

Academic Senate Minutes

August 18, 2026

Elizabeth “Liz” Encarnacion	President	2025-2027	Y
Stephen Shelton	Vice President	2026-2027	Y
Laura Santamaria Brady	Secretary/Treasurer	2026-2027	Y
Angela Burk – Herrick	Curriculum Chair	2025-2027	Y
Laura Santamaria Brady	Arts, Communication & Design A	2026-2028	Y
Henry Leonor	Arts, Communication & Design A	2025-2027	Y
Vacant	Arts, Communication & Design B	2026-2028	
Nicole Farrand	Arts, Communication & Design B	2025-2027	Y
Myra Andrade	Academic & Career Counseling	2026-2028	N
Wendy Whitney	Academic & Career Counseling	2025-2027	Y
Joseph Lee	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2026-2028	Y
Jonathan Polidano	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2025-2027	Y
Hannah Carter	Chino Campus	2026-2028	Y
Manar Hijaz	Chino Campus	2025-2027	Y
Sean Connelly	Fontana Campus	2026-2028	Y
Anthony Guaracha	Fontana Campus	2025-2027	Y
Vacant	Hospitality, Fashion, Interior Design, and Culinary	2025-2027	
Vacant	Hospitality, Fashion, Interior Design, and Culinary	2026-2028	
Lisa Doget	Health & Wellness - Health Sciences	2026-2028	Y
Vacant	Health & Wellness - Health Sciences	2025-2027	
Annette Henry	Health & Wellness - Kinesiology, Nutrition & Athletics	2026-2028	Y
Candice Hines-Tinsley	Health & Wellness - Kinesiology, Nutrition & Athletics	2025-2027	Y
Terezita Reyes Overduin	Instructional Support	2026-2028	Y
Christina Holdiness	Instructional Support	2025-2027	N
Melanie Bratcher	Public Service, Culture, & Society	2026-2028	Y
Patricia Gomez	Public Service, Culture, & Society	2025-2027	N
Justin Keller	Science, Technology, Engineering & Mathematics	2026-2028	Y
Louisa Villeneuve	Science, Technology, Engineering & Mathematics	2025-2027	Y
Tamari Jenkins	Senator-At-Large	2026-2029	N
Jin Liu	Senator-At-Large	2025-2028	Y
Sarah Chamberlain	Senator-At-Large	2024-2027	Y
Vacant	Adjunct Senator-At-Large	2026-2028	
Ekta Kandhway	Adjunct Senator-At-Large	2025-2027	N

Alternates & Liaisons

Stephen Shelton	Arts, Communication & Design A	2026-2028	Y
Vacant	Arts, Communication & Design B	2025-2027	
Jackie Boboye	Academic & Career Counseling	2026-2028	N
Fabiola Espitia	Academic & Career Counseling	2025-2027	N
Jay Scott	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2025-2027	N
Vacant	Chino Campus	2025-2027	
Vacant	Fontana Campus	2025-2027	
Vacant	Hospitality, Fashion, Interior Design, and Culinary	2026-2028	
Vacant	Health & Wellness - Health Sciences	2025-2027	
Robert “Rob” Hadaway	Kinesiology, Nutrition, & Athletics	2026-2027	N
Rose Ann Osmanian	Instructional Support	2025-2027	N
Vacant	Public Service, Culture, & Society	2026-2028	
Vacant	Science, Technology, Engineering & Mathematics	2025-2027	
Vacant	Adjunct Alternate Senator	2025-2027	
Sarah Schmidt	Classified Senate Liaison	2025-2027	Y
Zeinah Abdelrhman	Chaffey College Student Government	2026-2027	Y
Sarah Libdeh	Chaffey College Student Government	2026-2027	Y

1. Personal Expression (12:30 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 Elizabeth Encarnacion, Academic Senate President

2.2. Attendee Identification (Chino and Fontana Senators: cameras must be on; turn off all virtual backgrounds.)

3. Public Comment (Reserved for Guests only and limited to two minutes.)

3.1. Senator Keller read a public comment on behalf of Brandelyn Neal and Morgan Rea, Mathematics Faculty

3.1.1. I wanted to bring to the Academic Senate's attention my concerns with Chaffey College's classroom door locks.

In the event of an active shooter emergency, faculty currently need to go outside of their classrooms and use their key fobs to lock their classroom doors. There is currently no way for people inside a classroom to manually lock the door while remaining inside the room. There is also no way to know from inside the classroom if the door is locked, without physically stepping outside to check. If something were to happen to the faculty member during the emergency, students have no way at all to lock the classroom doors to keep themselves safe.

Even if Administration can "globally" lock all classroom doors in this type of emergency, sometimes electronic door locks can be faulty. There have been multiple times over the last year where classroom door locks were not functioning properly. In a situation where seconds matter, having the ability to manually lock the door from within the classroom could be the difference between saving lives and preventable harm.

For the safety of all Chaffey College students and employees, I would like to advocate for electronic doors throughout campus classrooms that can be locked from within by the push of a physical button. Thank you

4. Adoption Of Agenda

4.1. August 18, 2026

4.2. **Motion for Approval** - Senator Doget moved to adopt the agenda with the amendment to add item 5.2, Faculty approval to serve on hiring committee for Instructor, Biology (One-Year Temporary) to the consent agenda. Senator Overduin seconded the motion. The motion was approved. 8.18.26, 22Y/0N/0A.

5. Consent Agenda

5.1. May 12, 2026 **Meeting Minutes.** (See attachment titled “Academic Senate Minutes, May 12, 2026 Draft.”)

5.2. **Faculty representatives who have been requested to serve on these campus committees:**

5.2.1. Instructor, Biology (One-Year Temporary)

- Justin Keller, Instructor, Biology
- Nan Shea, Instructor, Biology
- Nicole De Rose, Instructor, Biology
- Candice Piper, Instructor, Nursing, Vocational

5.3. **Motion for Approval** - Curriculum Chair Burk-Herrick moved to adopt the Consent Agenda. Senator Polidano seconded the motion. The motion was approved. 8.18.26, 22Y/0N/0A.

6. **Guest(s)/Presentation(s)** - None.

7. Report(s)

7.1. **President**

7.1.1. President Encarnacion will provide an update to the Senators regarding the approvals to Hiring Committees and all other decisions and information important to the Senate’s work that occurred during the off-contract time between Spring 26 and Fall 26 as listed in the Bylaws, Academic Senate Duties and Responsibilities, item 14. See attachment titled “President Report: August 18, 2026”

7.2. **Vice President**

7.2.1. VP Shelton shared his excitement for this new academic year and reiterated the importance of the AO position, especially as it relates to getting courses into the Cal-GETC pathways

7.3. **Secretary/Treasurer**

7.3.1. Secretary/Treasurer Santamaria Brady thanked the body for the opportunity to serve once again and for their support during her maternity leave.

7.4. Curriculum Chair

- 7.4.1. Curriculum Chair Burk-Herrick explained that because there is no overlap between the curriculum chair, curriculum specialist, and AO, turnover in those positions creates a loss of expertise. She asks that the AO position be filled as soon as possible and that grace be extended to the curriculum office while the AO position is vacant and during the transition.

7.5. Classified Senate Liaison - No Report

7.6. Chaffey College Student Government Liaison

- 7.6.1. CCSG shared they are considering expanding the slots for student senators and representatives to 50 from the current 40.

8. Unfinished Business/Possible Action Item - Best Practices for Faculty Regarding Generative and Agentic Artificial Intelligence and Academic Integrity.

- 8.1. Senator Polidano suggested changes to the language on the Best Practices document to include additional context regarding environmental and social impacts of AI and clarification on an opt-out submission for students who do not want to use AI for graded assignments that use gen-AI. Senator Lee mentioned that there are some dead links in the document.
- 8.2. Senator Keller also asked where a conversation on AI-enabled calculators, smart glasses, and other similar tech may fit in the current document. President Encarnacion discussed that the document currently references generative and agentic AI use in its broad sense, but this may not correctly reference other smart tech. Our student handbook does not cover smart glasses and smart technology. Our current APs do not explicitly cover smart technology, though they may implicitly cover them. In the meantime, individual faculty should add their own syllabus statement regarding use of smart glasses (such as stating that prescription smart glasses keep recording functions off or non-prescription smart glasses be put away during class), until legal consultation can be reviewed. Video recording is not a DPS accommodation.
- 8.3. Senators recommended that there be a different document that focuses on guidance on smart tech.
- 8.4. Senators agreed that the document should be brought forward for one more read before voting.

9. New Business - None.

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.)

- 10.1. Senator Osmanian brought to attention the hiring of an instructional assistant in the Success Center, and asked whether faculty in that committee had already been approved by the senate.
- 10.2. Senator Bratcher asked whether a writing in cursive course could be offered.

11. Announcements

11.1 Chaffey College

11.2 Academic Senate for California Community Colleges (ASCCC) Information

11.2.1 Check out the Academic Senate for California Community Colleges webpage for other great webinars/events at asccc.org

11.3 California Community Colleges- The Collective Equity Impact Institute 2026, September 22,25, 2026, Anaheim, CA. We are pleased to invite you to Save the Date for the 2026 Collective Equity Impact (CEI) Institute. This year's institute will highlight Vision 2030 and feature strands focused on transfer alignment, climate action, workforce development, generative artificial intelligence, and diversity, equity, inclusion, and accessibility (DEIA). Each strand will include sessions designed to strengthen collaboration and support the exchange of strategies that prioritize student needs, student success, and equity across the California Community Colleges system.

Please join us in Anaheim, CA, for this three-day institute, taking place September 22–25, 2026.

Who Should Attend? All individuals working within the California Community Colleges ecosystem are encouraged to attend.

Registration Opens in Early April. We encourage you to share this opportunity with colleagues. An early-bird registration rate of \$175 will be available in April and May, with registration increasing to \$250 starting June 1.

Additional details, including registration information and the tentative agenda, will be shared soon. We look forward to learning, collaborating, and shaping the future together.

11.4 California Community Colleges - [Just Transition: Academic Academy for Climate Justice and Action](#) taking place October 23-24, 2026 at the Hyatt Regency in Newport Beach.

Join faculty leaders statewide and CCCCCO Climate Fellows at the ASCCC Academic Academy for co-learning and collaboration. The [Just Transition: Academic Academy for Climate Justice and Action](#) equips participants with tools and strategies to integrate climate action, sustainability, and equity into teaching, programs, and institutions.

Participants will develop tailored climate action plans while exploring climate literacy, curriculum innovation, and community engagement across key strands, including climate justice, environmental equity, leadership, and workforce development.

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

The next Academic Senate meeting will continue on August 25, 2026.

Lissa A. Napoli, Recording Secretary

Laura Santamaria Brady, Treasurer / Secretary

President Report: August 18, 2026

Hiring Committee Approvals:

- June 18
 - Financial Aid Specialist
 - Kristen Burleson, Counselor
 - Library Learning Commons Support Clerk II (.475)
 - Rose Ann Osmanian, Instructional Specialist
 - Library Learning Commons Support Clerk I (1.0)
 - Michelle Sanchez, Reference Librarian
 - Library Learning Commons Support Clerk II (1.0)
 - Michelle Sanchez, Reference Librarian
 - Instructor, English (One-Year Temporary)
 - Robert Nazar, Instructor, English
 - Vicki Tulacro, Instructor, English
 - Charles Williams, Instructor, English Composition
 - Thierry Brusselle, Instructor, Business Administration
- July 2
 - Counselor DPS Hiring Committee
 - Erik Kolb, Instructor, Biology - no longer able to serve
- July 23
 - Campus Police Officer
 - Nicole Barbari, Instructor, Psychology
 - Executive Director, Foundation and Community/Alumni Partnerships
 - Elizabeth Encarnacion, Instructor, Communications Studies
 - Rocio Gutierrez, Counselor

Common Ground Project Pilot Program Reporting Update

Over the summer, the Executive Team, myself, and Classified Senate President Sarah Schmidt, met with Bruce and Vera from the Common Ground Project to review the outcomes of their first six months of work with campus constituents. Their report highlighted progress in collaborative conflict-resolution and conflict-management efforts, as well as plans for the coming academic year.

The institution will be continuing its partnership with the Common Ground Project, who will be expanding their work to include department-based presentations, workshop series, and larger skills-building sessions focused on leadership, conflict management, and conflict resolution. The Common Ground Project will also continue offering individual and small-group coaching for faculty, classified professionals, and managers.

Participants have provided positive informal feedback, noting that the coaching is supportive, personalized, and effective in helping individuals feel heard while developing practical strategies

for navigating workplace challenges. Bruce and Vera are available for in-person meetings on campus and can accommodate Zoom meetings when necessary.

Articulation Officer Vacancy

You may have seen the recently reflowed Articulation Officer (AO) Faculty on Special Assignment (FOSA). Currently, the AO position sits vacant after the original application window was extended from May 8 to May 20, 2026. The AO position is essential to every college in the California community college system's transfer and curriculum process, as they are the primary expert in ensuring that courses, GE patterns, majors, and degrees are correctly aligned with transfer requirements and displayed accurately in our systems. The AO serves as the central liaison among faculty, Curriculum Committee, Counseling, Admissions and Records, the Transfer Center, and external institutions.

The current vacancy creates institutional vulnerability, and shifts the work, somewhat invisibly, to that of Counseling faculty as a whole, as well as the Curriculum Chair, the Curriculum Specialist, as well as Admissions and Records. Deans and discipline faculty in certain areas are also already feeling the impact of this vacancy, and while a vacancy does not itself constitute a Title 5 or accreditation violation, the responsibility remains with the college as a whole, even when no one individual is formally assigned to perform the tasks.

A prolonged absence, without designated, trained, and adequately supported coverage can jeopardize timely articulation work, accurate public transfer information, curriculum review, required reporting, and students' ability to follow efficient transfer pathways. Because of this, I and Curriculum Chair, Angela Burk-Herrick have already held meetings with the Chief Instructional Officer, Michael McClellan to operationalize how we can get back on track.

We share the goal to fill this position as quickly as possible and to ensure that the person assuming these responsibilities has meaningful institutional and statewide support and resources to be successful in their role. The Academic Senate will continue to advocate for prompt, sustainable AO coverage and for the integration of articulation expertise into curriculum review and transfer planning. While this is necessary to protect curriculum integrity, I also call on you to reach out to Curriculum Chair Angela Burk Herrick, Curriculum Specialist Sarah Schmidt, or CIO Michael McClellan who served as AO for a month back in the day if the idea of Articulation Officer sparks any interest and you want to learn more. Applying never hurt anyone and you might find a passion for something you never knew you would!

Brown Act Updates to Academic Senate

- Teleconferencing updates:
 - All votes must be taken by roll call
 - Broadcasting meetings
 - Senators are still required to meet from designated District conferencing locations. A change to the designated location as noted on the Academic

Senate agenda can only be approved through an emergency measure deemed by the President.

- Guests wishing to make public comment or generally participate in the meeting must be present at one of the designated District conference locations as noted on the agenda.
- The public can view a live broadcast of the meeting through the zoom link. Public attendees will have their cameras turned off and microphones muted. Public viewers should be aware that all Academic Senate meetings are recorded.
- Attendee identification - Guests and Public
 - The Brown Act is “strictly silent” on whether minutes should list attendees or public guests, specifically with regard to public comments the emphasis is given to a person's right for anonymity.
 - The [Academic Senate Bylaws](#) outline a template for meeting minutes with an attendance category for “Visitors Present” that may need to be updated, depending on the will of the body.
 - Visitors implies guests (synonym) and less likely to imply public viewers. Therefore pending any concern or updates to the Bylaws, guests present in person will be identified on the minutes and public viewers on zoom will not be.

Governance Handbook Draft

Key aspects of the Governance Handbook that I am particularly proud of:

- Consultation and convening groups
 - The separation of **Consultation Groups** (the bodies that represent, deliberate, and advise, such as Governance Council, President’s Cabinet, Academic/Classified Senates, and CCSG) from **Convening Groups** (bodies that bring constituents together around a defined charge, such as CPC, steering committees, committees, programs, and advisory groups). The distinction clarifies which bodies provide institutional representation and advise, and which engage, develop, and advance operational or planning recommendations so that the purpose and charge of every group on campus is clear and meaningful.
- College Planning Council as the institutional planning system
 - Particularly for its effective use of the tri-chair model to incorporate classified professionals, faculty, and administrators (and students) voices, it was an obvious target for centralizing communication, coordination, and review through a streamlined channel. It has an established role in strategic planning, committee coordination, and cross-collaborative teamwork on the campus. CPC has a lot of potential for growth in the governance process.
- Recommendation, feedback, and accountability process
 - The handbook creates a clear path for ideas and recommendations to move from committees through CPC or the respective Senates/CCSG, to the Governance Council. It requires proposals that support mission alignment, equity and student

impact, constituent engagement, resources, implementation, and timelines as ways to showcase the hard work and collaborative discussions committees are having but may not always be able to extract into formal writing processes to make proposals or recommendations clear. The handbook also establishes written feedback and response expectations, including a 45-day notice period for recommendations.

- Defined collegial consultation
 - The Governing Board, Superintendent/President, and/or designee must consult collegially with the Academic Senate President, acting as the Senate's representative, before policies and procedures addressing "10+2" academic and professional matters are adopted.

Best Practices for Faculty Regarding Generative and Agentic Artificial Intelligence and Academic Integrity

The Chaffey College Academic Senate affirms the central value of academic freedom and the right of each faculty member to determine how best to meet course objectives, assess and foster student learning, and uphold academic integrity.

AI is continually evolving as is the field of education. As such, guidance and recommendations will be required to evolve alongside current practices, research, and technological advances. This document should be viewed as a moment captured in time, please reach out to the [Distance Education team](#), the [Professional Learning Center](#), and/or current [CVC @One training](#) for more information until best practices can be updated.

It is important to acknowledge that AI as a tool, as well as a system, perpetuates existing social and environmental inequalities within the context of our education system as well as our larger world. In addition, as a tool, artificial intelligence cannot replace the need for human judgement and critical thinking, as emphasized in the [Chancellor's Office Guidance and Policy on AI](#).

Chaffey College values uplifting diversity, equity, inclusion, and accessibility and through that mission, The Academic Senate Best Practices support faculty in navigating the field of education in ways that contribute to a more equitable academic environment.

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Syllabus & Class Orientation Material

- Define gen-AI/agent AI as it relates to your discipline.
 - Discuss the ways in which the Chaffey College Student Handbook defines plagiarism and academic integrity and how AI fits into that definition.
 - This should be done regardless of the specific policy on use of AI in your course, as AI directly or indirectly impacts every discipline and should be acknowledged as an entity impacting all of our work in modern society.
- Incorporate clear and transparent statements about the role and implications of gen-AI and agent AI in your course(s).
 - In drafting such statements, consider adopting impartial (rather than punitive) language, helping students understand *why* and *how* AI tools will be incorporated into the context of your course, if at all.
 - The syllabus and dedicated pages of your Canvas site are great places to share AI-related course policies, but should not be the only places where these policies are discussed. Consider reminding students of the course policies during pivotal points of the semester such as when summative assessments are approaching, or inviting conversations around topics of AI during regular class discussions where they can be naturally folded into the lecture elements.
- Provide examples of what tools and uses may be allowed or prohibited and in what context.
 - *Example:* “Grammarly uses AI in order to detect spelling and grammatical errors and offer suggested changes. While this technically falls into the category of AI, it is allowed to be used in our class.”
- Example Syllabus Statements
 - *Supportive of AI use:* AI technology is a part of modern professional practice in our discipline. You are encouraged to use gen-AI thoughtfully and ethically as taught in this course as long as it's documented appropriately.
 - *Selective use:* Gen-AI can be used for formative assignments to help the brainstorming process. All AI use should be cited following the APA format. Each assignment will indicate whether AI assistance is permitted, limited, or prohibited.
 - *Restrictive of AI use:* This course requires original student work. The use of gen-AI to produce any portion of graded assignments is not permitted and constitutes an academic integrity violation, consistent with the Chaffey College Student Handbook.
- Ensure effective communication of your AI policy has been received by your students.
 - Add a question to your Syllabus Quiz at the beginning of the course to assess student understanding of this (and other) information.
 - Add an aspect of the AI policy into your Community Agreements.
 - Include the AI policy into a Student Contract that they should agree to at the beginning of the semester.

- Disclose whether you will use AI in your work as the instructor, including AI detection software such as Turn It In, Zero GPT, etc. and if you will be putting their work through these AI platforms at any point in the semester.

Note: *Some students may rely on AI tools as assistive technology and are approved for these tools through [DPS](#). When setting your course AI policy, consider how your expectations may affect students with varying levels of access, resources, and needs.*

AI in the Classroom

- Be transparent about your AI use in the class with students.
 - Faculty are encouraged to thoughtfully research and explore AI as an assistive technology in their professional practice — for example, to help structure feedback, personalize responses, or improve efficiency in formative assessment creation. However, AI should not be relied on to make final grading decisions, as grading requires professional judgment, contextual knowledge, and accountability that remains with the instructor.
 - Inputting student work into non-district-approved software without student consent may constitute a privacy violation. If you use AI as an assistive technology, [practice information security](#): scrub or anonymize data before input, and ensure the tools are set to not train on your usage.
- [Consider the research on AI detection tools](#) and if they are the right choice in determining authenticity in content creation.
 - Many reports show that [AI detection tools are significantly unreliable](#), both in terms of false positives and false negatives, given the fact that they are trained on the same LLM's that gen-AI tools are trained on. This includes TurnItIn's AI report, which is an integrated feature in Chaffey's Canvas LMS assignments. Based on this unreliability, all use of automated AI screening/detection tools should be used with extreme caution or not at all.
- When using gen-AI or agentic-AI in the classroom for graded assignments, always have an “opt-out” alternative submission format for students who do not wish to use AI.
- Encouraging students to report their usage of AI-backed tools is one way to foster critical thinking skills and information literacy skills with respect to their assignments.
 - Examples include having students submit a survey or questionnaire to indicate which AI-based tools they used and how, teaching them to properly cite their use of AI in their works cited or reference lists, requiring them to share the link to their chatbot conversations.
 - It's important to remember that gen-AI is not an author, and therefore not a source of information; however, its use in compiling, explaining, or transforming information should be disclosed through the use of citations as prescribed by standard academic practices such as APA or MLA format.

Authentic Assessment in an AI-World

AI “Neutral” Opportunities

- Create opportunities for students to reflect on, discuss, and question the possibilities and limitations of AI tools in their disciplines, the workplace, the broader sociocultural context, and/or everyday events. Such spaces contribute not only to AI literacy but encourage critical analysis of AI tools.
- Focus on skills and learning opportunities that are [distinctly human](#) compared to tasks that can be supplemented by AI.
- Empower students through metacognitive exercises that focus on the process rather than the outcome. Consider shifting grading practices to be process-based that foster revision and multiple attempts to diminish the fear of deadlines and shift the focus to learning from mistakes and receiving feedback.
- Require local, dynamic, or “class-specific” content in your assessments that generic AI can’t easily know or recreate from relational history or social context.
- Build in structured, evidence-based reflection that connects personal experiences to course readings/textbook with required citations on page references.

AI “Partial” Opportunities

- Guide students to which tools are best to use in your discipline and why they are different from others. Educate students to use tools that are practically used in your discipline in real-world applications.
- Assignments that incorporate AI, such as asking students to analyze an AI-generated essay, also build information literacy, including student ability to detect AI.
- Allow students to generate prompts based on instructor provided parameters to add variety in assignments. This can support a reduction in copying other students' work and increase self motivation.

Supporting Students Through Academic Integrity

Students come to our class with varying levels of understanding AI literacy, and consequently, AI misuse may be due to a lack of understanding. Faculty should enter conversations of academic integrity with students with the intent to align their understanding of what occurred and a reminder of the classroom and college policies.

Incorporating educational opportunities for AI literacy courses such as the [Chaffey Library's LibGuide](#) and follow up [Worksheet on AI Literacy](#) could be a useful counter-assignment to offer students to inform them as to the principles of ethical sourcing of information, how AI operates, AI hallucinations, and how to use AI honestly.

It is important to emphasize accountability and responsibility in the academic integrity

conversation with students, as well as maintain your classroom policy standards. While responsibilities can be taken and honored, it does not mean a person is morally “good” or “bad” because they have violated a policy and it is important to make sure the student understands that this one assignment does not dictate who they are as a person or how the rest of their behaviors in the class will go moving forward.

Providing second chances can be appropriate, especially for a student’s first violation of a classroom policy or in specific context. It is always the instructors discretion based on their class policy, and it is good practice to keep personal records of violations that occur and the degree to which they are escalated.

As appropriate, Academic Integrity violations should be submitted to Student Services using the [Academic Integrity Report Form](#). Always inform the student that a report has been submitted and guide them through the process and any questions they have in the [Student Academic Integrity FAQ’s](#). Faculty can reference the [Academic Integrity Process Summary](#) to understand more about the process at Chaffey College.

Suggested Resources

“A Guide to AI Detectors.” *The AI Campus*, Santiago Canyon College, [The AI Campus Website](#).

“APPENDIX I - GLOSSARY OF AI TERMS.” *Appendices*, CCCCO, [CCCCO Website](#). California Community Colleges Chancellor’s Office. (n.d.). *Guidance and policy*.

<https://ai.cccco.edu/guidance-and-policy/cccco>

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<https://www.chaffey.edu/student-support-services/docs/a-integrity-process-summary.pdf>

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<https://www.playlab.ai/project/cmji0l41010tjng0uyhrhl3b0>

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Alternate Senators <i>Italicized</i>		Present	Adoption of the 8.18.26 Agenda	Motion to approve the 8.18.26 Consent Agenda	Approval of Best Practices for Faculty regarding generative and agentic artificial intelligence and academic integrity.		
Representation	Name						
President	Elizabeth "Liz" Encarnacion	Y					
Vice President	Steve Shelton	Y	Y	Y			
Secretary/Treasurer	Laura Santamaria Brady	Y	Y	Y			
Curriculum Chair	Angela Burk-Herrick	Y	Y	Y			
ACD-A	Laura Santamaria Brady						
ACD-A	Henry Leonor	Y	Y	Y			
<i>ACD-A Alternate</i>	<i>Steve Shelton</i>						
ACD-B	Vacant						
ACD-B	Nicole Farrand	Y	Y	Y			
<i>ACD-B Alternate</i>	<i>Vacant</i>						
ACC	Myra Andrade	N					
ACC	Wendy Whitney	Y	Y	Y			
<i>ACC Alternate</i>	<i>Jackie Boboye</i>	<i>N</i>					
<i>ACC Alternate</i>	<i>Fabiola Espitia</i>	<i>N</i>					
BTH/MIDT	Joseph Lee	Y	Y	Y			
BTH/MIDT	Jonathan Polidano	Y	Y	Y			
<i>BTH/MIDT Alternate</i>	<i>Jay Scott</i>	<i>N</i>					
Chino Campus	Hannah Carter	Y	Y	Y			
Chino Campus	Manar Hijaz	Y	Y	Y			
<i>Chino Campus Alternate</i>	<i>Vacant</i>						
Fontana Campus	Sean Connelly	Y	Y	Y			
Fontana Campus	Anthony "Tony" Guaracha	Y	Y	Y			
<i>Fontana Campus Alternate</i>	<i>Vacant</i>						
HFID&C	Vacant						
HFID&C	Vacant						
<i>HFID&C Alternate</i>	<i>Vacant</i>						
HW - HS	Lisa Doget	Y	Y	Y			
HW - HS	Vacant						
<i>HW - HS Alternate</i>	<i>Vacant</i>						
HW - KNA	Annette Henry	Y	Y	Y			
HW - KNA	Candice Hines-Tinsley	Y	Y	Y			
<i>HW - KNA Alternate</i>	<i>Robert "Rob" Hadaway</i>	<i>N</i>					
Instructional Support	Terezita Reyes Overduin	Y	Y	Y			
Instructional Support	Christina Holdiness	N					
<i>Instructional Support Alternate</i>	<i>Rose Ann Osmanian</i>	<i>Y</i>	<i>Y</i>	<i>Y</i>			
PCS	Melanie Bratcher	Y	Y	Y			
PCS	Patricia Gomez	N					
<i>PCS Alternate</i>	<i>Vacant</i>						
STEM	Justin Keller	Y	Y	Y			
STEM	Louisa Villeneuve	Y	Y	Y			
<i>STEM Alternate</i>	<i>Vacant</i>						
Senator-At-Large	Tamari Jenkins	N					
Senator-At-Large	Jin Liu	Y	Y	Y			
Senator-At-Large	Sarah Chamberlain	Y	Y	Y			
Adjunct Senator-at-Large	Vacant						
Adjunct Senator-at-Large	Ekta Kandhway	N					
<i>*Adjunct Alternate Senator</i>	<i>Vacant</i>						
Classified Senate Liaison	Sarah Schmidt	Y					
CC Student Government	Zeinah Abdelrhman	Y					
CC Student Government	Sarah Libdeh	Y					
RED indicates reported absence	PURPLE indicates reported tardy/leave early	26	22	22	0	0	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							
34 members total - up to 25 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)							
17 members are needed for QUORUM							
26 Members present at this meeting							
8.18.26 Academic Senate Meeting							