

Academic Senate Agenda

August 18, 2026

Rancho Campus, Berz Excellence Building, Ardon Alger Conference Room, BEB-204

Chino Campus, Conference Room, CHMB 102

Fontana Campus, Conference Room, FNAC 210

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

Alternates & Liaisons

Stephen Shelton	Arts, Communication & Design A	2026-2028
Vacant	Arts, Communication & Design B	2025-2027
Jackie Boboye	Academic & Career Counseling	2026-2028
Fabiola Espitia	Academic & Career Counseling	2025-2027
Jay Scott	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2025-2027
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
Rose Ann Osmanian	Instructional Support	2025-2027
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
TBD	Chaffey College Student Government	2026-2027
TBD	Chaffey College Student Government	2026-2027

Guests:

Lissa Napoli, Administrative Assistant, Academic Senate

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.

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 18, 2026**5. Consent Agenda****5.1.** May 12, 2026 **Meeting Minutes.** (See attachment titled "Academic Senate Minutes, May 12, 2026 Draft.")**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 Responsibilities, item 14.

7.2. Vice President**7.3. Secretary/Treasurer****7.4. Curriculum Chair****7.5. Classified Senate Liaison****7.6. Chaffey College Student Government Liaison**

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

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>

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/>

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EDUCAUSE. (2025). *AI ethical guidelines*.

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<https://ecampus.oregonstate.edu/faculty/artificial-intelligence-tools/blooms-taxonomy-revisited-v2-2024.pdf>

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

Perkins, M., et al. (2024). The AI Assessment Scale (AIAS): A framework for ethical integration of generative AI in educational assessment. *Journal of University Teaching & Learning Practice*.
<https://doi.org/10.53761/q3azde36>

"Safeguarding Academic Integrity in the Age of Agentic AI." CVC, Nov. 2025, [CVC Website](#).

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Stanford University. (n.d.). *CRAFT*. <https://craft.stanford.edu/>

"Student Planner & Handbook 2025-2026." *Student Handbook*, Chaffey College, [Chaffey College Website](#).

University of California, Los Angeles, Center for the Humanities and Technology. (n.d.). *The imperfection of AI detection tools*. <https://humtech.ucla.edu/technology/the-imperfection-of-ai-detection-tools/>

Academic Senate Minutes

May 12, 2026

Elizabeth “Liz” Encarnacion	President	2025-2027	Y
Terezita Reyes Overduin	Vice-President	2025-2026	N
Laura Santamaria Brady	Secretary/Treasurer	2025-2026	N
Angela Burk – Herrick	Curriculum Chair	2025-2027	Y
Laura Santamaria Brady	Arts, Communication & Design A	2024-2026	N
Henry Leonor	Arts, Communication & Design A	2025-2027	Y
Vacant	Arts, Communication & Design B	2025-2026	
Nicole Farrand	Arts, Communication & Design B	2025-2027	Y
Myra Andrade	Academic & Career Counseling	2024-2026	Y
Wendy Whitney	Academic & Career Counseling	2025-2027	N
Joseph Lee	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2024-2026	Y
Jonathan Polidano	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2025-2027	Y
Hannah Carter	Chino Campus	2024-2026	N
Manar Hijaz	Chino Campus	2025-2027	Y
Sean Connelly	Fontana Campus	2024-2026	Y
Anthony Guaracha	Fontana Campus	2025-2027	Y
Vacant	Hospitality, Fashion, Interior Design, and Culinary	2025-2027	
Vacant	Hospitality, Fashion, Interior Design, and Culinary	2025-2026	
Jayne Clark Frize	Health & Wellness - Health Sciences	2024-2026	Y
Vacant	Health & Wellness - Health Sciences	2025-2027	
Rob Hadaway	Health & Wellness - Kinesiology, Nutrition & Athletics	2024-2026	Y
Candice Hines-Tinsley	Health & Wellness - Kinesiology, Nutrition & Athletics	2025-2027	Y
Terezita Reyes Overduin	Instructional Support	2024-2026	Y
Christina Holdiness	Instructional Support	2025-2027	N
Melanie Bratcher	Public Service, Culture, & Society	2025-2026	Y
Patricia Gomez	Public Service, Culture, & Society	2025-2027	N
Justin Keller	Science, Technology, Engineering & Mathematics	2025-2026	N
Louisa Villeneuve	Science, Technology, Engineering & Mathematics	2025-2027	Y
Tamari Jenkins	Senator-At-Large	2023-2026	Y
Sarah Chamberlain	Senator-At-Large	2024-2027	N
Jin Liu	Senator-At-Large	2025-2028	Y
Carolyn Ward	Adjunct Senator-At-Large	2025-2026	N
Ekta Kandhway	Adjunct Senator-At-Large	2025-2027	Y
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Stephen Shelton	Arts, Communication & Design A	2024-2026	Y
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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:

Ramon Abrego, Dean, Instructional Support
Esmeralda Esparza Ledezma, Student, Chaffey College
David Karp, *Business Administration & Business Law*, BTH
Jeff Laguna, Dean, STEM
Michael McClellan, Associate Superintendent, Instruction and Institutional Effectiveness
Lissa Napoli, Administrative Assistant, Academic Senate
Renee T. Robinson, Student, Chaffey College
Bernardo Rosenthal, Student, Chaffey College
Diana Sanchez, Director, EOPS/CARE/NEXTUP/CalWORKs
Renee T. Robinson, Student, Chaffey College
Alisha Rosas, Associate Superintendent, Student Services and Strategic Communications

1. Personal Expression (12:30 P.M.)**2. Call To Order (12:35 P.M.)****2.1. Land Acknowledgement**

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- Read by Henry Leonor, ACD-A, Academic Senate

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.** May 12, 2026**4.2. Motion for Approval** - Senator Lee moved to adopt the agenda. Senator Polidano seconded the motion. The motion was approved. 1.20.26, 18Y/0N/0A.**5. Consent Agenda****5.1.** May 5, 2026 **Meeting Minutes.** (See attachment titled "Academic Senate Minutes, May 5, 2026 Draft.")**5.2. Faculty representatives who have been requested to serve on these campus committees:****5.2.1 Instructor, Culinary Arts (One-Year Temporary)**

Mark Forde*, Instructor, Culinary Arts (committee chair and equivalency committee)
Daniel Bentum, Instructor, Hotel & Food Service Management (equivalency committee)
Jessica Moronez, Instructor, Sociology, Social Justice

Tara Johnson, Instructor, Fashion Merchandising (equivalency committee)

5.2.2 Administrative Assistant II, Distance Education

Ryan Hitch, Instructional Specialist, Distance Education

5.5 Motion for Approval - Senator Lee moved to adopt the Consent Agenda. Senator Polidano seconded the motion. The motion was approved. 1.20.26, 18Y/0N/0A.

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

7. Report(s)

7.1. President

7.2. Vice President

7.3. Secretary/Treasurer - N/A

7.4. Curriculum Chair

7.5. Classified Senate Liaison

7.6. Chaffey College Student Government Liaison

8. Unfinished Business -None

9. New Business

9.1 Discussion Item: President Encarnacion will go over the major elements of the completed Governance Handbook. Townhalls and formal public sunshining will occur in the beginning of Fall 2026.

9.2 Discussion/Presentation Item: President Encarnacion will invite scholarship recipients to receive their award

9.3 Discussion/Presentation Item: President Encarnacion will invite new senators.

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

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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 Please share this widely with faculty! It is a 5-10 minute survey to gather information on faculty professional development needs—closing on May 26, 2026!**

As part of our ongoing efforts to strengthen teaching and learning across the California Community Colleges, the Chancellor's Office is launching a **faculty survey** to better understand current needs, priorities, and experiences related to professional development. This survey was developed in collaboration with representatives from the ASCCC, CVC@ONE, CIOs, AI Faculty Fellows, regional consortia, OERI, and experts in accessibility, information literacy, and instructional design to ensure it reflects a broad range of faculty perspectives and systemwide priorities.

It is designed to ensure that future professional learning opportunities are responsive, relevant, and grounded in the day-to-day realities of faculty work. As outlined in the systemwide Faculty Professional Development Plan, supporting faculty with equitable access to high-quality, timely professional learning is essential to advancing student success, innovation, and inclusive teaching practices across our colleges.

Your input will help us:

- Identify high-impact professional development topics and formats
- Better align offerings with emerging areas such as accessibility, online teaching, and AI
- Ensure resources are accessible and meaningful across disciplines and college contexts

- Inform Fall 2026 professional development planning and beyond

This survey is one way we're working to better understand what's working well, where there are gaps, and how we can better support you and your colleagues. Our goal is to implement a more coordinated and data-informed approach to professional learning that reflects the diversity of our colleges and students.

Please expect the survey to take an estimated 5-10 minutes to complete. It will close on **Friday, May 26, 2026.**

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

The Academic Senate meetings will continue on August 18, 2026.