

ACADEMIC SENATE MINUTES

SEPTEMBER 30, 2025

Elizabeth “Liz” Encarnacion	President	2025-2027	Y
Terezita Reyes 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	N
Vacant	Arts, Communication & Design B	2025-2026	
Nicole Farrand	Arts, Communication & Design B	2025-2027	Y
Myra Andrade	Academic & Career Counseling	2024-2026	N
Wendy Whitney	Academic & Career Counseling	2025-2027	Y
Joseph Lee	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2024-2026	Y
Jonathan Polidano	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2025-2027	Y
Hannah Carter	Chino Campus	2024-2026	Y
Manar Hijaz	Chino Campus	2025-2027	N
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	Y
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	N
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
Alternates			
Stephen Shelton	Arts, Communication & Design A	2024-2026	Y
Vacant	Arts, Communication & Design B	2025-2027	
Melissa Johannsen	Academic & Career Counseling	2024-2026	Y
Fabiola Espitia	Academic & Career Counseling	2025-2027	Y
Jay Scott	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2025-2027	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	Y
Annette Henry	Kinesiology, Nutrition, & Athletics	2025-2027	N
Rose Ann Osmanian	Instructional Support	2025-2027	Y
Vacant	Public Service, Culture, & Society	2025-2026	
Vacant	Science, Technology, Engineering & Mathematics	2025-2027	
Vacant	Adjunct Alternate Senator	2025-2027	
Sarah Schmidt	Classified Senate Liaison	2025-2027	N
Nolan Krueger	Chaffey College Student Government	2025-2027	N
Alilah Mora De Jesus	Chaffey College Student Government	2025-2027	Y

Guests:

Adriana Arce, Director, Distance Education & Professional Development

Matthew Caddell, CCSG President/Student Trustee

Melissa Christian, Executive Director, Institutional Research, Policy, and Grants

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 and Strategic Communications

1. PERSONAL EXPRESSION (12:30 P.M.) 12:37 P.M.**2. CALL TO ORDER (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.

- Read by Tamari Jenkins, Senator-At-Large

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.)**4. ADOPTION OF AGENDA**

- September 30, 2025
- **Motion for Approval** - Senator Lee moved to adopt the agenda. Senator Shelton seconded the motion. The motion was approved. 9.30.25, 21Y/0N/0A.

5. CONSENT AGENDA**5.1 September 16, 2025 Meeting Minutes.** See attachment titled, "ACADEMIC SENATE MINUTES September 16, 2025 DRAFT"**5.2 Curriculum** is asking that the Academic Senate endorse the course modifications that are presented in the packet. See attachment titled "9-17-2025 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 Administrative Assistant II, Arts, Communication & Design**
Jin Liu, Chinese, ACD

5.4 Faculty representatives that can no longer serve on this selection/hiring committees:

5.4.1 Administrative Assistant II, Arts, Communication & Design

Charmaine Phipps, English Second Language, ACD

- **Motion for Approval** - Senator Shelton moved to approve the Consent Agenda 9.30.25. Senator Polidano seconded the motion. The motion was approved. 9.30.25, 21Y/0N/0A.

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

7. UNFINISHED BUSINESS

7.1 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
- Senator Liu delivered a report on Bracamontes' sabbatical report:
 - Summary of review
 - Objectives met. The approved objective was to produce a concise, research-informed autoethnography handbook for Communication Studies with cross-disciplinary utility.
 - Deliverables. The report includes an up-to-date literature review with methodological framing and four instructor-ready activity templates: Cultural Artifact; In Pursuit of Culture; Routines; and Childhood Sayings.
 - Methods and ethics. Library/database research and a qualitative/interpretivist approach (e.g., triadic models, thick description) are appropriate to the scholarly aim. The report addresses ethical boundaries, trauma-informed practice, and IRB-adjacent considerations with citations.
 - Alignment and utility. The activities explicitly connect research to practice, support DEIA priorities, and align with ZTC/TTP pathways, increasing adoption potential across courses.
 - Collegial writing. The report is clearly organized (title page, literature review, activities, ethics), uses a scholarly voice, and cites current and foundational work.
 - Coursework enrollment. Not applicable; none was included in this sabbatical.
 - Clarifications and correspondence
 - To ensure the final record is clean, we requested minor corrections (activity count alignment and light copyedits). Brent confirmed the correct number of activities is four, provided a revised and signed document reflecting the updates, and confirmed that no coursework enrollment was part of the project.
 - Recommendation
 - The subcommittee finds that the sabbatical deliverables—an evidence-based literature review plus four instructor-ready activity templates—fulfill the approved objectives, are pedagogically sound, and meet collegial writing standards. We recommend approval.

- Senator Liu moved to recommend Brent Bracamontes' sabbatical report for approval. Senator Holdiness seconded the motion. The motion was approved. 9.30.25, 21Y/0N/0A.
- b. Bradley Hughes, (Spring 2025)**
 - Reviewers: Henry Leonor, Hannah Carter, Justin Keller
 - Senator Keller reported on Hughes' report:
 - Professor Hughes' sabbatical aimed to research the benefits of learning activities and create directed learning activities, DLAs, for astronomy students. Professor Hughes consulted with faculty, including part-time faculty, and their feedback shaped his work and the topics he focused on. The subcommittee agreed with the report's proposed benefits to the college that these DLAs will not only benefit astronomy students, but have the potential to support other students related... in related STEM classes. The report is well-researched and draws upon multiple findings to create a DLA checklist, which Professor Hughes evaluates in each of his 21 DLAs. The direct connection between his research and his DLAs highlights the scholarly foundations of his work.
 - Senator Keller moved to approve Bradley Hughes' sabbatical report. Senator Holdiness seconded the motion. The motion was approved. 9.30.25, 21Y/0N/0A.
- c. Michelle Martinez, (2024-2025 Academic Year)**
 - Reviewers: Nicole Farrand, Sean Connelly, Anthony Guaracha
 - Senators Guaracha and Farrand reported on Martinez' sabbatical report which focused on different practices at community colleges with regards to student support, including mental health resources. Her report looked at how different colleges provided resources for students. The report focused on trauma-informed care training for academic counselors, as well as other staff faculty at community colleges. She conducted a literature review and recertified or re-licensed her in social work, conducted some counseling sessions, private sessions, and completed training on trauma informed practices.
 - Senator Guaracha moved to approve Michelle Martinez' sabbatical report. Senator Holdiness seconded the motion. The motion was approved. 9.30.25, 24Y/0N/0A.
- d. Leta Ming, (2024-2025 Academic Year)**
 - Reviewers: Roseann Osmanian, Louisa Villeneuve, Jonathan Polidano
 - Senator Polidano discussed Leta Ming's sabbatical report:
 - The sabbatical focus was primarily on gaining an extensive amount of subject matter expertise in Asian arts, in order to help support some of the Asian American-focused coursework and kind of diversity of the courses at Chaffey. The report included international travel to historical art locations, both in India and Asia, specifically Japan and visits to museums both internationally and throughout the U.S. She also collaborated with faculty outside of our own campus, primarily within Southern California institutions. Ming also developed a canvas shell that she's sharing with the other faculty of her program, and is incorporating a new textbook after some of the collaborations that she had with other faculty as part of this project.
 - Senator Polidano moved to approve Leta Ming's sabbatical report. Senator Doget seconded the motion. The motion was approved. 9.30.25, 24Y/0N/0A.
- e. Ava Nguyen, (Spring 2025)**
 - Reviewers: Laura SMB, Wendy Whitney, Melanie Bratcher
 - Senator Santamaria Brady discussed Ava Nguyen's report:
 - The purpose of Nguyen's report was to update her knowledge of historically marginalized communities (specifically Indigenous persons, unhoused persons, and transgender persons) in order to update her Intercultural Communication courses and provide

resources to other faculty. She focused on ethnographic study of her three communities, engaged in classroom study, provided metrics to supplement her ethnographic service, and also developed an OER resource that's available to everyone on Canvas. The committee felt that she did an excellent job and rose above meeting her objectives in creating a great interdisciplinary report. She showcased the importance of self-study and reflection through ethnographic work. Her documented active involvement in the communities she chose to work with and the development of an extensive canvas shell accomplished her objectives. The subcommittee also wanted to point out that the populations chosen are also reflected in the upcoming Student Equity Plan.

- Senator Santamaria Brady moved to approve Ava Nguyen's sabbatical report. Senator Shelton seconded the motion. The motion was approved. 9.30.25, 24Y/0N/0A.

f. David Rentz, (Spring 2025)

- Reviewers: Patricia Gomez, Melissa Johannsen, Tamari Jenkins
- Senator Jenkins discussed David Rentz's report:
 - Rentz' general objectives were to grow professionally, collaborate with Chaffey colleagues, and provide Chaffey music students with the opportunity to take on exciting musical and technological projects that will prepare them for future educational and artistic professional practice. The subcommittee felt that he thoroughly demonstrated his sabbatical objectives and activities, and followed the collegial writing requirements. The musical pieces that he created look brilliant, and they loved how he collaborated with other faculty members and students. He does a great job of explaining the purpose regarding the sabbatical, completion, and providing details and tangible composed sheet music. The committee agreed that this is a wonderful way to highlight the talents and contributions of our college community, students, and faculty.
- Senator Jenkins moved to approve David Rentz' sabbatical report. Senator Lee seconded the motion. The motion was approved. 9.30.25, 24Y/0N/0A.

7.2 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. Please refer to the attached documents, "BP 7150 Evaluation and Professional Growth" and "AP 7150 Evaluation and Professional Growth".

- **Motion for Approval** - Senator Shelton moved to endorse the reading and revisions of AP 7150. Senator Doget seconded the motion. The motion was approved. 9.30.25, 0Y/0N/0A.
- **Motion for Approval** - Senator Shelton moved to approve BP 7150 with no changes. Senator Doget seconded the motion. The motion was approved. 9.30.25, 24Y/0N/0A.

7.3 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.*

- **Motion for Approval** - Senator Holdiness moved to endorse the reading and revisions of AP 7160. Senator Doget seconded the motion. The motion was approved. 9.30.25, 24Y/0N/0A.

7.4 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"

- FSC facilitator and Senator Jenkins discussed the discrepancies in part-time faculty flex obligation. Part-time faculty currently only have a flex obligation if the in-person component of their face-to-face hybrid class lands on the same day as flex. Part-time faculty that only teach online courses do not have a flex obligation. This leads to confusion and inequity in professional development. Senator Jenkins also discussed issues regarding the lack of codification in the contract on NFO.
- Senator Doget mentioned that lab-only faculty also experience confusion regarding FLEX requirements since they depend on when their lab courses are scheduled.
- Senator Holdiness shared support on finding solutions to broaden flex requirements, particularly for part-time faculty who have contract obligations but are not teaching courses. Getting a solid definition of NFO release time would also be useful to determine what reassignment would look like.
- Senator Santamaria Brady asked about justification for current FLEX hours. The current requirements were established before online teaching became prominent. Those requirements are also left to the District to interpret. Some schools pay for professional development, some schools follow the same model as Chaffey, others establish a FLEX requirement for part-time faculty based on a small percentage of their teaching load, or their FTE (Palomar or Mesa). Current hesitation on changing FLEX requirements involves worries about creating more labor demand on part-time faculty.
- It was discussed that you could potentially move wage steps by completing union professional development. This can be a potential way to discuss and address the concerns on labor demand. Adjuncts could complete union professional development that counts as FLEX credit strands and work towards a wage step increase.
- Senator Ward explained that as a part-time faculty, she has not had a flex requirement. Besides department meetings, there is no other incentive or advantage to complete more FLEX hours with the current model.
- Senator Kandhway asked how the requirement would change for faculty who teach fast-track, late start, etc., since they may not have the same amount of time to complete required hours.
- Senator Farrand also added that part-time faculty are not yearly-contract employees and would not have a year to complete FLEX requirements the same way full-time faculty do.

8. NEW BUSINESS - None.

9. REPORT(S)

9.1 President

- President Encarnacion updated the Senate on a previous issue raised by a public comment regarding a "Homework Help" AI feature that appears while on the Canvas website when using a Google Chrome browser:

- This feature is not a Canvas feature, but rather a built-in Chrome feature. Because of faculty complaints, Google has opted to temporarily disable the feature, though it is likely it will be re-enabled in the future. The ASCCC is hoping to work with the Chancellor's office on potential solutions. The ASCCC may also be discussing a possible resolution regarding this issue in their upcoming plenary session.
- An example of how the AI tool works can be accessed through a Canvas forum post: ["Homework Help" Example and discussion](#)
- Included is also a *Washington Post* article discussing teacher reactions to the AI feature: ["Teachers Got Mad About a Cheat Button on Chrome. Now Google is Pausing it."](#)

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 Academic Senate for California Community Colleges (ASCCC) Information

11.1.1 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](#)

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

11.2 Chaffey College

11.2.1 Current Needs of our LGBTQIA+ Students with Dr. Alison Cerezo, Wednesday, October 1, 3:00-4:00 PM, CAA- 218, or join via Zoom. Join us with Dr. Alison Cerezo for a listening

session to help us learn about current needs and shape potential coming resources for our LGBTQIA+ student population. Dr. Cerezo helped Chaffey College launch its initial LGBTQIA+ Needs and Assessment Survey and our students' voice is needed to help us shape future resources. We look forward to connecting with you!

11.2.2 Student Support Fund Application Training/Q&A, Wednesday, October 1, 2:00-3:00 PM [Zoom meeting](#) ID: 868 5572 6835 Passcode: 614156

11.2.3 4th Annual Black and Brown Minds & Mattering Conference – Friday, October 24

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

11.2.5 Save the Date! Report to the Community 2025, Building Tomorrow's Leaders– Wednesday, November 5, Jesse Turner Center, Fontana, 11:00 AM, Registration to open soon.

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

The next Academic Senate meeting is scheduled for Tuesday, October 7, 2025.

Lissa A. Napoli, Recording Secretary

Laura Santamaria Brady, Treasurer / Secretary

9-17-25 Curriculum Endorsements

1. ACD, BTH, and CHINO Mid-Cycle Updates:

AMERICAN SIGN LANGUAGE PACKAGE

[American Sign Language Curriculum Presentation](#)

The faculty have determined in their Mid-Cycle Update Form that the following courses require no updates or changes for their mid-cycle review:

ASL-1	Elementary American Sign Language I
ASL-2	Elementary American Sign Language II
ASL-3	Intermediate American Sign Language III
ASL-4	Intermediate American Sign Language IV
ASL-18	Introduction to Deaf Studies
ASL-21	Classifiers/Depicting Verbs

New Courses w/ DE:

ASL-22 (replacing ASL-20)	Fingerspelling/Numbers
--	------------------------

Course Deactivations:

ASL-20	Fingerspelling/Numbers
---------------	------------------------

Program Modifications:

American Sign Language Studies	AA
American Sign Language (ASL)	Certificate of Achievement

ARABIC AND FRENCH PACKAGE

[Arabic and French Curriculum Presentation](#)

The faculty have determined in their Mid-Cycle Update Form that the following courses require no updates or changes for their mid-cycle review:

ARABIC-1	Elementary Modern Standard Arabic I
ARABIC-2	Elementary Modern Standard Arabic II
ARABIC-3	Intermediate Modern Standard Arabic I
ARABIC-4	Intermediate Modern Standard Arabic II
FR-1	Elementary French I
FR-2	Elementary French II

Curriculum Committee Approval:

CHINESE PACKAGE

[Chinese Curriculum Presentation](#)

The faculty have determined in their Mid-Cycle Update Form that the following courses require no updates or changes for their mid-cycle review:

CHIN-1	Elementary Mandarin Chinese I
CHIN-2	Elementary Mandarin Chinese II
CHIN-3	Intermediate Mandarin Chinese I
CHIN-4	Intermediate Mandarin Chinese II
CHIN-18	Modern Chinese Popular Culture

Program Modifications:

Chinese Studies	AA
------------------------	----

COMMUNICATION STUDIES PACKAGE

[Communication Studies Curriculum Presentation](#)

The faculty have determined in their Mid-Cycle Update Form that the following courses require no updates or changes for their mid-cycle review:

COMSTD-2	Introduction to Public Speaking (CCN: COMM C1000)
COMSTD-4	Fundamentals of Interpersonal Communication
COMSTD-6	Fundamentals of Small Group Communication
COMSTD-8	Fundamentals of Speech Communication
COMSTD-12	Mass Communication and Society
COMSTD-14	Oral Interpretation of Literature
COMSTD-72	Logic and Argumentation
COMSTD-74	Intercultural Communication
COMSTD-76	Gender and Communication
COMSTD-78	Family Communication

Program Modifications:

Communication Studies 2.0	AA-T
--------------------------------------	------

ENGLISH PACKAGE

[English Curriculum Presentation](#)

The faculty have determined in their Mid-Cycle Update Form that the following courses require no updates or changes for their mid-cycle review:

ENGL-1C	Introduction to Literature (CCN: ENGL C1002)
----------------	--

Course Modifications w/ DE:

ENGL-1A	Academic Reading and Writing (CCN: ENGL C1000)
ENGL-1B	Critical Thinking and Writing (CCN:

	ENGL C1001)
ENGL-32	Introduction to the Novel
ENGL-33	Introduction to Poetry
ENGL-35	Literary Magazine Production
ENGL-68	Mythology
ENGL-70A	World Literature I
ENGL-70B	World Literature II
ENGL-73	LGBTQIA+ Literature
ENGL-74	Asian-American Literature
ENGL-75A	American Literature I
ENGL-75B	American Literature II
ENGL-76	African-American Literature
ENGL-77	Latino Literature
ENGL-79	Native American Literatures
ENGL-7A	Creative Writing: Short Fiction
ENGL-7B	Creative Writing: Fiction
ENGL-7D	Creative Writing: Poetry
ENGL-7E	Creative Writing: Nonfiction
ENGL-80A	Survey of British Literature I
ENGL-80B	Survey of British Literature II
ENGL-81	Shakespeare

Program Modifications:

English	AA-T
----------------	------

ENGLISH AS A SECOND LANGUAGE PACKAGE

[English as a Second Language Curriculum Presentation](#)

The faculty have determined in their Mid-Cycle Update Form that the following courses require no updates or changes for their mid-cycle review:

ESL-603	English for Technical Trades I
ESL-604	English for Technical Trades II
ESL-608	Pronunciation of American English
ESL-650	English and Citizenship

Course Modifications w/ DE:

ESL-475	Fundamentals of College Reading and Writing for ESL Students
ESL-607	Conversation and Pronunciation
ESL-612	English as a Second Language I
ESL-622	English as a Second Language II
ESL-622A	English as a Second Language IIA
ESL-622B	English as a Second Language IIB
ESL-632	English as a Second Language III
ESL-632A	English as a Second Language IIIA
ESL-632B	English as a Second Language IIIB

ESL-642	English as a Second Language IV
ESL-652	English as a Second Language V

Program Modifications:

English as a Second Language	Noncredit Certificate of Competency
-------------------------------------	-------------------------------------

JOURNALISM PACKAGE

[Journalism Curriculum Presentation](#)

The faculty have determined in their Mid-Cycle Update Form that the following courses require no updates or changes for their mid-cycle review:

JOUR-10	Newswriting
JOUR-30	Student Media Practicum I
JOUR-31	Student Media Practicum II

Course Modifications w/ DE:

JOUR-11	Multimedia Reporting
----------------	----------------------

Program Modifications:

Journalism	AA-T
Journalism	Certificate of Achievement



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

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 (1st reading and information; sunshine with participatory governance groups for input; 2nd reading and approval) | Governing Board (Policy Liaison; 1st reading and information; 2nd 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, which are available on the Human Resources web-page.

Evaluation of the Superintendent/President shall be conducted in accordance with BP/AP 2435 Evaluation of the Superintendent/President.

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

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 AP is approved.

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 (1st reading and information; sunshine with participatory governance groups for input; 2nd 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

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 AP is approved.

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: 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 (1st reading and information; sunshine with participatory governance groups for input; 2nd 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

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.

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.**



Student Listening Session Current Needs of our LGBTQIA+ Students

with Dr. Alison Cerezo

Wednesday, October 1
@ 3:00-4:00pm

In-person:
CAA-218
(Rancho Campus)
or join via Zoom*

[Zoom Registration Link »](#)

*Zoom Pre-Registration Required



Join us with Dr. Alison Cerezo for a listening session to help us learn about current needs and shape potential coming resources for our LGBTQIA+ student population. Dr. Cerezo helped Chaffey College launch its initial LGBTQIA+ Needs Assessment Survey and our students' voice is needed to help us shape future resources. We look forward to connecting with you!

If you require disability-related accommodations to participate in the in-person event, please contact Janejila Snider at janejila.snider@chaffey.edu.

		Present	Adoption of the 9.30.25 Agenda	Motion to approve the 9.30.25 Consent Agenda	Approval of Sabbatical Report: Brent Bracamontes	Approval of Sabbatical Report: Bradley Hughes	Approval of Sabbatical Report: Michelle Martinez
<i>Alternate Senators Italicized</i>							
Representation	Name						
President	Elizabeth "Liz" Encarnacion	Y					
Vice President	Terezita Reyes Overduin	Y	Y	Y	Y	Y	Y
Secretary/Treasurer	Laura Santamaria Brady	Y	Y	Y	Y	Y	Y
Curriculum Chair	Angela Burk-Herrick	Y	Y	Y	Y	Y	Y
ACD-A	Laura Santamaria Brady						
ACD-A	Henry Leonor						
ACD-A Alternate	Steve Shelton	Y	Y	Y	Y	Y	Y
ACD-B	Vacant						
ACD-B	Nicole Farrand	Y	Y	Y	Y	Y	Y
ACD-B Alternate	Vacant						
ACC	Myra Andrade						
ACC	Wendy Whitney	Y	Y	Y	Y	Y	Y
ACC Alternate	Melissa Johannsen	Y	-	-	-	-	Y
ACC Alternate	Fabiola Espitia	Y					
BTH/MIDT	Joseph Lee	Y	Y	Y	Y	Y	Y
BTH/MIDT	Jonathan Polidano	Y	Y	Y	Y	Y	Y
BTH/MIDT Alternate	Jay Scott						
Chino Campus	Hannah Carter	Y	-	-	-	-	Y
Chino Campus	Manar Hijaz						
Chino Campus Alternate	Vacant						
Fontana Campus	Sean Connelly	Y	-	-	-	-	-
Fontana Campus	Anthony "Tony" Guaracha	Y	Y	Y	Y	Y	Y
Fontana Campus Alternate	Vacant						
HFID&C	Vacant						
HFID&C	Vacant						
HFID&C Alternate	Vacant						
HW - HS	Jayne Clark-Frize	Y	-	-	-	-	Y
HW - HS	Vacant						
HW - HS Alternate	Lisa Doget	Y	Y	Y	Y	Y	Y
HW - KNA	Rob Hadaway						
HW - KNA	Candice Hines-Tinsley	Y	Y	Y	Y	Y	Y
HW - KNA Alternate	Annette Henry						
Instructional Support	Terezita Reyes Overduin						
Instructional Support	Christina Holdiness	Y	Y	Y	Y	Y	Y
Instructional Support Alternate	Rose Ann Osmanian	Y	Y	Y	Y	Y	Y
PCS	Melanie Bratcher						
PCS	Patricia Gomez	Y	Y	Y	Y	Y	Y
PCS Alternate	Vacant						
STEM	Justin Keller	Y	Y	Y	Y	Y	Y
STEM	Louisa Villeneuve	Y	Y	Y	Y	Y	Y
STEM Alternate	Vacant						
Senator-At-Large	Tamari Jenkins	Y	Y	Y	Y	Y	Y
Senator-At-Large	Sarah Chamberlain	Y	Y	Y	Y	Y	Y
Senator-At-Large	Jin Liu	Y	Y	Y	Y	Y	Y
Adjunct Senator-at-Large	Carolyn Ward	Y	Y	Y	Y	Y	Y
Adjunct Senator-at-Large	Ekta Kandhway	Y	Y	Y	Y	Y	Y
*Adjunct Alternate Senator	Vacant						
Classified Senate Liaison	Sarah Schmidt						
CC Student Government	Nolan Krueger						
CC Student Government	Alilah Mora De Jesus	Y					
RED indicates reported absence	PURPLE indicates reported tardy/leave early	28	21	21	21	21	24
Total Yes Votes			0	0	0	0	0
Total No Votes			0	0	0	0	0
Total Abstentions							
- = Not available during meeting to vote							
37 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 (include the President-but only votes to break a tie)							
18 members are needed for QUORUM							
35 Present at this meeting = 28 members, 7 visitors							
9.30.25 Academic Senate Meeting							

