

Academic Senate Minutes

August 25, 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	Y
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	Y
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	Y
Jin Liu	Senator-At-Large	2025-2028	Y
Sarah Chamberlain	Senator-At-Large	2024-2027	N
Vacant	Adjunct Senator-At-Large	2026-2028	
Ekta Kandhway	Adjunct Senator-At-Large	2025-2027	Y

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	Y
Fabiola Espitia	Academic & Career Counseling	2025-2027	N
Jay Scott	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2025-2027	N
Vacant	Chino Campus	2025-2027	
Vacant	Fontana Campus	2025-2027	
Vacant	Hospitality, Fashion, Interior Design, and Culinary	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.) 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 Melanie Bratcher, PSCS

- 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.)
4. **Adoption Of Agenda**
 - 4.1. August 25, 2026
 - 4.2. **Motion for Approval** - Senator Lee moved to adopt the agenda. Senator Polidano seconded the motion. The motion was approved. 8.25.26, 22Y/0N/0A.
5. **Consent Agenda**
 - 5.1. August 18, 2026 **Meeting Minutes.** (See attachment titled "Academic Senate Minutes, August 18, 2026 Draft.")
 - 5.2. **Curriculum Committee Recommendation:** The Curriculum Committee requests the Academic Senate's endorsement of the course modifications detailed in the provided materials. (See the attachment titled "8-19-26 Curriculum Endorsements" for the complete list of proposed changes.)
 - 5.3. **Faculty representatives who have been requested to serve on these selection/hiring committees:**
 - 5.3.1 Facility Maintenance Attendant
Mark Padilla, Instructor, Physics
 - 5.3.2 Instructional Assistant IV, Ceramics/Art
Carrie Ohm, Instructor, Art
Nicole Farrand, Instructor, Art
 - 5.3.3 Instructional Assistant IV, Success Center
Rose Ann Osmanian, Instructional Specialist, Instructional Support

5.3.4 Administrative Assistant II, Admissions and Records

Fabiola Espitia, Counselor

5.3.5 Research & Data Solutions Analyst

Julie Song, Instructor, Sociology

5.4. **Motion for Approval** - Senator Polidano moved to adopt the Consent Agenda with removal of item 5.3.5. Senator Lee seconded the motion. The motion was approved. 8.25.26, 22Y/0N/0A.

6. Guest(s)/Presentation(s) - Dual Enrollment Update | Presented by Jonae Varela, Director of Dual Enrollment and High School Articulation

- 6.1. President Encarnacion asked for clarification on the Dual Enrollment Workgroup. It was recommended that the workgroup formalize as a committee through the shared governance process.
- 6.2. Senator Lee asked whether the workgroup is working on approving and distributing other educational pathways for dual enrollment and whether CTE classes could be offered.
- 6.3. Senator Andrade pointed out that the more affluent districts seem to have higher enrollment. She inquired what kind of outreach will be done to bring in more support for districts in low socioeconomic communities and whether there is data available to track improvement. Senator Jenkins highlighted the purpose of dual enrollment, statewide, is to reach underrepresented students. Jonae explained they are working on creating intentional outreach with district partners to leverage students in these populations.
- 6.4. Senator Boboye requested data for students that completed Cal-GETC certification. She also asked what counseling for dual enrollment will look like as the program grows. Jonae mentioned that they may need to restructure how our counselors work with the high schools to meet and build ed plans with students.

7. Report(s)

7.1. President

7.1.1. Governance Handbook Launch Strategy

- 7.1.1.1. The “Governance Handbook” is currently on Chaffey Central under the “For your reference” tab. The Senate will be watching an informational video on the handbook at our next meeting.

7.1.2. Governing Board Meeting Thursday, August 27

- 7.1.2.1. President Encarnacion reminded everyone that this meeting will be confirming Lisa Bailey as acting superintendent/president. Susan Hardy will also be coming back from retirement to take on the role of interim Associate Superintendent for Business Services and Economic Development.

7.1.3. Sabbatical Orientation for prospective faculty on Friday, August 28

- 7.1.3.1. President Encarnacion requests two individuals to help: one who has been on the Senate and read sabbaticals that could answer questions on what needs to be included in a sabbatical report and someone who has been on sabbatical and gone through the process.

- 7.1.4. President Encarnacion reminds faculty that the evaluation process has not changed given Federal Title II Accessibility regulations and that while providing recommendations for accessibility elements is encouraged, faculty should be mindful not to be punitive in their evaluation standards for individuals not meeting all standards of accessibility metrics at this time, as it is a work in progress.

7.2. Vice President

- 7.2.1. Deans/Coordinators meeting will be September 18th. It is my understanding the Coordinator Advisory Committee is being reassembled, so if you have things you would like your coordinators to bring to the larger group, I think there will be a platform for them to do so, so I highly encourage you to reach out to them.
- 7.2.2. Please remember that the census for FT1 is due today (8/25). This was updated from the original date of 8/24.
- 7.2.3. Also, the drop deadline for FT1 classes without a W is 8/26. I would encourage everyone to look back on the video Senate put together regarding the difference between W/F/FW, and I would encourage everyone to reach out to students that may have either not shown up or have disappeared and remind them of the approaching deadline.

7.3. Secretary/Treasurer

7.4. Curriculum Chair

- 7.4.1. Curriculum Chair Burk-Herrick shared that the curriculum office will be working on coding updates on courses. The deadline is the end of the semester.
- 7.4.2. In our catalog, the maps associated with program requirements are showing last year's maps. The office is working on updating that on the website.

7.5. Classified Senate Liaison

7.6. Chaffey College Student Government Liaison

- 7.6.1. CCSG passed the Overcoming Obstacles Bill which will award a \$1000 scholarship to 50 students.

7.7. Academic Senate Workgroups, Reporting Committees, and Liaisons

7.7.1. Enrollment Success Management: requests more faculty and coordinator involvement. Meetings are once a month, Mondays at 10 am.

7.7.2. Library Advisory Committee: requests more members. The committee meets once a month, Wednesdays at 1pm.

8. Unfinished Business

8.1. **Action Item** - Best Practices for Faculty Regarding Generative and Agentic Artificial Intelligence and Academic Integrity. See attachment.

8.2. **Motion for Approval** - Senator Shelton moved to endorse the Best Practices for Faculty Regarding Generative and Agentic Artificial Intelligence and Academic Integrity. Senator Jenkins seconded the motion. The motion was approved. 8.25.26, 21Y/0N/1A.

9. New Business

9.1. **Discussion/Possible Action Item** - Update to Sabbatical Leaves: Procedures and Documentation Handbook from the Institutional Research Committee. The complete handbook and all associated resources can be found on the [Academic Senate Canvas shell \(Use this link to enroll in the course if you are a first time visitor\)](#)

9.1.1. For prospective faculty (considering a sabbatical involving research):

Faculty considering a sabbatical that involves conducting research with human participants — such as surveys, interviews, or other data-gathering methods — should be aware that this work falls under the oversight of the Chaffey College Institutional Review Board (IRB). Before submitting a sabbatical proposal, faculty should review the IRB requirements, including the training and application process required to remain in compliance with federal and institutional research standards. Details on these requirements, along with the [IRB application](#), are available on the IRB webpage on the Chaffey College website. For questions, faculty may contact Matt Vincent (Matthew.Vincent@chaffey.edu) or Dr. Melissa Mosley (Melissa.Mosley@chaffey.edu). Starting this process promptly is important, as training completion and IRB approval must be secured before data collection begins.

Typical Sequence—plan to allow 4-6 weeks for the entire process:

- A. Email the IRB co-chairs to introduce your project and ask about current training requirements
- B. Complete any required training
- C. Submit the IRB application via the Formstack form.
- D. Respond to any requests for revisions or clarification from the IRB.
- E. Receive written IRB approval (or determination of exempt status) before beginning data collection.

9.1.2. For faculty approved for a sabbatical:

Once a sabbatical has been approved, faculty planning to conduct research involving human participants should contact the Chaffey IRB team directly to begin the process of obtaining any required training and initiating their IRB application. Starting this process promptly is important, as training completion and IRB approval must be secured before data collection begins. Faculty can access the [IRB application](#) directly, and for questions, may contact Matt Vincent (Matthew.Vincent@chaffey.edu) or Dr. Melissa Mosley (Melissa.Mosley@chaffey.edu).

Typical Sequence—plan to allow 4-6 weeks for the entire process:

- A. Email the IRB co-chairs to introduce your project and ask about current training requirements
- B. Complete any required training
- C. Submit the IRB application via the Formstack form.
- D. Respond to any requests for revisions or clarification from the IRB.
- E. Receive written IRB approval (or determination of exempt status) before beginning data collection.

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

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.) 1:50 P.M.

The next Academic Senate meeting will continue on September 1, 2026.

Lissa A. Napoli, Recording Secretary

Laura Santamaria Brady, Treasurer / Secretary

7. Program Modifications

Mathematics 2.0	AS-T
Physics 2.0	AS-T

Dual Enrollment & High School Articulation

2025–2026 Review

Academic Senate

Jonaé Varela

Director, Dual Enrollment, High School Articulation, and High School Partnerships

Year Highlights



01. English C1000 and English C1001

03. Early College Expansion

02. Statistics C1000

04. Dual Enrollment Data

Chaffey Joint Unified School District (CJUHSD) English Courses

All comprehensive high schools in CJUHSD have on average at least two sections of English C1000 in the fall semester and English C1001 in the spring semester.

This equates to an estimated 800+ CJUHSD seniors graduating high school with both English courses (6 units) completed by the time they enter as first-time freshmen in their college of choice.

Chaffey Joint Unified School District (CJUHSD) Statistics Course

Following the English model, all CJUHSD comprehensive high schools will begin to offer a year-long statistics course starting in Fall 2026 and ending May 2027.

This equates to an estimated 200+ CJUHSD seniors graduating high school with Statistics (4 units) completed by the time they enter as first-time freshmen in their college of choice.

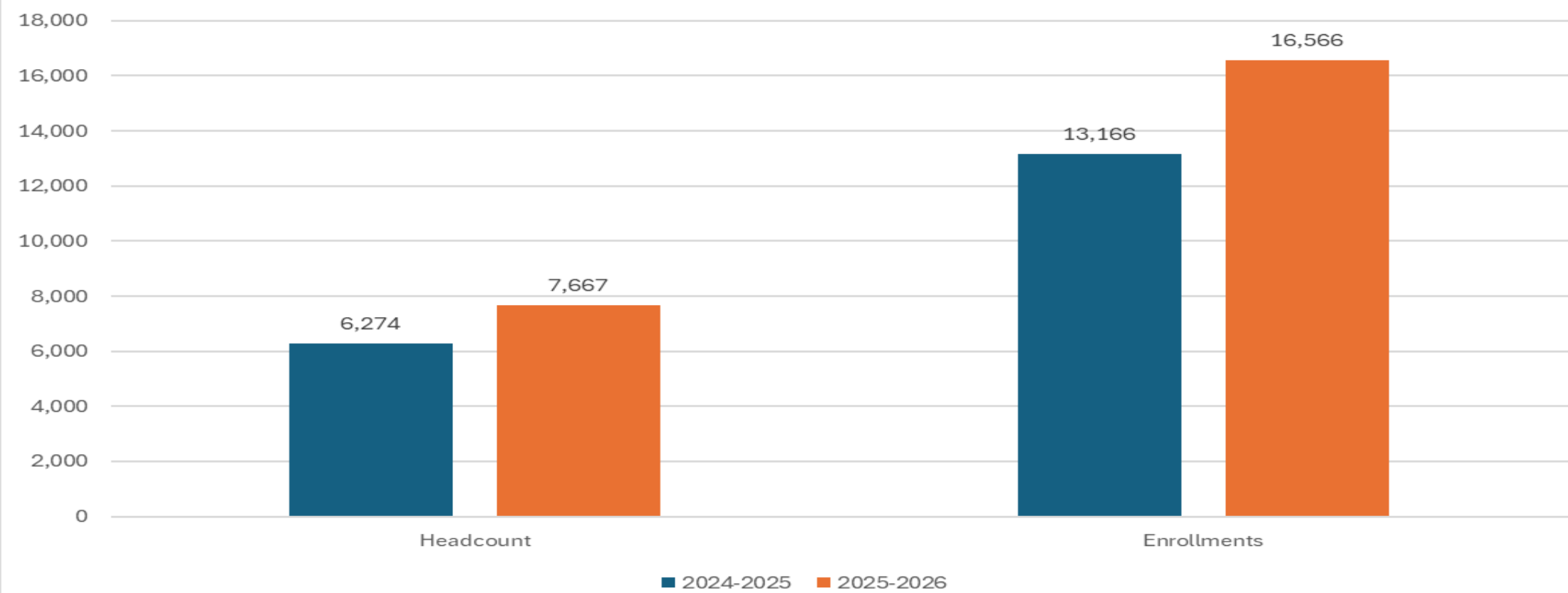
Fontana Unified School District (FUSD) Early Colleges

- This past academic year A.B. Miller and Kaiser High Schools launched their early college (EC) programs.
 - A.B. Miller welcomed 48 students in their first cohort.
 - Kaiser welcomed 30 students in their first cohort.
- The programs started in Fall 2025.
- Students will graduate with their CalGETC certificate by the time they finish high school.



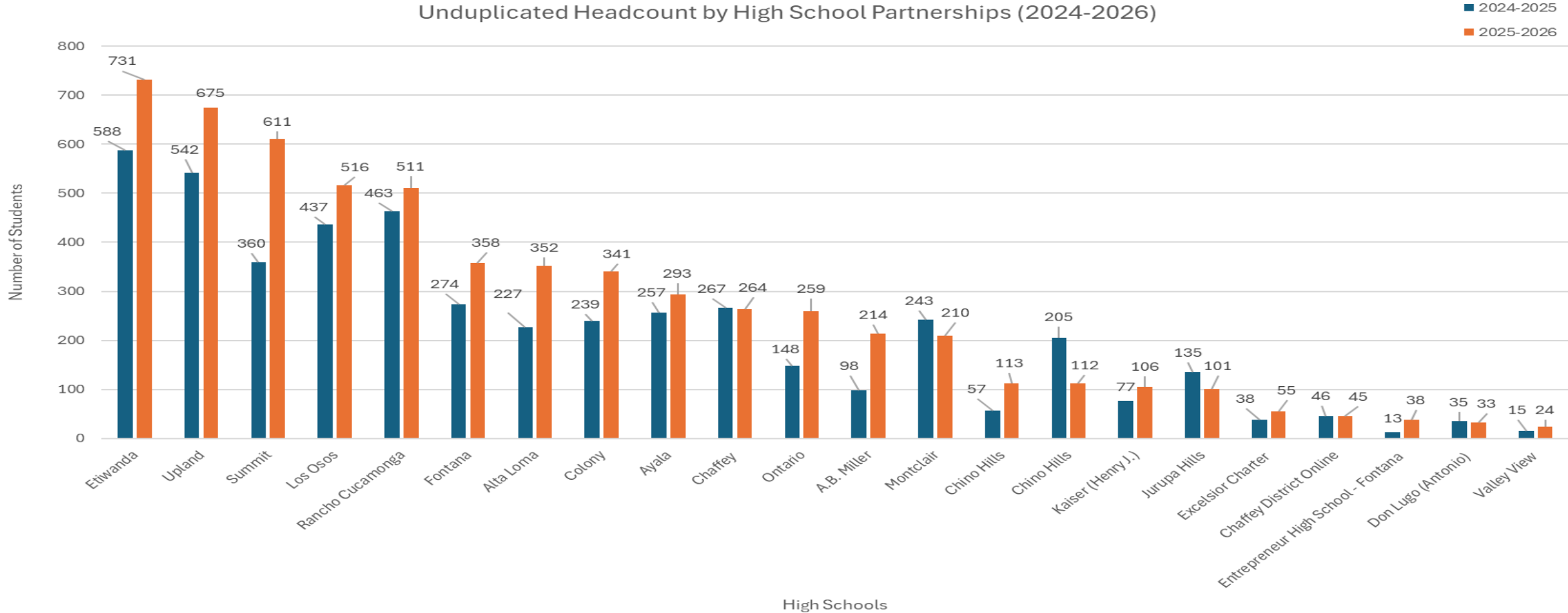
Dual Enrollment Outcomes

Dual Enrollment Overview 2024-2026



Dual Enrollment Outcomes — Headcounts by High School

Unduplicated Headcount by High School Partnerships (2024-2026)



Focus for Next Academic Year

01

Continue Building

Early College Programs

02

Continue Expanding

Early College Credit for Dual
Enrollment and High School
Articulation

03

Improve Access

for Underrepresented
Students

Thank You

Questions?

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.

Artificial intelligence cannot replace the need for human judgement and critical thinking, as emphasized in the [Chancellor's Office Guidance and Policy on AI](#). It should be viewed as a tool to be used by humans in an assistive manner. It is important to acknowledge that AI as a tool, as well as a system, creates, perpetuates, and reflects existing social and environmental inequalities within the context of our education system as well as the global world. Bias is inherent within the tool through algorithmic design, training data, as well as engagement from users. AI can also not be addressed without addressing the harmful impacts of data centers, power plants, hardware manufacturing and more all lead to an extreme impact on the carbon emissions, environmental impact, and the socio-economical impact of national, international, and local communities that largely perpetuate the disempowerment of Black and Brown communities.

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 tools in the classroom for graded assignments, it is best practice to have an "opt-out" alternative 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*, CCCCCO, CCCCCO Website. California Community Colleges Chancellor’s Office. (n.d.). *Guidance and policy*.

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

Chaffey College. (n.d.). *Academic integrity process summary*.

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

Association of California Community College Open Educational Resources Initiative. (n.d.).

Artificial intelligence (AI) and OER. <https://asccc-oeri.org/artificial-intelligence-ai-and-oer/>

Chaffey College. (n.d.). *Faculty Success Center*. <https://www.chaffey.edu/faculty-staff/fsc/index.php>

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<https://libguides.chaffey.edu/c.php?g=1301789&p=10227387>

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“Generative AI Detection Tools.” *University of San Diego Legal Research Center*, University of San Diego, 4 Dec. 2025, [Pardee Legal Research Center](#)

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<https://teaching.jhu.edu/university-teaching-policies/generative-ai/detection-tools/>

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<https://www.playlab.ai/project/cmji0l41010tjng0uyhrhl3b0>
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<https://doi.org/10.53761/q3azde36>
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Alternate Senators <i>Italicized</i>		Present	Adoption of the 8.25.26 Agenda	Motion to approve the 8.25.26 Consent Agenda minus 5.3.5	endorse the 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	Y		
Secretary/Treasurer	Laura Santamaria Brady	Y	Y	Y	Y		
Curriculum Chair	Angela Burk-Herrick	Y	Y	Y	Y		
ACD-A	Laura Santamaria Brady						
ACD-A	Henry Leonor	Y	Y	Y	Y		
<i>ACD-A Alternate</i>	<i>Steve Shelton</i>						
ACD-B	Vacant						
ACD-B	Nicole Farrand	Y	Y	Y	Y		
<i>ACD-B Alternate</i>	<i>Vacant</i>						
ACC	Myra Andrade	Y	Y	Y	Y		
ACC	Wendy Whitney	Y	Y	Y	Y		
<i>ACC Alternate</i>	<i>Jackie Boboye</i>	Y					
<i>ACC Alternate</i>	<i>Fabiola Espitia</i>	N					
BTH/MIDT	Joseph Lee	Y	Y	Y	Y		
BTH/MIDT	Jonathan Polidano	Y	Y	Y	Y		
<i>BTH/MIDT Alternate</i>	<i>Jay Scott</i>	N					
Chino Campus	Hannah Carter	Y	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	Y		
Fontana Campus	Anthony "Tony" Guaracha	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		
HW - KNA	Candice Hines-Tinsley	Y	Y	Y	Y		
<i>HW - KNA Alternate</i>	<i>Robert "Rob" Hadaway</i>	N					
Instructional Support	Terezita Reyes Overduin	Y	Y	Y	Y		
Instructional Support	Christina Holdiness	Y	Y	Y	A		
<i>Instructional Support Alternate</i>	<i>Rose Ann Osmanian</i>	N					
PCS	Melanie Bratcher	Y	Y	Y	Y		
PCS	Patricia Gomez	N					
<i>PCS Alternate</i>	<i>Vacant</i>						
STEM	Justin Keller	Y	Y	Y	Y		
STEM	Louisa Villeneuve	Y	Y	Y	Y		
<i>STEM Alternate</i>	<i>Vacant</i>						
Senator-At-Large	Tamari Jenkins	Y	Y	Y	Y		
Senator-At-Large	Jin Liu	Y	Y	Y	Y		
Senator-At-Large	Sarah Chamberlain	N					
Adjunct Senator-at-Large	Vacant						
Adjunct Senator-at-Large	Ekta Kandhway	Y	Y	Y	Y		
<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					
	PURPLE indicates reported tardy/leave early	29	22	22	21	0	0
Total Yes Votes			0	0	0	0	0
Total No Votes			0	0	1	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							
29 Members present at this meeting							
8.25.26 Academic Senate Meeting							