

## ACADEMIC SENATE MINUTES

### SEPTEMBER 9, 2025

Elizabeth “Liz” Encarnacion	President	2025-2027	Y
Terezita Reyes Overduin	Vice-President	2025-2026	Y
Laura Santamaria Brady	Secretary/Treasurer	2025-2026	N
Angela Burk – Herrick	Curriculum Chair	2025-2027	Y
Laura Santamaria Brady	Arts, Communication & Design A	2024-2026	N
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	N
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	
Rob Hadaway	Health & Wellness - Kinesiology, Nutrition & Athletics	2024-2026	N
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	Y
Etka Kandhway	Adjunct Senator-At-Large	2025-2027	Y
<b>Alternates</b>			
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	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	Y
Rose Ann Osmanian	Instructional Support	2025-2027	Y
Vacant	Public Service, Culture, & Society	2025-2026	
Shannon Jessen	Science, Technology, Engineering & Mathematics	2025-2027	N
Vacant	Adjunct Alternate Senator	2025-2027	
Sarah Schmidt	Classified Senate Liaison	2025-2027	N
Alilah Mora De Jesus	Chaffey College Student Government	2025-2027	Y
Nolan Krueger	Chaffey College Student Government	2025-2027	Y

**Guests:**

Harvey Baldovino, Economics, PCS

Ryan Hitch, Instructional Specialist, Distance Education

Michael McClellan, Associate Superintendent, Instruction and Institutional Effectiveness

Lissa Napoli, Administrative Assistant, Academic Senate

Alisha Rosas, Associate Superintendent, Student Services

Alisha Serrano, Interim Dean, Academic and Career Counseling

**1. PERSONAL EXPRESSION (12:30 P.M.)****2. CALL TO ORDER (12:35 P.M.) 12:36 PM****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.*

*- Read by Angela Burk-Herrick, Curriculum Chair*

**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.)

- Distance Education Specialist, Ryan Hitch, announced two upcoming AI workshops:
  - Represent More, Work Less: Leveraging AI - Learn how to use AI to provide multiple ways for students to engage with course material.
  - From Auto-Generated to Accessible: Leveraging AI - Discover how to use AI in the YouTube captioning process to create accessible captions.

You can find all the details and sign up for these workshops in the MyLearning Hub.

- Arts, Communication & Design A, Senator Leonor read two public comments from his constituents:
  - Neil Watkins: I don't think we faculty will easily agree on a single AI policy; even in English, we don't all agree. I do think it would be helpful if we had a compromise of some kind, like this:
    - Faculty who allow or encourage students to use AI, should inform students that other faculty might not allow AI.
    - Faculty who ban or penalize students for using AI, should inform students that other faculty may allow them to use it. (I do this.)
  - Bonnie Spears: I agree with Neil that it would be very difficult to get faculty to agree to a specific policy of AI use, but I think it is important that each instructor includes in their syllabus

a clear AI use policy that identifies what AI use is and is not allowed in their class and assignments (something Angela always promoted in her capacity in DE).

Neil makes another good point when he suggests that any policy include a statement to the effect that what's allowed in one class may be different in another. AI has different possible uses and potential benefits for different academic subjects.

AI is not done with us yet, and as it continues to develop, any policy has to adapt to those changes. After ChatGPT became publicly available in November of 2022 (and my cozy world of instruction was completely upended), I created my first AI policy the following spring. I've updated that policy each semester as AI has become embedded in more of the tools that students use for writing and research (Google Docs, Word, Grammarly, Google itself, etc.), which results in more students exposed to AI and its capabilities (although they are sometimes unaware of the AI all around them). Students have also been given free access to powerful iterations of ChatGPT and Gemini Pro since developers, seeing dollar signs in the future, are eager to infuse AI into education at pretty much all levels.

- Associate Superintendent, Instruction and Institutional Effectiveness, Michael McClellan, acknowledged that the College has received the district-wide emails regarding the racial slurs found in public restrooms. McClellan stated that this is an ongoing and serious investigation. It is a top priority for the district to get to the bottom of this. The District is aware of the concerns this has raised among people on campus, as they are committed to making everyone feel welcome and safe here. Please continue to look out for updates as the District works to ensure our campus remains a secure environment for all.

#### 4. ADOPTION OF AGENDA

- September 9, 2025
- **Motion for Approval** - Senator Polidano moved to adopt the agenda. Senator Gomez seconded the motion. The motion was approved. 9.9.25, 20Y/0N/0A.

#### 5. CONSENT AGENDA

**5.1 September 2, 2025 Meeting Minutes.** See attachment titled, "ACADEMIC SENATE MINUTES September 2, 2025 DRAFT"

**5.2 Curriculum is asking that the Academic Senate endorse the course modifications that are presented in the packet.** See attachment titled "9-3-2025 Curriculum Endorsements"

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

**5.3.1 Generalist, Human Resources**

Jonathan Polidano, Automotive Technology, MIT

**5.3.2 Job Developer**

Carol Dickerson, Accounting, BTH

### 5.3.3 Program Assistant, Academic and Career Counseling Sergio Gomez, Sociology, PCS

- **Motion for Approval** - Senator Shelton moved to approve the Consent Agenda 9.9.25. Senator Jenkins seconded the motion. The motion was approved. 9.9.25, 24Y/0N/0A.

## 6. GUEST(S)/PRESENTATION(S) *\*15 minute presentation and up to 10 minute discussion* - None

## 7. REPORT(S)

**7.1 President** - See attachment, titled, “President’s Report September 9, 2025”

### 7.2 Vice President

- At Friday's AIG meeting, we discussed the governing board's high level of interest in the college's response to AI. Liz also shared an [article announcing that there will be free AI training](#) provided by Microsoft and Google to the CA community colleges and CSUs. The link to the article will be shared in this week's minutes. The article correctly points out that there are some ethical issues at play here, and I just wanted to highlight this development and encourage everyone that we as faculty have to remain informed and involved in this critical, evolving issue.

**7.3 Secretary/Treasurer** - No report

**7.4 Curriculum Chair** - No report

**7.5 Classified Senate Liaison** - No report

**7.6 Chaffey College Student Government Liaison** - No report

## 8. UNFINISHED BUSINESS

### 8.1 Discussion Item: Academic Senate Best Practices on Academic Integrity and AI

- President Encarnacion referenced [Syllabi Policies for AI Generative Tools, Curated by Lance Eaton](#) during the discussion on Sept. 2
  - This resource is a crowd-sourced public document from other educators who have offered to share their policies. This resource contains discipline specific examples that can be sorted by course and discipline.
- President Encarnacion referenced [S25.24.30 Creating Guidelines for the Use of AI Detection Software Among California Community Colleges](#) during the discussion on Sept. 2
  - “RESOLVED, That the Student Senate for California Community Colleges collaborate with the Academic Senate for California Community Colleges to establish guidelines for the usage of AI detection softwares; such as Turnitin to ensure equity for all students.”
- Refer to the [Student Academic Integrity Code](#) for reference on Academic Integrity
- Liz will reach out to CCFA President Rentz
- **Motion for Approval** - Senator Shelton moved to create a workgroup to develop best practices for academic integrity and AI. The workgroup would include senators and representatives from various departments, including **Distance Education (DE)** and **Disability Programs and Services (DPS)**, as well as representatives from larger constituent groups. Senator Lee seconded the motion. The motion was approved. 9.9.25, 25Y/0N/0A.

**8.2 Action Item:** Senators have the opportunity to update or report on the following Sabbatical Reports- *Recommendations to the Senate are due by: 9/30*. Refer to "Sabbatical Report Subcommittee & Report Rubric" in the Sabbatical Process Module on the [Academic Senate Canvas shell](#) for resources on reviewer information.

- a. **Brent Bracamontes**, (2024-2025 Academic Year)
  - Reviewers: Myra Andrade, Jin Liu, Manar Hijaz
- b. **Bradley Hughes**, (Spring 2025)
  - Reviewers: Henry Leonor, Hannah Carter, Justin Keller
- c. **Michelle Martinez**, (2024-2025 Academic Year)
  - Reviewers: Nicole Farrand, Sean Connelly, Anthony Guaracha
- d. **Leta Ming**, (2024-2025 Academic Year)
  - Reviewers: Roseann Osmanian, Louisa Villeneuve, Jonathan Polidano
- e. **Ava Nguyen**, (Spring 2025)
  - Reviewers: Laura SMB, Wendy Whitney, Melanie Bratcher
- f. **David Rentz**, (Spring 2025)
  - Reviewers: Shannon Jessen, Melissa Johannsen, Tamari Jenkins

There were no subcommittees ready to report today.

President Encarnacion requested a replacement subcommittee member to read David Rentz's sabbatical report after a senator resigned. Senator Gomez volunteered to join the subcommittee.

- **Motion for Approval** - Senator Holdiness moved to approve the new Subcommittee member Senator Gomez to read the report submitted by David Rentz. Vice-President Overduin seconded the motion. The motion was approved. 9.9.25, 25Y/0N/0A.

**8.3 Action Item:** BP & AP 7150 Evaluation and Professional Growth- Senators Shelton and Burk-Herrick will report on their review and recommended changes to BP and AP 7150. A report will be submitted to the Academic Senate by September 30. Please refer to the attached documents, "BP 7150 Evaluation and Professional Growth" and "AP 7150 Evaluation and Professional Growth."

**8.4 Action Item:** AP 7160 Professional Development- Senators Holdiness and Liu will report on their review and recommended changes to AP 7160. A report will be submitted to the Academic Senate by September 30. See attachments titled "AP 7160 Professional Development"

*Chapter 7 Board policies that are ready for Academic Senate 10+2 review. The policies have been revised to include recommended language by the CCLC policy subscriber service. The policies have also been reviewed by Institutional Research, Policy, and Grants as well as the Senior Administrator that oversees this chapter, Lisa Bailey. Any language in **red** is recommended legal language from CCLC. Any language in **blue** is the recommended language added by the Senior Administrator.*

## 9. NEW BUSINESS

**9.1 Discussion Item:** Academic Senate Progress Follow Up, see attachment titled, "Progress Follow Up from Academic Senate"

- President Encarnacion went through each item and shared the update. This item will be included on next week's Senate agenda as a space for Questions and Answers.

**9.2 Discussion Item/Possible Action Item:** Faculty Success Center Facilitator, Tamari Jenkins will lead the discussion on "Addressing Discrepancies in Professional Development Requirements & New Faculty Orientation Best Practices," see attachment titled, "FSC Related Issues for Negotiations"

- Due to time constraints, this item may show up on the 9/16/25 Academic Senate agenda.

**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 Faculty Advocacy Series**, Friday, September 12, 12:00-1:00 PM, *How to Leverage Faculty Voices* in developing local policies, procedures, and practices (APs, BPs & more), Faculty Success Center, ATL-110

### **11.2 Academic Senate for California Community Colleges (ASCCC) Information**

**11.2.1** Save the Date! 2025 Fall Plenary Session, November 6-8, 2025, [Hyatt Regency La Jolla](#). We're excited to announce the **fully in-person 2025 Fall Plenary Session**, bringing us together once again for connection, collaboration, and inspiration!

*Resilience in Action: Upholding Our Humanity and Mission Amid a Shifting Landscape.* **Join us in-person** for this energizing gathering where voices are heard, ideas are exchanged, and community is strengthened. Whether you're a seasoned attendee or a first-timer, this is your moment to be in the room where it happens.

Deadline to register: **October 22nd, 2025 at 5:00 pm** for [General Admission: \\$625](#)

**11.2.2** Check out Academic Senate for California Community Colleges webpage for other great webinars/events at [asccc.org](#)

### **11.3 Chaffey College**

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

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

**11.3.3** 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.

**11.3.4** 4th annual Black and Brown Minds & Mattering Conference – Friday, October 24

**11.3.5** Report to the Community – Wednesday, November 5

**12. ADJOURNMENT (1:50 P.M.) 1:53 PM**

*The next Academic Senate meeting is scheduled for Tuesday, September 16, 2025.*

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**Lissa A. Napoli, Recording Secretary**

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**Laura Santamaria Brady, Treasurer / Secretary**

## **Public Comment as read by Representative Senator Leonor**

### **Neil Watkins:**

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- Faculty who allow or encourage students to use AI, should inform students that other faculty might not allow AI.
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### **Bonnie Spears:**

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## President's Report September 9, 2025

**Tuesday, September 23 Academic Senate meeting is cancelled** so Senators can attend the Chino Building Ribbon Cutting at 12 pm

### Academic Issues Group (AIG) Update

- AI Policy/District Response to AI
  - CIO McClellan requested that I work with Dean Long on a presentation for the Governing Board regarding AI updates at the October meeting. We discussed creating task forces across campus regarding AI policies and procedures to understand the needs, implementations, and usage across campus. I am doing something similar in the ASCCC OERI AI Lead role as well, so I suggested that the joint presentation could be to present this idea and lay the foundation of what these task forces could look like, the objectives, goals, and outcomes of them as well as how they would help to form more effective District policies overall.
- Credit For Prior Learning (Cpl) And Institutional Connections
  - I discussed that the presentation conducted by Janeth Rodriguez at the September Governing Board on "Update to Entrepreneurship" which she presented the concept model for a mobile unit that would go to small businesses and microbusinesses to help support them in accomplishing needs within their small business tasks such as support filing paperwork, social media, etc. I thoroughly appreciated the concept and really loved the personal connection that Lisa Bailey and Dr. Shannon shared, referencing having parents that owned their own businesses and drawing parallels to other business owners that may not have time to go back to, or finish college due to the overwhelming responsibility of running a small business. Their reflections highlighted the broader issue that nearly half of small businesses fail within their first five years.
  - However, as the Governing Board continued to ask questions regarding the ROI on this idea, I could not help but get frustrated that Credit For Prior Learning (CPL) was not included in this presentation. I emphasize during the AIG meeting that this was not an oversight by Janeth Rodriguez, given her non-instructional role, but rather a missed opportunity at the executive level. I tied this back to the horizontal and vertical communication structures currently at Chaffey College and the need for better institutional and organizational communication between areas of the District - i.e. Instructional and Business and Economic Development. I stressed that my goal and my intention in raising this point was not to detract from an innovative proposal but to underscore the importance of aligning it with institutional initiatives, in this case Credit For Prior Learning, and strengthen its pursuant towards entrepreneurship, while also leaning into the [Vision 2030 "Strategic Direction 2: Equitable Workforce and Economic Development"](#)
- AP 4240 Update: Academic Renewal
  - An email from Melissa Christian to me on Monday, September 8 reads: *"The Institutional Research Office would like to recommend waiting to fully review AP 4240 during the scheduled cyclical review of Chapter 4, which is set to begin in*

*January 2026. This will allow us to examine AP 4240 alongside other related policies and procedures within Chapter 4 to ensure consistency and alignment. In the meantime, Michael can review the attached suggested edits originally provided by the Academic Senate, as AP 4240 falls under his purview. As part of the review and consultation process, this procedure will also need to be reviewed by: Michael McClellan (Associate Superintendent, Instruction and Institutional Effectiveness); Deans; Alisha Serrano (Dean, Academic & Career Counseling); Tomeika Carter (Exec Director, Student Services); and Hugo Flores (Director, Admissions & Records). These individuals can start reviewing the current draft now so that once we get to January, we can quickly take it to President's Cabinet for 1st read and information."*

- I want to stress that the process for reviewing AP/BPs does take time and while this timeline may not be an ideal situation for those waiting for updates, particularly Counseling faculty, the timeline presented by Melissa in this email does not differ greatly from the timeline it currently sits at, as it still must run through the process of shared governance and review of the constituent groups as described by Melissa's email, in addition all admin areas, Classified Senate, CCFA, and CSEA once it does go to President's Cabinet for 1st read. However, given the approach Melissa is suggesting, that first read is allowing for more than half of the constituent groups to have already reviewed the AP, so instead of beginning the "timer" in January, the "clock" will have already started. Academic Senate can choose to have conversations with these other groups to explain the rationale for the changes they have suggested (if we so choose) and utilize the opportunity to educate the groups on the importance of these changes. In addition, I recently forwarded the three Counseling faculty on Academic Senate an email I received from the Chancellor's Office regarding "Proposed Changes to Title 5: Academic Progress Notice & Academic Renewal (45-Day Notice for comments ends on 10-17-2025)" that may impact any local revisions that we create that may benefit the District in waiting for final Title 5 changes to occur.
- Equivalency
  - CIO McClellan brought forward faculty concerns regarding Chaffey's equivalency process. This has been discussed in the Senate during the Spring 2025 semester and will be brought forward again for discussion later this semester. Stay tuned!

#### **Corrections Corner:**

- New Faculty do get release time for New Faculty Orientation (NFO) - every new faculty member gets one class reassigned (10 FTEF) in the fall to allow them to participate in NFO.
  - Orientation for Newly Hired Faculty is item 7.4 in the contract, it defines what orientation means (7.4.1) and states that CCFA will receive uninterrupted time totalling up to two hours of mandatory access to NFO, mandatory access to the online part-time training, as well as 20 minutes of mandatory access during on-boarding events during FLEX or Convocation (7.4.2). Lastly, it mentions that

CCFA membership materials will be included during the HR new hire process (7.4.3).

## 9-3-2025 Curriculum Endorsements

### 1. Non-Cycle Updates:

#### Course Modifications w/ DE:

<b>BUSMGT-470</b>	Introduction to Facilities Management
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#### Course Modifications:

<b>MATH-4</b>	Mathematical Concepts for Elementary School Teachers
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#### Program Modifications:

<b>Economics</b>	AA-T
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### DENTAL PACKAGE

#### New Courses:

<b>DENTAL-690</b>	Orthodontic Assisting Permit
<b>DENTAL-691</b>	Orthodontic Assisting Specialty Clinical Experience
<b>DENTAL-692</b>	Ultrasonic Scaling
<b>DENTAL-693</b>	Oral Radiology

#### New Programs:

<b>Orthodontic Assisting Permit</b>	Noncredit Certificate of Completion
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### KINESIOLOGY PACKAGE

#### New Courses w/ DE:

<b>KINLEC-601</b>	Personal Training Certification Prep
<b>KINLEC-602</b>	Applied Foundations of Fitness Instruction and Personal Training
<b>KINLEC-603</b>	Personal Training Career Experience-Internship

#### New Programs:

<b>Personal Training Certificate</b>	Noncredit Certificate of Completion
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### SOCIOLOGY PACKAGE

**New Courses w/ DE:**

<b>SWHS-13</b>	Introduction to Social Work
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**Program Modifications:**

<b>Sociology</b>	AA-T
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Review Purpose	<input type="checkbox"/> Adoption	<input checked="" type="checkbox"/> Revision	<input type="checkbox"/> Cyclical Review
Description	CCLC Legal Update  The Service added supporting language pursuant to the 2024 changes in the ACCJC Accreditation Standards.and updated the reference.		

Standard mark-up for any recommendations made during review process:

Red = CCLC legal update | Blue = Administrators, faculty, staff | Insertions | ~~Deletions~~

DRAFT TEXT

## BP 7150 Evaluation and Professional Growth

The District supports its employees with professional learning opportunities aligned with the District's mission and institutional goals. It is the intent of the District to maximize professional development opportunities for its employees.

The Superintendent/President shall:

- Assure periodic and systematic evaluations of faculty, administrators, and classified staff.
- Provide professional development opportunities, consistent with the institutional mission and based on identified teaching and learning needs for administrators, faculty, and classified staff.
- Regularly evaluate professional learning opportunities for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

References: ~~WASC~~/ACCJC Accreditation Standard ~~III.A.5 and III.A.14~~ 3.2

Policy

Category: Executive Expectations

Adopted: 7/26/12  
(Replaces former Board Policy 7.1.7)

Revised: 7/27/23



END OF DRAFT TEXT

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*Review information, process notes and legal citations section begins on the next page.*



#### Review information

**General information:** The Office of Institutional Research, Policy & Grants (“OIRPG”) is the Superintendent/President’s designee with oversight of the review process. Review information is provided for draft review purposes only and will be removed when the BP is approved.

Each chapter is under the purview of a primary administrative office. The senior administrator’s review of the BP is required. (Note: Ch. 3 BPs are assigned individually by subject area.) Other administrators and managers whose work should inform BP recommendations provide advisory input. If the BP is designated 10+2, then Academic Senate review is required. If substantive modifications are made to language that is legally required or advised, then CCLC recommends review by District legal counsel. Per AP 2410, non-substantive edits may be made without further institutional review.

#### Specific information:

Chapter	<input type="checkbox"/> 1-The District <input type="checkbox"/> 2-Governing Board <input type="checkbox"/> 3-General Institution <input type="checkbox"/> 4-Instruction <input type="checkbox"/> 5-Student Services <input type="checkbox"/> 6-Business and Fiscal Affairs <input checked="" type="checkbox"/> 7-Human Resources
BP designation(s)	<input type="checkbox"/> Legally required <input type="checkbox"/> Legally advised <input checked="" type="checkbox"/> Accreditation Standard/ER <input type="checkbox"/> Suggested as good practice (optional) <input type="checkbox"/> Chaffey specific <input checked="" type="checkbox"/> 10+2
Primary administrative office	<input type="checkbox"/> Superintendent/President (Ch 1, 2, 3) <input type="checkbox"/> AS Administrative Services and Emergency Operations (Ch 3) <input checked="" type="checkbox"/> AS Business Services and Economic Development (Ch 3, 6, 7) <input type="checkbox"/> AS Instruction and Institutional Effectiveness (Ch 3, 4) <input type="checkbox"/> AS Student Services and Strategic Communications (Ch 3, 5)
Advisory office(s)	Human Resources
CCLC update	Checked for any legally required or advised language issued by the CCLC Policy Subscriber Service through: April 2025 legal update
References	Legal text attached: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No File: 7150_BP Legal Citations OIRPG 1039.pdf

#### Process notes

**Standard BP review sequence per AP 2410:** Initial review (by OIRPG) | Administrator | Faculty 10+2 if required | President’s Cabinet (1<sup>st</sup> reading and information; sunshine with participatory governance groups for input; 2<sup>nd</sup> reading and approval) | Governing Board (Policy Liaison; 1<sup>st</sup> reading and information; 2<sup>nd</sup> reading and adoption).

Date	Review Step
2/28/25	Initial review   OIRPG  Reviewed and revised by Melissa Christian (Exec Dir), Trinity Kealoha (Rsch & Policy Spec). Revisions: CCLC
4/11/25	Admin review   Human Resources



## Process notes

	Reviewed by Lisa Bailey (Sr Admin), Susan Hardie (Exec Dir, HR), Ryan Church (Chief Legal Officer)
TBD	Faculty 10+2 – review required
TBD	Cabinet
TBD	Board

## Legal citations

[ACCJC 3.2](#)**Accrediting Commission for Community and Junior Colleges  
(2024 Accreditation Standards)****ACCJC Standard 3.2**

[Standard 3: Infrastructure and Resources]

3.2. The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.



Review Purpose	<input type="checkbox"/> Adoption	<input checked="" type="checkbox"/> Revision	<input type="checkbox"/> Cyclical Review
Description	CCLC Legal Update  The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards. The Service also updated this procedure to align content to the ACCJC Accreditation Standard.		

Standard mark-up for any recommendations made during review process:

Red = CCLC legal update | Blue = Administrators, faculty, staff | Insertions | ~~Deletions~~

DRAFT TEXT

## AP 7150 Evaluation

~~The District assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The District establishes written criteria for evaluating all personnel. The evaluation process assesses the effectiveness of personnel, identifies areas of improvement, and provides methods of remediation. Actions taken following evaluations are formal, timely, and documented.~~

The District evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the District's mission and goals. Evaluation processes are outlined in the appropriate collective bargaining agreement or personnel plan.

References: ~~WASC~~/ACCJC Accreditation Standard 3.3-III.A.5 ~~(formerly III.A.1.b)~~

Approved: 5/15/12

Revised: 5/16/23

END OF DRAFT TEXT

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*Each chapter is under the purview of a primary administrative office. The senior administrator’s review of the AP is required. (Note: Ch. 3 APs are assigned individually by subject area.) Other administrators and managers whose work should inform AP recommendations provide advisory input. If the AP is designated 10+2, then Academic Senate review is required. If substantive modifications are made to language that is legally required or advised, then CCLC recommends review by District legal counsel. Per AP 2410, non-substantive edits may be made without further institutional review.*

#### Specific information:

Chapter	<input type="checkbox"/> 1-The District <input type="checkbox"/> 2-Governing Board <input type="checkbox"/> 3-General Institution <input type="checkbox"/> 4-Instruction <input type="checkbox"/> 5-Student Services <input type="checkbox"/> 6-Business and Fiscal Affairs <input checked="" type="checkbox"/> 7-Human Resources
AP designation(s)	<input type="checkbox"/> Legally required <input type="checkbox"/> Legally advised <input checked="" type="checkbox"/> Accreditation Standard/ER <input type="checkbox"/> Suggested as good practice (optional) <input type="checkbox"/> Chaffey specific <input checked="" type="checkbox"/> 10+2
Primary administrative office	<input type="checkbox"/> Superintendent/President (Ch 1, 2, 3) <input type="checkbox"/> AS Administrative Services and Emergency Operations (Ch 3) <input checked="" type="checkbox"/> AS Business Services and Economic Development (Ch 3, 6, 7) <input type="checkbox"/> AS Instruction and Institutional Effectiveness (Ch 3, 4) <input type="checkbox"/> AS Student Services and Strategic Communications (Ch 3, 5)
Advisory office(s)	Human Resources
CCLC update	Checked for any legally required or advised language issued by the CCLC Policy Subscriber Service through: April 2025 legal update
References	Legal text attached: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No File: 7150-AP Legal Citations OIRPG 1058.pdf

#### Process notes

**Standard AP review sequence per AP 2410:** *Initial review (by OIRPG) | Administrator | Faculty 10+2 if required | President’s Cabinet (1<sup>st</sup> reading and information; sunshine with participatory governance groups for input; 2<sup>nd</sup> reading and approval).*

Date	Review Step
7/10/25	Initial review   OIRPG  Reviewed by Melissa Christian (Exec Dir), Trinity Kealoha (Rsch & Policy Spec). Revisions: CCLC.
8/20/25	Admin review   Human Resources  Reviewed by Lisa Bailey (Sr Admin), Ryan Church (Chief Legal Officer)
TBD	Faculty 10+2 – review required



Process notes

TBD

Cabinet

Legal citations

[Accreditation](#) 3.3

## Accrediting Commission for Community and Junior Colleges

### ACCJC Standard 3.3

[Standard 3: Infrastructure and Resources]

3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.



Review Purpose	<input type="checkbox"/> Adoption	<input checked="" type="checkbox"/> Revision	<input type="checkbox"/> Cyclical Review
Description	CCLC Legal Update  The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards. The Service also updated this procedure to align content to the ACCJC Accreditation Standard.		

Standard mark-up for any recommendations made during review process:

Red = CCLC legal update | Blue = Administrators, faculty, staff | Insertions | ~~Deletions~~

DRAFT TEXT

## AP 7160 Professional Development

~~The District plans for and provides personnel with appropriate opportunities for continued professional development, consistent with the institutional mission. The District will evaluate professional development programs and use the results of the evaluation as the basis for improvement.~~

The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

The District encourages faculty members to continue their professional preparation, consistent with the institutional mission and based on identified teaching and learning needs, through academic, scholarly, and professional endeavors.

The District also encourages confidential, classified, and management employees to continue to develop their professional preparation, consistent with the institutional mission and based on programmatic/departmental needs, through academic and professional endeavors.

References: Education Code Sections 87150 et seq.;  
~~WASC~~/ACCJC Accreditation Standard 3.2.H.A.14

Approved: 3/6/12

Revised: 5/17/22



END OF DRAFT TEXT

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*Review information, process notes and legal citations section begins on the next page.*



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### Specific information:

Chapter	<input type="checkbox"/> 1-The District <input type="checkbox"/> 2-Governing Board <input type="checkbox"/> 3-General Institution <input type="checkbox"/> 4-Instruction <input type="checkbox"/> 5-Student Services <input type="checkbox"/> 6-Business and Fiscal Affairs <input checked="" type="checkbox"/> 7-Human Resources
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Advisory office(s)	Human Resources
CCLC update	Checked for any legally required or advised language issued by the CCLC Policy Subscriber Service through: April 2025 legal update
References	Legal text attached: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No File: 7160-AP Legal Citations OIRPG 1059.pdf

### Process notes

**Standard AP review sequence per AP 2410:** Initial review (by OIRPG) | Administrator | Faculty 10+2 if required | President’s Cabinet (1<sup>st</sup> reading and information; sunshine with participatory governance groups for input; 2<sup>nd</sup> reading and approval).

Date	Review Step
7/10/25	Initial review   OIRPG  Reviewed by Melissa Christian (Exec Dir), Trinity Kealoha (Rsch & Policy Spec). Revisions: CCLC.
8/20/25	Admin review   Human Resources  Reviewed by Lisa Bailey (Sr Admin), Ryan Church (Chief Legal Officer)
TBD	Faculty 10+2 – review required



Process notes

TBD	Cabinet
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Legal citations

EDC [87150 et seq.](#) | [Accreditation](#) 3.2

## California Education Code

### EDC Sections 87150 et seq.

TITLE 3. POSTSECONDARY EDUCATION

DIVISION 7. COMMUNITY COLLEGES

PART 51. EMPLOYEES

CHAPTER 1. Provisions Applying to All Employees

ARTICLE 5. Community College Faculty and Staff Development Fund

[Sections 87150, 87151, 87152, 87153, 87154]

### EDC Section 87150

87150. There is hereby established the Community College Professional Development Program, to be administered by the board of governors, the purpose of which is to provide state general funds to community colleges for supporting locally developed and implemented faculty and staff development programs.

(Amended by Stats. 2014, Ch. 473, Sec. 1. (AB 2558) Effective January 1, 2015.)

### EDC Section 87151

87151. The board of governors shall annually allocate funds, when appropriated for purposes of this article, only to a community college district whose chief executive officer has submitted to the chancellor an affidavit that includes all of the following:

(a) A statement that each campus within the community college district has an advisory committee, composed of administrators, faculty, and staff representatives, which has assisted in the assessment of the faculty and staff development needs and in the design of the plan to meet those needs.

(b) A campus human development resources plan has been completed for the current and subsequent fiscal years.

(c) A report of the actual expenditures for faculty and staff development for the preceding year.

(Amended by Stats. 2014, Ch. 473, Sec. 2. (AB 2558) Effective January 1, 2015.)

### EDC Section 87152

87152. (a) Any funding appropriated for purposes of this article shall be allocated to the community college districts that provide professional development opportunities to both faculty and staff. Funding shall be disbursed in accordance with rules and regulations adopted by the board of governors.



(b) Community college districts that receive funding pursuant to this section shall include the employee's time used participating in the Community College Professional Development Program in the employee's contractually obligated hours.

(Repealed and added by Stats. 2014, Ch. 473, Sec. 4. (AB 2558) Effective January 1, 2015.)

### EDC Section 87153

87153. The authorized uses of funds allocated under this article shall include all of the following:

- (a) Improvement of teaching.
- (b) Maintenance of current academic and technical knowledge and skills.
- (c) In-service training for vocational education and employment preparation programs.
- (d) Retraining to meet changing institutional needs.
- (e) Intersegmental exchange programs.
- (f) Development of innovations in instructional and administrative techniques and program effectiveness.
- (g) Computer and technological proficiency programs.
- (h) Courses and training implementing affirmative action and upward mobility programs.
- (i) Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including, but not necessarily limited to, programs designed to develop self-esteem.

(Added by Stats. 1988, Ch. 973, Sec. 26.)

### EDC Section 87154

87154. This article shall be operative during any fiscal year only if funds are provided therefor in the annual Budget Act for that fiscal year or other legislation.

(Added by Stats. 1988, Ch. 973, Sec. 26.)

## Accrediting Commission for Community and Junior Colleges

### ACCJC Standard 3.2

[Standard 3: Infrastructure and Resources]

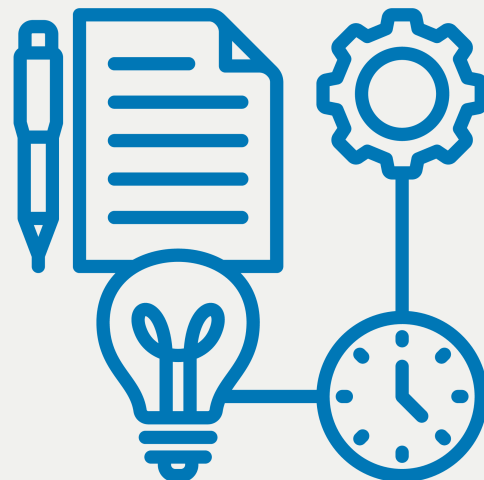
3.2. The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

# Progress Follow Up

FROM ACADEMIC SENATE

September 2025

## Institutional Planning



## Digital Equity Resources/Accessibility Infrastructure and support for students

### Faculty Concerns

- Need to offer Wi-Fi hotspots - student surveys indicated students request/require/need hot spots even after they were removed.

### Remedy

- Students can visit any library location during [in-person operational hours](#) to [check out library materials](#) such as iPads, Chromebooks, WiFi hotspots, headphones, calculators, chargers, and textbooks for select classes. Please bring your student ID card to check out library materials. Don't have a student ID? Review the [Photo ID Card information](#) on how to get one!

## Logistical problems with ACC implementation have not been resolved.

### Faculty Concerns

- Athletics separated from KNA - Athletics includes instruction with no full-time faculty or Dean to oversee.
  - Courses have curriculum and assessments that require input from faculty and Dean.
- Related coordination challenges - CIS including Coordination of the Accounting department (with CIS), separate from the Business is not efficient, given that Accounting course and Business course scheduling must avoid overlapping courses because they serve the same population of students; it does not make sense based on curriculum.

### Response

- On-going: the District's external searches for the additional Dean of Health & Wellness/Athletic Director remain unsuccessful.
- The Coordinator structure has been updated to place Accounting in the same coordinated area as Business.

## Lack of meaningful leadership is a pressing issue.

### Faculty Concerns

- Get the searches started for interim positions.
- Moving Instructional Areas into Student Services creates instructional issues.
- Schedule planning - different modalities/semester lengths create challenges academically for students.

### Remedy

- The Rising Scholars program will remain with Student Services and will continue to work closely in partnership with Instruction.
- The Dual Enrollment program will move back to Instruction when the recruitment process for the Dean of Institutional Effectiveness is complete.
- On-going: Governance structures must become more collaborative and institutionally aligned for these issues to find remediation. Vertical and horizontal organizational communication needs to be better streamlined with counseling services, faculty, student support services, etc. which will hopefully be better supported in the Council projected in the Governance Handbook.

## Physical Infrastructure



## Facilities and outdoor spaces in poor condition

### Faculty Concerns

- Weeds, lack of proper landscaping, poor impressions upon walking around campus, impacted by weather events / negative emotional impact on working and learning environment.

### Remedy

- On-going: As the varying phases of construction conclude, the District has been addressing projects that are outside of the construction area, such as the recent installation of sod outside of the BE and AD buildings.
  - Landscaping will be coming to the Language Arts building this academic year, with drought-tolerant, water-wise landscaping scheduled to happen in the spring of 2026. The front, back, and sides of the building, along with the north hillside with the stairs leading up to the parking lot are included in the plan

## Access to student needs within facilities

### Faculty Concerns

- Menstrual products are only located in some restrooms - need to be provided in all restrooms - Male/Female/Gender Neutral stalls and maps need to be updated to indicate where menstrual products can be found around all campuses.
- Water bottle fill stations / working water fountains.
  - VSS and LA were brought up as no working drinking fountains.
  - Lack of vending machines to purchase snacks/additional drinks.

### Remedy

- Dispenser boxes have been installed in restrooms across campus to dispense feminine hygiene products at no cost. Dispensers are currently accessible on all three campuses. [See flier for more details.](#)
- There are currently water bottle filling stations at all three campuses and more are scheduled for installation. Several of the filling stations are already noted on the campus map, and when all stations are installed, the map will be updated to reflect them all.
- All gender restrooms are now identified on the interactive campus maps.

# Program/Area Support



## Consistency in services

### Faculty Concerns

- Consistent Mental Health Infrastructure - reliable information to provide to students.
- Expanding evening services on campus past 7pm.
  - Mental Health Services need to be on site at every moment students are on site - basic needs, mental health, physical needs on all campuses - not a hotline.

### Remedy

- Mental Health Services relocated to the CDC building to provide easy access and more privacy, as requested by students. The District does provide telehealth services for students. Usage activity indicates that telehealth services are being utilized being utilized by the students more frequently health services.
- Behavioral Interventional Team renamed to Chaffey Connects. Partnering with Mental Health Services and HEAT to include social wellness, campus safety, basic needs, and well-being resources. Chaffey Connects presented to Academic Senate in February 2025 to showcase these changes and the well-rounded services, the presentation is viewable on the [Academic Senate Canvas shell under "Faculty Resources"](#)
- Dean of Instructional Support, Ellie Tayang is the night Dean Monday - Thursday until 8 pm

## Child Care & DPS

### Faculty Concerns

- The Child Care Center closed with no reopening plan.
- DPS support - more money needs to be allocated in order to support this program.
  - Recovering DPS students that were lost during the pandemic.

### Remedy

- The District is currently collaborating with Child Development and Education Faculty on “Request for Proposals” step to gather vendor information from qualified child development service providers to plan, operate, and manage a Child Development Center on the Chaffey College campus. The District is maintaining communication with the primary constituent group leaders (CCFA, CSEA, Classified Senate President, and Academic Senate President) upon each upcoming step on the process.
- DPS has a significant amount of funds to serve students, and are currently serving roughly 1100 students (near pre-pandemic numbers).

## Technology



# Logins, Verifications, and Wi-Fi

## Faculty Concerns

- 2 step verifications lock out students/faculty/employees.
  - Use of personal devices to log on to work equipment.
- Wi-Fi - bad Wi-Fi on campus / students access inequities to the internet.

## Remedy

- On-going: Based on the 2024-2025 Technology Summit, ITS began a number of initiatives including wifi assessment, beginning installation of more routers across all three campuses to increase WiFi stability. ITS also partnered with EduRoam for log in access to decrease 2 step verification concerns while maintaining security measures.
  - View more information on the [ITS Board Monitoring Report from July 2025 Governing Board Meeting](#) and the [Wireless page on the Chaffey ITS website](#).
  -



## Addressing Discrepancies in Professional Development Requirements

### *Proposal for an Equitable Solution for Part-Time Faculty*

#### Introduction

Professional development (also referenced as professional learning) is essential for fostering continuous learning, innovation, and effectiveness within higher education. However, the current professional learning requirement (Flex) at Chaffey College has revealed discrepancies that impact part-time faculty unequally. This document highlights those discrepancies and proposes a revised framework designed to ensure equitable expectations and incentives placed on the engagement in professional learning.

#### Identified Discrepancies

- Unequal Professional Learning Incentives for Part-Time Faculty

Part-time faculty who teach exclusively online (100% asynchronous classes) have zero expectation or incentive for professional learning.

Part-time faculty who teach non-credit courses or who are librarians or instructional specialists have zero expectation or incentive for professional learning.

Part-time faculty who teach hybrid or face-to-face classes that meet in person on Mondays, Tuesdays or Wednesdays have zero expectation or incentive for professional learning UNLESS it's spring semester but this depends on whether Faculty Lecture Day lands on a Tuesday or Wednesday.

Part-time faculty who teach a late start, or Fast-Track-2 course that has in-person meetings have zero expectation or incentive for professional learning UNLESS it's spring semester and the class has an in-person meeting that would meet on Faculty Lecture Day.

**According to the Chaffey College CBA (section: 17.4, section F) the only part-time faculty with a professional learning incentive (Flex requirement) are those who teach in-person, credit classes that convene in-person on a scheduled Flex day (usually a Thursday, Friday or on whatever weekday Faculty Lecture Day lands in the spring semester).**

- Compensation concerns

This same section of the contract (listed above) states that "compensation for part-time faculty with a fulfilled Flex obligation is incorporated into their per-course pay." It needs to be investigated if there is an actual pay differentiation for part-time faculty with a Flex obligation versus those without one.

- **Arbitrary and Confusing Requirements**

These Flex requirements do not factor in that the majority of our part-time faculty have online teaching assignments.

These Flex requirements do not factor in that Chaffey offers multiple course formats, lengths and start dates (14-week late start, 8-week fast-track 2).

These Flex requirements appear arbitrary and difficult for our part-time faculty to keep track of (not withstanding their coordinators and managers).

- **Inconsistent Messaging Surrounding the Importance of Engagement in Professional Learning**

Participation in professional learning is not meant to be burdensome. On the contrary it's meant to be a beneficial opportunity for growth and development. All faculty have many options for obtaining Flex credit: in-person Flex workshops, FSC workshops (offered mainly in online or Hyflex formats) asynchronous trainings, or Flexible Flex. However, with the contract requirements outlined the way that they currently are, two part-time faculty members from the same department and even the same discipline might have polar opposite experiences surrounding Flex engagement. **One part-time faculty member might have a six-hour Flex requirement per semester whereas the other part-time faculty member may not even know what a Flex requirement is.**

**The current requirement sends the message that faculty teaching online courses, non-credit courses, or who are librarians or instructional specialists would not benefit from engaging in professional development.**

### **Proposed Equitable Solution**

- Make the requirement equitable so that all part-time faculty have an equal expectation or incentive for engaging in professional learning.
- Consider a requirement that is a portion or percentage of their teaching load (for example: 10% of an average part-time load (approx. 10 – 30 FTEs) would be approximately 1-3 hours of Flex per semester.
- Cease to allow ones teaching assignment, faculty classification (librarian or instructional specialist) and in-person meeting dates to dictate the amount of professional learning that is required.

### **Call to Action**

If you value professional learning and want all faculty to have equitable expectations and incentives to engage, please respond to the CCFA survey going out this week and bring this issue to the attention of our negotiators.

# PART-TIME FACULTY FLEX DISCREPANCY IN PROFESSIONAL DEVELOPMENT

## The Problem



NO FLEX  
REQUIRED FOR  
FACULTY THAT  
TEACH ONLINE



PAY CONFUSION  
BUILT-IN?  
NOT CLEAR

ARBITRARY  
RULES



FACULTY IN SAME DEPT.  
+ DIFFERENT  
FLEX OBLIGATIONS

## The Impact



SOME FACULTY  
EXCLUDED FROM  
GROWTH



CONFUSING FOR  
MANAGERS AND  
COORDINATORS



SENDS WRONG  
MESSAGE:  
PROFESSIONAL  
LEARNING ISN'T FOR  
EVERYONE

## The Solution



EQUAL EXPECTATION  
FOR ALL



FLEX LOAD: %  
OF TEACHING LOAD  
(E.G., 1-3 HRS/SEMESTER)



STOP USING COURSE  
TYPE TO DECIDE FLEX  
OBLIGATION

COMPLETE  
CCFA SURVEY



RAISE THE ISSUE  
WITH NEGOTIATORS








SUPPORT EQUITY  
IN PROFESSIONAL LEARNING

# New Faculty Orientation (NFO): Best Practices & Why They Matter

---




## Current Practices (Proven to Work)

-  **Semester-long course:** 3 hours every Friday
  -  **Mentorship:** New faculty paired with experienced mentors
  -  **Research Project:** Faculty present student success strategies at Innovation Gallery
  -  **Reassign Time:** Equivalent to one course load (no salary deduction)
  -  **Manager Support:** Leaders encourage attendance & participation
  -
- 

## Proposed Change

- **Legitimize in CBA (Contract):** Protect and secure these practices by formally recognizing them
- 

## Why This Matters

-  Protects NFO from future administrative changes
  -  Recognizes NFO as a **campus-wide priority**
  -  Ensures **long-term stability** of onboarding excellence.
- 

## Takeaway:

Formalizing these best practices in the contract **secures the success of new faculty and, ultimately, our students.**

Alternate Senators <i>Italicized</i>		Present	Adoption of the 9.9.25 Agenda	Motion to approve the 9.9.25 Consent Agenda	Approve Senator Gomez to replace Senator Jessen on Rentz sabbatical report	Motion to form workgroup on AI	Approval of Sabbatical Report: Bradley Hughes
Representation	Name						
President	Elizabeth "Liz" Encarnacion	y					
Vice President	Terezita Reyes Overduin	y	y	y	y	y	
Secretary/Treasurer	Laura Santamaria Brady	-	-	-	-	-	
Curriculum Chair	Angela Burk-Herrick	y	y	y	y	y	
ACD-A	Laura Santamaria Brady						
ACD-A	Henry Leonor	y	y	y	y	y	
ACD-A Alternate	Steve Shelton	y	y	y	y	y	
ACD-B	Vacant						
ACD-B	Nicole Farrand	y	y	y	y	y	
ACD-B Alternate	Vacant						
ACC	Myra Andrade	-	-	-	-	-	
ACC	Wendy Whitney	-	-	-	-	-	
ACC Alternate	Melissa Johannsen	y	-	y	y	y	
ACC Alternate	Fabiola Espitia	y	-	y	y	y	
BTH/MIDT	Joseph Lee	y	y	y	y	y	
BTH/MIDT	Jonathan Polidano	y	y	y	y	y	
BTH/MIDT Alternate	Jay Scott	-	-	-	-	-	
Chino Campus	Hannah Carter	y	-	y	y	y	
Chino Campus	Manar Hijaz	y	-	-	y	y	
Chino Campus Alternate	Vacant						
Fontana Campus	Sean Connelly	y	-	y	y	y	
Fontana Campus	Anthony "Tony" Guaracha	y	y	y	y	y	
Fontana Campus Alternate	Vacant						
HFID&C	Vacant						
HFID&C	Vacant						
HFID&C Alternate	Vacant						
HW - HS	Jayne Clark-Frize	-	-	-	-	-	
HW - HS	Vacant						
HW - HS Alternate	Lisa Doget	-	-	-	-	-	
HW - KNA	Rob Hadaway	-	-	-	-	-	
HW - KNA	Candice Hines-Tinsley	y	y	y	y	y	
HW - KNA Alternate	Annette Henry	y	y	y	y	y	
Instructional Support	Terezita Reyes Overduin						
Instructional Support	Christina Holdiness	y	y	y	y	y	
Instructional Support Alternate	Rose Ann Osmanian	y					
PCS	Melanie Bratcher	y	y	y	y	y	
PCS	Patricia Gomez	y	y	y	y	y	
PCS Alternate	Vacant						
STEM	Justin Keller	y	y	y	y	y	
STEM	Louisa Villeneuve	y	y	y	y	y	
STEM Alternate	Shannon Jessen- RESIGNED						
Senator-At-Large	Tamari Jenkins	y	y	y	y	y	
Senator-At-Large	Sarah Chamberlain	y	y	y	y	y	
Senator-At-Large	Jin Liu	y	y	y	y	y	
Adjunct Senator-at-Large	Carolyn Ward	y	y	y	y	y	
Adjunct Senator-at-Large	Ekta Kandhway	y	y	y	y	y	
*Adjunct Alternate Senator	Vacant						
Classified Senate Liaison	Sarah Schmidt						
CC Student Government	Nolan Krueger	y					
CC Student Government	Alilah Mora De Jesus	y					
RED indicates reported absence	PURPLE indicates reported tardy/leave early	29	20	24	25	25	0
Total Yes Votes			0	0	0	0	0
Total No Votes			0	0	0	0	0
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							
35 Present at this meeting = 29 members, 6 visitors							
9.9.25 Academic Senate Meeting							

[illegible]