the total Senate membership is needed for the recall to pass.
 - If recalled, an election is held at the same meeting to replace the officer.
 - For the President or President-Elect, a recall process initiated by a petition from 10% of the electorate leads to a recall election where the officer is recalled by a majority of the votes cast. If no candidate receives a majority, a run-off election occurs, and a tie vote is determined by lot.
- **Amending Bylaws:**
 - The adoption of bylaws requires a simple majority vote of the total Academic Senate.

President's Report: August 19, 2025

1. **"Speak up about GAZA! Speak up about PALESTINE!" faculty/staff email on 8/4 and President's Office "Gaza: A time for reflection, dialogue, and care" email on 8/12**

The group that collaborated to author the email titled "Speak up about GAZA! Speak up about PALESTINE!" was contacted by CIO Michael McClellan to "collaborate on ways to work together on areas identified such as college dialogue, classroom interactions/curriculum development, and broader campus awareness." That zoom meeting occurred Friday Aug. 8 at 2 pm via zoom and was also attended by Associate Superintendent Alisha Rosas.

Faculty and Classified Professionals in attendance expressed concerns regarding the campuses lack of communication and resources about the genocide in Palestine directly. Attendees referenced events held by the Muslim Student Association (MSA) rarely included attendance by administrative professionals and expressed the students' recognition of this disparity. Attendees referenced feelings of loneliness and isolation, discussing the broad campus communication regarding other issues concurrently impacting students, faculty, and staff while remaining silent regarding Palestine.

All attendees made a concerted effort to express that the condemnation of genocide and ethnic cleansing of Palestinians, including mass starvation of children, is nonpartisan. All attendees resoundingly noted the duality in supporting the Jewish community at large, and specifically, Jewish faculty, staff, and students, remains a prominent aspect of their activism.

CIO McClellan and Associate Superintendent Rosas shared empathy with the group, asked questions, gave suggestions for collaborative strategies to work together, including the idea to create a Palestinian Advisory Group, and took notes on the programmatic and educational ideas shared by the attendees, many of which include bringing Palestinian authors, artists, and educators, as well as documentaries from Palestinian filmmakers to campus in order to create space for learning and dialogue that has not occurred on the campus previously.

I was called into a meeting with CIO McClellan Associate Superintendent Rosas and on Tuesday morning to discuss the focus group and facilitate which aspects discussed were more appropriate to remain at the faculty-level and which aspects the District would continue working towards. Associate Superintendent Rosas shared that a communication message was slated to go out to the campus at large, and I agreed that the email should contain the insights that I, as the Academic Senate President, had been met with in the manner described. I also emphasized that the original email did not direct the District to respond and merely called upon faculty and staff to create space for dialogue and education about the history and current events in Palestine, and to reach out to the authors if they, too, wanted to build connection and community on campus. CIO McClellan and Associate Superintendent Rosas agreed that while there was no direct call for the District to respond, they were still sending communication as a way to show they were listening.

I have reached out to the co-authors of the email to meet with them sans executive team/administrative oversight to discuss the Friday zoom meeting called by CIO McClellan in more depth and review ways to initiate some of the items discussed during the meeting that fall within faculty purview.

I want to make clear that I was not in the Friday zoom meeting called by CIO McClellan because of my role in Academic Senate, but because of my personal advocacy efforts and relationships. While I told CIO McClellan and Associate Rosas as such in our meeting on Tuesday, I also told them I was wearing "dual hats" while in the focus group session as a way to see where my abilities as Academic Senate President could come in to support the faculty, students, and staff in the space. Therefore, I do not feel it's appropriate to convey the intricacies and details of the Friday zoom meeting called by CIO McClellan through my Academic Senate role. However, if members of that listening session do choose to share more details during guest comment or discussion, I am happy to add them to my report with their consent.

2. Academic Issues Group (AIG) Report: March 7, 2025 - "Academic Senate Topics Follow-Up." See page 3 in attachment titled ["Academic Issues Group \(AIG\) Summary Notes"](#)

3. Corrections Corner

- a. August 12, President's Report, section on "ASCCC Appointments: 1. Curriculum Chair - Angela Burk Herrick; 2. ASCCC Relations with Local Academic Senates Committee - Patricia Gomez, Ethnic Studies"

Correction: My reporting of ASCCC appointments was disjointed and therefore my message was inaccurately communicated regarding Patty's service to ASCCC. I want to clarify my sentiments to say that Patty is serving us as a local chapter of Academic Senate, Chaffey Community College District, *and* I personally think it's awesome that she is continuing her longstanding ASCCC committee work, which I believe should be congratulated. Because my phrasing was incorrect last week, that sentiment was not clearly expressed so I wanted to take explicit time this week to thank Patty for her service to the college on this and other statewide committees.

Correction: Angela Burk Herrick is not currently serving on any ASCCC appointed committees, I copied the wrong information over and also did not save the most recent communication in an email chain that clarified other aspects of her service to statewide Academic Senate. Angela's service on an ASCCC committee this year has not yet been confirmed.

- b. Senator Villeneuve, Senator Jessen, et. al

I have learned that after years of mispronunciation of last names I usually only typically see in writing and rarely say aloud that I have been mispronouncing them incorrectly not only in my head, but also out loud. I apologize to Senator Villeneuve and Senator Jessen - thank you for pointing out these mistakes to me, and please do not hesitate to correct me.

4. ADA Updated Review of Brown Act compliant meetings from Ryan Church, Chief Legal Officer and General Counsel - July, 2025

After reaching out to Ryan Church and Michael McClellan for an updated review of the accessibility and ADA accommodations for Brown Act compliant meetings at Chaffey, particularly focusing on the zoom viewing for guests, following the same procedures the Governing Board follows, and allowing presenters to zoom in for presentations, this was the response:

“During COVID, members of a legislative body (e.g., Board members, Academic Senators, etc.) were able to attend meetings remotely. This was initially done through an emergency order by the Governor, then the legislature amended the Brown Act to reflect this temporary change. However, as we came out of COVID, those temporary allowances were sunset (again, by the Governor and through another Brown Act amendment).

Under the current law, members of the legislative body (e.g., Board members, Academic Senators, etc.) must participate in the respective meetings in person (not via zoom), but there are two exceptions:

(1) if someone from the legislative body wants to participate remotely, then the agenda would need to reflect that and it (the agenda) would have to expressly identify the address of where the person is participating remotely. Moreover, the person participating remotely would need to make their location open to and accessible to anyone from the public who wants to attend the meeting; or

(2) when the legislative body determines “just cause” or “emergency circumstances” exist and there is a quorum participating in person. “Just cause” and “emergency circumstances” are defined in the Brown Act, and the Brown Act sets clear limitations on how many times this can be done. The Brown Act also sets forth the process for the legislative body to make this determination.

The above two rules only apply to the members of the legislative body. If the Academic Senate would like to have a guest, who is not an Academic Senator, present remotely at an Academic Senate meeting, that would be permissible under the Brown Act. For example, if you wanted me to present to the Senate at a meeting, I could do so remotely and the above rules do not apply because I am not a member of the legislative body.

Other options that you may want to consider would be in addition to holding the meetings live in person, the Senate can also concurrently broadcast meetings live online, which is what Chaffey does for its Board meetings. It is up to the Senate whether they want to accept public comments from those viewing online. Many CCDs broadcast their meetings live, but they only accept public comments in person, which is consistent with the Brown Act.

With regard to the ADA, our facilities and their configurations are designed to be ADA compliant. In this regard, when our facilities were constructed, they were reviewed and approved by the Division of the State Architect. If you believe that the meeting room where the Senate holds its meetings has any

accessibility issues, please contact Troy Ament (I told him that you may contact him with questions).

Finally, I recommend that the Senate meeting agendas contain something like, "Persons with disabilities may make a written request for a disability-related modification or accommodation, including for auxiliary aids or services, in order to participate in the Academic Senate meeting." If the Senate receives a request, they (the Senate) can contact Human Resources (I would reach out to Susan Hardie) for assistance."

| | | Present | Adoption of the 8.19.25 Agenda | Motion to separate 5.1 and 5.2 of the Agenda | Motion to approve the 8.12.25 minutes | Motion to approve the 8.19.25 consent agenda with added request | Motion to postpone approval of the revisions suggested for the AP 2510 to |
|---|---|---------|--------------------------------|--|---------------------------------------|---|---|
| <i>Alternate Senators Italicized</i> | | | | | | | |
| Representation | Name | | | | | | |
| President | Elizabeth "Liz" Encarnacion | x | | | | | |
| Vice President | Terezita Reyes Overduin | x | y | y | y | y | y |
| Secretary/Treasurer | Laura Santamaria Brady | x | y | y | y | y | y |
| Curriculum Chair | Angela Burk-Herrick | x | y | y | y | y | y |
| ACD-A | Laura Santamaria Brady | | | | | | |
| ACD-A | Henry Leonor | x | y | y | y | y | y |
| <i>ACD-A Alternate</i> | <i>Steve Shelton</i> | x | - | - | - | - | -- |
| ACD-B | Vacant | | | | | | |
| ACD-B | Nicole Farrand | x | y | y | y | N | y |
| <i>ACD-B Alternate</i> | <i>Vacant</i> | | | | | | |
| ACC | Myra Andrade | x | y | y | y | y | y |
| ACC | Wendy Whitney | x | y | y | y | y | y |
| <i>ACC Alternate</i> | <i>Melissa Johannsen</i> | x | - | - | - | - | - |
| <i>ACC Alternate</i> | <i>Fabiola Espitia</i> | - | - | - | - | - | - |
| BTH/MIDT | Joseph Lee | x | y | y | y | y | y |
| BTH/MIDT | Jonathan Polidano | - | - | - | - | - | - |
| <i>BTH/MIDT Alternate</i> | <i>Jay Scott</i> | - | - | - | - | - | - |
| Chino Campus | Hannah Carter | x | y | y | y | y | y |
| Chino Campus | Manar Hijaz | x | y | y | y | y | y |
| <i>Chino Campus Alternate</i> | <i>Vacant</i> | | | | | | |
| Fontana Campus | Sean Connelly | x | y | y | y | y | y |
| Fontana Campus | Anthony "Tony" Guaracha | x | y | y | y | y | y |
| <i>Fontana Campus Alternate</i> | <i>Vacant</i> | | | | | | |
| HFID&C | Vacant | | | | | | |
| HFID&C | Vacant | | | | | | |
| <i>HFID&C Alternate</i> | <i>Vacant</i> | | | | | | |
| HW - HS | Jayne Clark-Frize | - | - | - | - | - | - |
| HW - HS | Vacant | | | | | | |
| <i>HW - HS Alternate</i> | <i>Lisa Doget</i> | - | - | - | - | - | - |
| HW - KNA | Rob Hadaway | x | y | y | y | y | y |
| HW - KNA | Candice Hines-Tinsley | x | y | y | y | y | y |
| <i>HW - KNA Alternate</i> | <i>Annette Henry</i> | - | - | - | - | - | - |
| Instructional Support | Terezita Reyes Overduin | | | | | | |
| Instructional Support | Christina Holdiness | x | y | N | y | y | y |
| <i>Instructional Support Alternate</i> | <i>Rose Ann Osmanian</i> | x | | | | - | - |
| PCS | Melanie Bratcher | x | y | y | y | A | A |
| PCS | Patricia Gomez | x | y | y | y | y | y |
| PCS Alternate | Vacant | | | | | | |
| STEM | Justin Keller | x | y | y | y | y | y |
| STEM | Louisa Villeneuve | x | y | y | y | y | y |
| <i>STEM Alternate</i> | <i>Shannon Jensen</i> | x | - | - | - | - | - |
| Senator-At-Large | Tamari Jenkins | x | y | y | y | A | y |
| Senator-At-Large | Sarah Chamberlain | x | y | y | y | y | y |
| Senator-At-Large | Jin Liu | x | y | y | y | y | y |
| Adjunct Senator-at-Large | Carolyn Ward | x | y | y | y | y | y |
| Adjunct Senator-at-Large | Ekta Kandhway | x | y | y | y | y | y |
| <i>*Adjunct Alternate Senator</i> | <i>Vacant</i> | | | | | | |
| Classified Senate Liaison | Sarah Schmidt | - | | | | | |
| CC Student Government | Nolan Krueger | x | | | | | |
| CC Student Government | Alilah Mora De Jesus | x | | | | | |
| RED indicates reported absence | PURPLE indicates reported tardy/leave early | 31 | 24 | 23 | 24 | 21 | 23 |
| Total Yes Votes | | | 0 | 1 | 0 | 1 | 0 |
| Total No Votes | | | 0 | 0 | 0 | 2 | 1 |
| Total Abstentions | | | | | | | |
| - = 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 | | | | | | | |
| 41 Present at this meeting = 31 members, 10 visitors | | | | | | | |
| 8.19.25 Academic Senate Meeting | | | | | | | |