

Academic Senate Minutes January 27, 2026

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

Guests:

Shireen Awad, Curriculum Specialist

Denise Gutierrez, Interim Director of Chaffey College Foundation and Alumni Relations

Michael McClellan, Associate Superintendent, Instruction and Institutional Effectiveness

Lissa Napoli, Administrative Assistant, Academic Senate

Rob Rundquist, Dean, Public Service, Culture & Society

Michelle Sims, AAI, Athletics

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, President

2.2. Attendee Identification (Chino and Fontana Senators, cameras must be on, and turn off all virtual backgrounds.)**3. Public Comment** (Reserved for Guests only and limited to two minutes.)

3.1. Senator Gomez read a public comment from one of her constituents: "Hi Patty, I hope your 2nd week is going well. I would like to inquire something to you as my senate rep. I ask if I can remain anonymous. My concern is, and I hope others are thinking about this too, why Henry Shannon is depicted in the mural among real civil rights leaders, was there a request to add him, and if the senate in particular was given a chance to offer opinions.
Thank you.

3.2. Denise Gutierrez introduced herself as the Interim Director of Chaffey College Foundation and Alumni Relations. Denise is a Chaffey College alumna and former Puente Student. She worked at the University of La Verne as the Director of Open and Foundation Relations and at Cal State LA as Director of Development for the College of Business and Economics. She has also worked for a nonprofit called the California Council on Economic Education, promoting financial literacy and economic education for the state of California for K-1.

4. Adoption Of Agenda

4.1. January 27, 2026

4.2. **Motion for Approval** - Senator Polidano moved to adopt the agenda. Senator Lee seconded the motion. The motion was approved. 1.27.26, 23Y/0N/0A.

5. Consent Agenda

- 5.1. January 20, 2026 **Meeting Minutes**. See the attachment titled “Academic Senate Minutes January 20, 2026 Draft.”
- 5.2. **Faculty representatives who have been requested to serve on these selection/hiring committees:**
 - 5.2.1. Program Assistant, Equity Programs & Student Engagement
Jessica Moronez, Instructor, Sociology
 - 5.2.2. Campus Police Officer
Nicole Barbari, Instructor, Psychology
 - 5.2.3. Instructor, Business
Daniel Bentum, Instructor, Hotel & Food Service
 - 5.2.4. Instructor, Associate Degree Nursing
Lisa Doget, Instructor, Nursing, Associate Degree (committee chair & equivalency committee)
Lauren Lopez, Instructor, Nursing, Associate Degree (equivalency committee)
Yvonne Calvert, Instructor, Nursing, Associate Degree (equivalency committee)
Sandra Collins, Instructor, Biology
 - 5.2.5. Instructor, Biology
Louisa Villeneuve, Instructor, Biology (committee chair & equivalency committee)
Sarah Chamberlain, Instructor, Biology (equivalency committee)
Justin Keller, Instructor, Biology
Glen Morrison, Instructor, Biology
Erik Kolb, Instructor, Biology (equivalency committee only)
Terzah DePonte, Instructor, Nursing, Associate Degree
 - 5.2.6. Instructor, Physical Therapy Assistant
Adeel Rizvi, Instructor, Physical Therapy Assisting (committee chair & equivalency committee)
Jessica Cathcart, Instructor, Radiologic Technology (equivalency committee)
Tanya Cusick, Instructor, Dental Assisting (equivalency committee)
Celeste Mor, Counselor
 - 5.2.7. Instructor, Dental Assisting
Tanya Cusick, Instructor, Dental Assisting (committee chair & equivalency committee)
Sarah Davila, Instructor, Public Health Science (equivalency committee)
Adeel Rizvi, Instructor, Physical Therapy Assisting (equivalency committee)
Nicole Barbari, Instructor, Psychology
 - 5.2.8. Instructor, Photo
Cabrina Alviar, Instructor, Art-Multimedia/Digital Media (committee chair & equivalency committee)
Nicole Farrand, Instructor, Art (equivalency committee)
Jin Liu, Instructor, Chinese (equivalency committee)

Steve Shelton, Instructor, Communication Studies

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

5.3.1. Outcomes and Assessment Committee

Jane Warger, Earth Science/Geology, STEM

Angela Sadowski, Psychology, PC&S

Charles Williams, English, ACD

Nicole Farrand, Art, ACD

Sergio Gomez, Sociology, PC&S

Virginia Morford, ASL, ACD

5.4 Faculty representatives who can no longer serve on these campus committees:

5.4.1 Outcomes and Assessment Committee

Julie Law, Counselor, ACC

5.5 Motion for Approval - Senator Gomez moved to adopt the Consent Agenda with corrections to 5.3.1 and 7.7. Senator Polidano seconded the motion. The motion was approved. 1.27.26, 23Y/0N/0A.

6. Guest(S)/Presentation(S) - "From Values to Practice: UDL, DEIA, and Title 5 in Action," presented by Curriculum Specialist, Shireen Awad.

6.1. Shireen was commended for her work in adding universal design for learning instructional language both in our curriculum management system and in our core.

7. Report(S)

7.1. President

7.1.1. The Credit for Prior Learning Liaison through ASCCC will earn a \$500 semesterly stipend (\$1,000 per academic year) for their work. President Encarnacion will be emailing the call from the ASCCC to Senate Representatives for their review.

7.2. Vice President

7.2.1. VP Overduin has met with some of the senators that will be running our upcoming elections. The election timeline will be shared next week.

7.3. Secretary/Treasurer

7.4. Curriculum Chair

7.5. Classified Senate Liaison

7.5.1. Classified orientation, CPOP (Classified and Professional Orientation Program), kicked off with 20 participants and 11 mentors and will continue for the next three months.

7.6. Chaffey College Student Government Liaison

7.6.1. Club rush is on Wednesday. CCSG Liaison Krueger asked faculty to encourage students to attend. CCSG will also visit the Fontana campus on Wednesday for a high school visit event. Student Government's President Matthew Cadell has been recognized as School Trustee of the Year.

7.7. Academic Senate Committees and Workgroups, see attachments titled Chaffey Community College District Active Committees, General Governance Principles, and Chaffey Governance Communication Flowchart.

7.7.1. All committees are welcome to share updates or information with the Senate and will always report to the College Planning Council (CPC). Committees that do align with the 10+2 will have a specific mechanism to report to Senate (this may be a formal presentation, a jotform to add reports, etc., that may serve as a more standard system).

7.7.2. Senator Holdiness posited that Chaffey Connects does not have a direct connection to Senate's 10+2 at this time. The senators agreed.

7.7.3. CEAC may fall under point 10 ("processes for institutional planning and budget development" of the 10+2. Curriculum Chair Burk-Herrick mentioned that CEAC may better fall under point 4 ("educational program development").

7.7.4. Calendar Committee: Senator Chamberlain asked about the scope of the committee's influence over calendar matters. She noted that their work may fall under "Standards of policies regarding student preparation and success" and "processes for institutional planning and budget development."

7.7.5. Accreditation Oversight Committee: Aligns with point 7 ("faculty roles and involvement in accreditation processes, including self-study and annual reports"). Curriculum Chair Burk-Herrick pointed out that this committee doesn't regularly meet and is an ad hoc committee. Senators discussed whether our expectations for reporting need to be different for ad hoc committees and whether the Accreditation Oversight Committee should be a permanent committee.

8. Unfinished Business

8.1 Action Item: Academic Senate Virtual Broadcast Viewing consideration. Refer to the Chaffey College Governing Board webpage for information on the possible live broadcast that the Academic Senate would replicate.

8.1.1 Additional information received from Eva Ramirez, Executive Assistant to Dr. Shannon and Administrative Professional in charge of running the Governing Board meetings: The Zoom host can see who has joined the Zoom, and while attendees can name themselves based on their account, attendees to the Governing Board meeting live broadcasts cannot see each other. All cameras and microphones are disabled; the Zoom host for the Academic Senate would have access to permit camera and microphone abilities to the Chino and Fontana campuses (and any Zoom presenters) as necessary. Attendee cameras can be turned on as well if that is a preference. Eva referenced no technical difficulties in

running the Zoom live broadcasts and stated it was fairly easy to do and helps to reach more people.

- 8.1.2 Motion for Approval** - Senator Santamaria Brady moved to adopt Virtual Broadcast Viewing. Senator Shelton seconded the motion. The motion was approved. 1.27.26, 23Y/0N/0A.

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 Keller discussed the TEST co-response team. He mentioned that the team had a fast response to a student crisis and had a de-escalating posture during the interaction. The social worker took the lead, not law enforcement, which was appreciated. They will be visiting the biology department in March to share information about this resource. He shared some recommendations regarding the co-response team: He inquired whether using 6911 was the best way to contact this resource, since this is the same number used for threatening emergent situations, whereas this was an emotional, non-violent situation. Senator Villeneuve added that this makes it difficult to know who will be responding to an incident, especially when an incident may not need police presence. The senators noted that in the resource that was sent out regarding the team, the contact information of Officer Rodriguez and Steven Byrne, the social worker, was not on that sheet, only listing 6911 or to call the police chief. They asked that their contact information be more visible. It was also noted that the co-response team is only available weekdays until 5pm and only at the Rancho campus. This raises concerns for night classes, weekend classes, and Fontana and Chino campuses that may need access to this resource. President Encarnacion asked whether Senator Villeneuve was asked questions to determine what was needed to respond to the particular situation. The senator mentioned she was advised to lead the conversation by clarifying that it was an emotional crisis. President Encarnacion added that the dispatcher will always ask a series of questions to determine who will show up to respond to a crisis. Faculty reaching out can also ask the dispatcher what type of help will be sent to assist. If calling through a personal cell phone, the number is 909-652-6911.

10.2. Senator Lee asked whether Ryan Hitch will be sharing new updates considering new ICE activity.

10.3. President Encarnacion shared that the Senate will be revisiting the conversation regarding waitlists, noting that it will likely require a collaborative effort to create strategies/solutions.

11. Announcements

11.1. Chaffey College

11.2. Academic Senate for California Community Colleges (ASCCC) Information

11.3. Check out the Academic Senate for California Community Colleges webpage for other great webinars/events at [asccc.org](https://www.asccc.org)

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

The next Academic Senate meeting is scheduled for Tuesday, February 3, 2026.

Lissa A. Napoli, Recording Secretary

Laura Santamaria Brady, Treasurer / Secretary

From Values to Practice: UDL, DEIA, and Title 5 in Action

Shireen Awad, Curriculum Specialist, Office of Instruction

January 27, 2026

Outline



1. New Title 5 Regulations for Course Outlines of Record
2. Chaffey's Approach to DEIA in CORs Over the Years
3. Universal Design for Learning (UDL) in Curriculum Design
4. Alignment with Legislation: Changes to Course Outlines of Record
5. Deeper Dive into UDL



New Title 5 Legislation for Course Outlines of Record



Curriculum Legislation

- Title 5 § 55001 and 55001.5 (finalized on October 24, 2025)
- **Curriculum committees shall have a documented procedure to:**
 - A. Ensure course outlines of record for all courses approved pursuant to section 55002 describe approaches that would **accommodate** and **engage** diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.
 - B. Guarantee accessibility for every student to ensure individuals with disabilities can equally participate in learning **through course outlines of record that reflect universal design for learning strategies**, which include multiple means of representation, engagement, and expression to support learner variability and diversity.
 - C. All CORs must be publicly available and serve as the official record of a course.

Advancing Success and Equity in Curriculum

- These regulations:
 - Ensure system-wide approach to curriculum that is inclusive by design and transparent in practice.
 - Highlight equity minded approaches.
 - Mandates UDL accessibility.
 - Affirms that every student has a right to a learning environment that is designed for their success.





Chaffey's Approach to DEIA in CORs Over the Years

DEIA Already in Practice

- Leading the Way: 2021-2022
 - Faculty Senate Resolution
 - DEIA Consultant for Curriculum Committee Training
 - Development of [Faculty COR Guide](#) for DEIA Opportunities
 - DEIA Opportunities included in Curriculum Management System
 - Included Universal Design for Learning Elements
- 2022-Present
 - All departments have submitted their curriculum
 - DEIA reviewers provided suggestions
 - Faculty agreed to most if not all suggestions
 - Presentations highlighting this work
 - [2022-2023 Curriculum Committee Monitoring Report Executive Summary](#)
 - [2023-2024 Curriculum Committee Monitoring Report Executive Summary](#)
 - [2024-2025 Curriculum Committee Monitoring Report Executive Summary](#)



Special Thanks to the Curriculum Committee (2021 – Present)

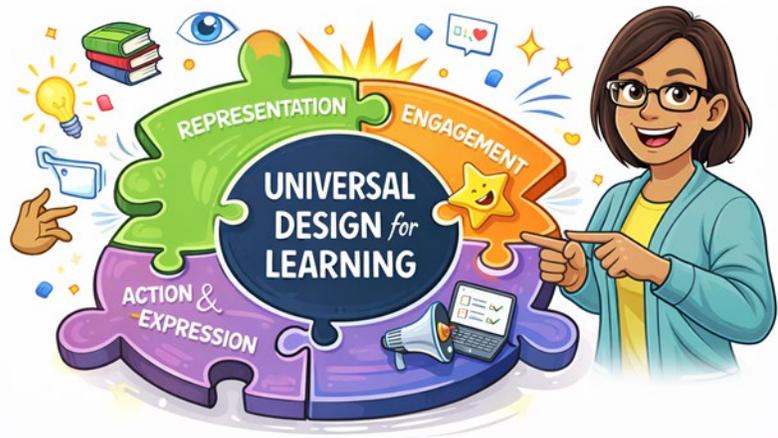
Committee members were committed to ensuring DEIA was in every program by reviewing each course with an equity lens. In addition to commendations, committee members provided thoughtful and collegial feedback on ways to incorporate DEIA into courses across every discipline.

Adeel Rizvi
Alisha Serrano
Andrew Long
Angela Burk-Herrick
Annette Henry
Bruce Osburn
Candice Hines-Tinsley
Carol Hutte
Chingping (Grace) Wong
Christina Holdiness
Christina McPeck
Christie McPeck
Daniel Jacobo
Elaine Martinez
Elizabeth Encarnacion
Garrett Kenehan
Janeth Rodriguez
Jennika Celo
Jo Alvarez
Joan Godinez
Joann Eisberg
John Machado

Jonathan Polidano
Julie Law
Julie Leahy
Kathy Galipeau
Kirk Collins
Laura Hope
Laura Picklesimer
Lisa Doget
Lisa Pitts
Louisa Villeneuve
Markazan Romero
Marlene Soto
Mary Romero
Maryline Chemama
Matthew Caddell
Megan Keebler
Michael Wangler
Naomi McCool
Neil Watkins
Nicole DeRose
Nicole Farrand
Patricia Bopko
Patricia Powell

Paula Snyder
Phil Roberts
Rebecca Bowers
Rob Kopp
Rob Rundquist
Rousselle Douge
RuthAnn Valencia
Ryan Hitch
Ryan Sipma
Sarah Schmidt
Shannon Jessen
Sharon Alton
Shireen Awad
Stephen Calebotta
Tracy Kocher

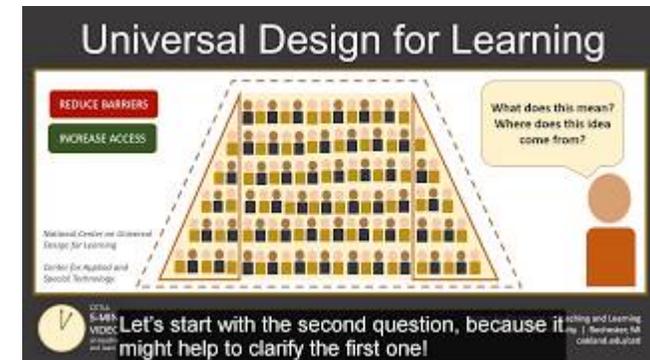




Universal Design for Learning in Curriculum Design

Universal Design for Learning: Overview

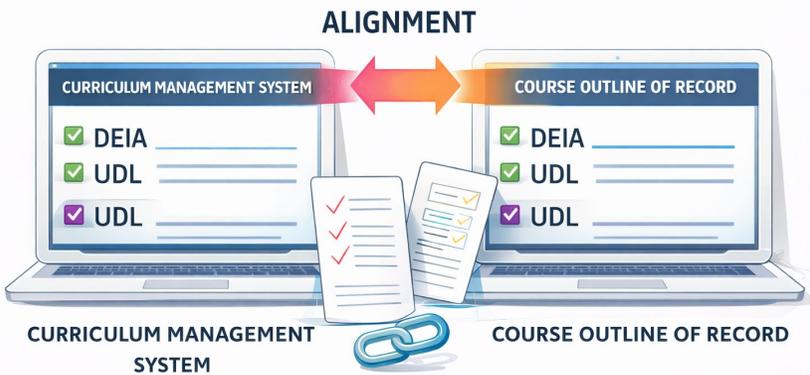
- UDL is a framework that creates inclusive and accessible learning experiences for all students.
- Proactive design (how you do course design).
- Anticipate variability and remove barriers/obstacles before they arise.
 1. Multiple Means of Engagement (Why)
 2. Multiple Means of Representation (What)
 3. Multiple Means of Action & Expression (How)



Resource: Source: CCC Chancellor's Office, *Creating Accessible Course Content*, CVC-@ONE. Licensed under CC BY 4.0.

UDL Reflection in Curriculum Design Process

Course Outline Section	UDL Method	DEIA Opportunity
Course Content	Multiple Means of Engagement and Representation	Incorporate diverse contributions to the discipline, use inclusive language, and provide opportunities for students to connect content to their sociocultural backgrounds.
Methods of Instruction	Multiple Means of Engagement and Representation	Incorporate equity-minded instruction, active-learning, and personalized learning strategies.
Methods of Evaluation	Multiple Means of Action and Expression	Utilize a variety of assessment strategies as evidence of student learning and proficiency.
Class Assignments	Multiple Means of Representation, Engagement, and Action and Expression	Provide sample assignments that reflect culturally responsive strategies, including real-world issues, multiple perspectives, cultural context, and collaboration.



Alignment with Legislation: Changes to Course Outlines of Record

DEIA and UDL in CORS

- Transferred existing DEIA opportunities from the Curriculum Management System to the Course Outline of Record.
- Aligned course design elements in the CMS with Universal Design for Learning and labeled them as UDL in the CMS and COR.
- Added clear UDL instructional language in both the CMS and the COR.
- [Example of DEIA and UDL in COR.](#)
- Course outline changes were approved by Curriculum Committee on November 19, 2025.
- Final revisions were completed and live in the CMS on December 3, 2025.

Thank you for your collaboration and commitment to building curriculum that reflects equity, access, and excellence!



Questions or comments?

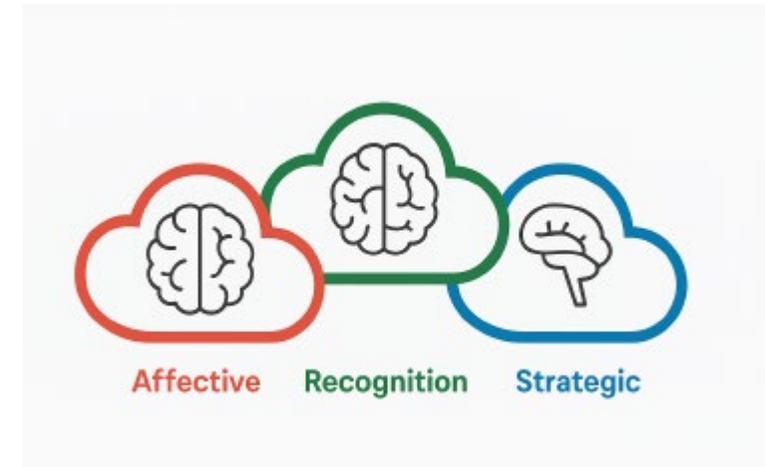
Additional slides follow for optional review.



Deeper Dive into Universal Design for Learning

Continued Overview: Universal Design for Learning

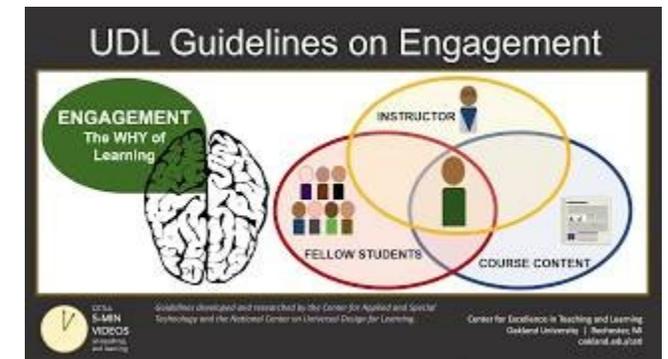
- UDL is based on how the brain learns.
 - Affective Networks (Why of Learning):
 - Engagement and motivation.
 - Recognition Networks (What of Learning):
 - Processing information like text and visuals.
 - Strategic Networks (How of Learning):
 - Planning and performing tasks.



Universal Design for Learning: Engagement (Affective – The Why)

Multiple Means of Engagement

- *Guiding questions:*
 - How can we spark interest and sustain motivation?
 - How can you incorporate variety in your teaching approaches and student learning activities?
- *Strategies*
 - Offer choices in how students express understanding (e.g., essay, infographic, video).
 - Include diverse perspectives and culturally relevant content.
 - Use real-world problems and activities to boost curiosity.
 - Make content relevant to students and their lives.



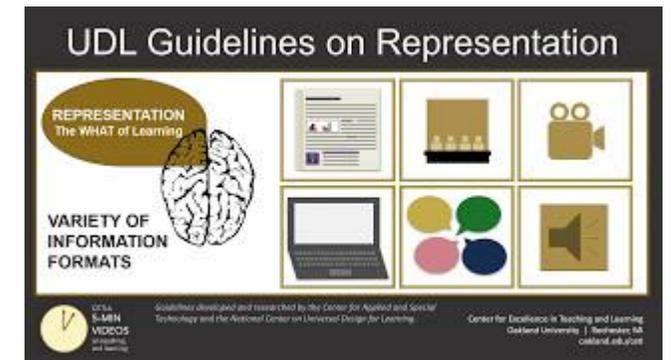
Resources: [Universal Design for Learning: One Small Step](#)

CCC Chancellor's Office, *Creating Accessible Course Content*, CVC–@ONE.
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Universal Design for Learning: Representation (Recognition – The What)

Multiple Means of Representation

- *Guiding Questions:*
 - How can we present information in ways all students can access?
 - How might you present main course concepts in more than one format?
 - How can you ensure your course materials are accessible to as many students as possible?
- *Strategies:*
 - Provide captions, transcripts, and audio alternatives.
 - Use visuals, diagrams, and examples alongside text.
 - Define vocabulary with glossaries or tooltips.
 - Support comprehension with clear formatting and structure.

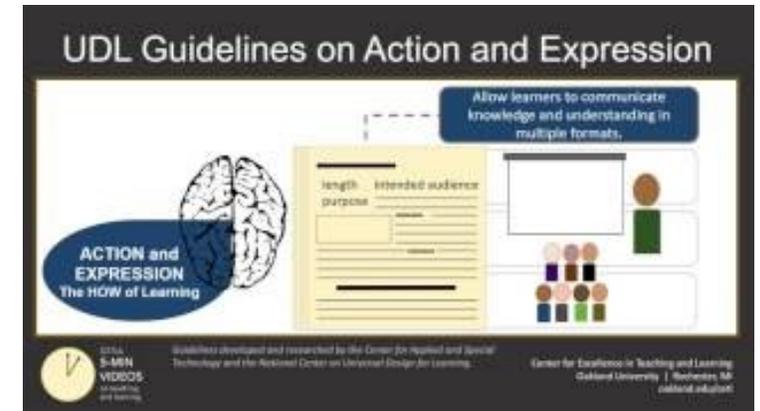


Resource: [Universal Design for Learning: One Small Step](#); Source: CCC Chancellor's Office, *Creating Accessible Course Content*, CVC-@ONE. Licensed under CC BY 4.0.

Universal Design for Learning: Action and Expression (Strategic – The How)

Multiple Means of Action & Expression

- *Guiding Questions:*
 - How can students show what they know in different ways?
- *Strategies:*
 - Let students choose their format (e.g., podcast, slideshow, video, paper).
 - Provide planning tools like prompts or graphic organizers.
 - Encourage use of assistive technologies like speech-to-text.
 - Model performance with rubrics, examples, and scaffolded steps.



Resources: [Universal Design for Learning: One Small Step](#); Source: CCC Chancellor's Office, *Creating Accessible Course Content*, CVC-@ONE. Licensed under CC BY 4.0.

Thank you!



For further help with UDL in course design, please check out the [Distance Education Hub](#) and/or reach out to the [Distance Education Team](#).

Chaffey Community College District Active Committees in the (draft) Governance Handbook

Question for the Academic Senate: Which Committees, Programs, and/or Advisory Groups demonstrate that their purview falls under the “10+2” of academic and professional matters within the scope of the Academic Senate in such a way that *compels* them to be *charged* with reporting to the Academic Senate on a regular basis?

Committees, Programs, and Advisory Groups

- Accreditation Oversight Committee
 - **Purpose:** Accreditation concerns should be institutionalized into ongoing processes to ensure that goal setting, student learning, dialogue and validation are occurring on an annual basis. This committee will ensure that all college activities are mapped to both the accreditation standards and the Ends Policies and that evidence is collected through ongoing activities rather than once every six years. With regard to the reports from PSR, the Accreditation Oversight Committee will review them and recommend changes to either the Ends Policies or the Strategic Goals and Action Plans as appropriate.
 - **Scope:** N/A
- Calendar Committee
 - **Purpose:** To develop the college calendar for the forthcoming academic year and to forward its recommendations to the superintendent/president.
 - **Scope:** The committee reviews the calendar and determines 1) start and end dates for each semester and summer sessions, 2) state-mandated and flexible holidays, 3) final exam schedule, and 4) operational data.
- Career Education Advisory Committee (CEAC)
 - **Purpose:** To create a forum for members to engage in discussion, reflection, and strategic design thinking that encourages new and existing career education program innovation that impacts equitable student outcomes, with a particular focus on employment outcomes. The CEAC role is to facilitate collaboration and integration across college functions that lead to streamlined processes, relevant programs, and resource utilization that foster equity in student success.
 - **CEAC Mission Statement:** Goals and activities are aligned with the College’s Mission and Strategic Plan in the areas of ensuring CTE programs are aligned with the workforce skills needs of employers, facilitating data-driven analysis and decision-making, and promoting inclusive practices that ensure students are well-prepared to enter and thrive in today’s dynamic job market
 - **Scope:** Provide input to Employment Development and Community Education Department about community education program content, logistical/practical issues, and/or marketing; review current program offerings; identify redundancy and duplication of work by the college; provide ideas for new and/or enhanced programming; and provide input to assist the community education program in meeting the needs of the community and reflecting the capabilities of the college.
- Chaffey Connects
 - **Purpose:** To identify students who appear to be in distress and provide supportive intervention for them, as well as guidance to the referring party, before the student reaches crisis level.
 - **Scope:** To promote student well-being and campus safety through awareness and communication with students of concern.

- Chino Advisory
- Classified Success Network Advisory Committee**
- Colleague Steering Committee
- Commencement Committee
- Disability Program Committee/Disability Advisory Committee
 - 504 Compliance Committee (DPS - Counseling)
 - 508 Compliance Committee (DPS - Counseling)
- Distance Education Committee
- Dual Enrollment Advisory
- Evaluation Procedures (Forms) Committee
- EOPS Advisory Committee
- Faculty Success Center Advisory Committee
- Fontana Advisory
- Health and Safety Committee
- Honors Program Committee
- LGBTQIA+ Advocates Committee
- Library Advisory Committee
- Puente Project Program
- Rising Scholars Program
- Student Equity and Achievement Program (SEAP)
- Technology Committee
- Trees, Plants and Grounds Committee
- Umoja Program
- Undocumented Advocates Committee
- Wignall Museum Advisory Committee
- ZTC/OER Committee

*Committee responsibilities fall within the purview of the Academic Senate 10+2 and report to the Academic Senate in addition to the Institutional Council.

**Committee responsibilities fall within the purview of the Classified Senate and report to the Classified Senate in addition to the Institutional Council

Additional Information:

Governance Councils/Governance Bodies

- Academic Senate
 - Curriculum Committee*
- Chaffey College Student Government (CCSG)
- Classified Senate
- Executive Team

Institutional Council

- College Planning Council

Steering Committees

- Budget Advisory Committee
 - Resource Allocation Committee
- Enrollment and Success Management Committee
- Presidents Equity Council
- Professional Development Committee
- Program and Service Review Committee
- Outcomes and Assessment Committee

General Governance Principles

The Academic Senate representative has the right to **collegially consult** with the District's representatives of the Governing Board with respect to "10+2" academic and professional matters (Education Code section 70902), and the right to assume primary responsibility in making recommendations in the areas of curriculum and academic standards (Education Code Section 70902).

The Chaffey Governance Communication Flow Chart **illustrates how communication and ideas are brought forward by constituent groups through the participatory process.** Communication flows through steering committees, College Planning Council, the Governance Council, to the President's Cabinet, Superintendent/President, and Governing Board.

Role of Faculty - Academic Senate

The Academic Senate is a governance organization that represents Chaffey Community College District faculty members in all academic and professional matters. The Governing Board, the Superintendent/President, and/or the Superintendent/President's designee consults collegially with the President of the Academic Senate, as the acting representative of the Academic Senate, when adopting policies and procedures on "10+2" academic and professional matters. The Chaffey College Governing Board operates according to the provisions of Title 5, Sections 53200-53204, as outlined in AP 2510. Policies and procedures on academic and professional matters shall not be adopted until collegial consultation has occurred.

The following are the "10+2" Academic and Professional Matters:

1. Curriculum, including establishing prerequisites and placing courses within disciplines.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards of policies regarding student preparation and success.
6. District and college governance structures, as related to faculty roles.
 - a. The appointment of faculty members to serve on college committees, advisory groups, or other groups dealing with academic and professional matters shall be made by the Faculty Senate in consultation with the Superintendent/President or designee.
 - b. There are some areas where the Faculty Association may appoint faculty to committees.
7. Processes for institutional planning and budget development.
8. Faculty roles and involvement in accreditation processes, including self-study and annual reports.
9. Policies for faculty professional development activities.
10. Processes for program review.

11. Other academic and professional matters as mutually agreed upon between the Governing Board and the Academic Senate.
12. Hiring criteria, policies, procedures, and equivalencies for new faculty members shall be developed, updated, and agreed upon jointly by representatives of the Governing Board and Academic Senate.

Participatory Governance Bodies and Constituent Convening Groups

There are two major participatory governance groups within the Chaffey Community College District: **Collegial Consultation Groups** (Senates) and **Convening Groups** (President's Cabinet, College Planning Council, committees, programs, and Advisory Groups).

Collegial Consultation Groups

The bodies that **have standing to provide recommendations to the Governing Board or their designee** include the President's Cabinet, Academic Senate, Classified Senate, and Chaffey College Student Government. Collegial Consultation Groups are those whose authority is derived from law and/or regulation, either as written expressly in the law or regulation to assess, discuss, and make recommendations to the Superintendent/President on governance topics appropriate to that group (California Code of Regulations Title 5 section 53200-53206, 51023.7, and 51023.5). The Academic Senate, Classified Senate, and Student Government each maintain a Constitution and Bylaws.

Convening Groups: College Planning Council, Committees, Programs and Advisory Groups

The Convening Groups described herein are not intrinsically Collegial Consultation Groups; however, **they serve to support effective participation**. The College Planning Council, committees, and advisory groups are Convening Groups that often make recommendations regarding planning and effective operations. The College's convening groups play key roles in providing representative perspectives to the College's decision-making process.

Depending upon their charge, **these groups may make recommendations to the Associate Superintendents and other administrators**, as determined by the Superintendent/President. When appropriate, the District shall consult with the representatives of these existing convening bodies.

In some instances, Convening Groups have as their charge to support work exclusively for the Academic Senate body. In such situations, the Academic Senate appoints representative members who serve as liaisons to the Academic Senate body. While faculty at-large, like classified professionals, administrators, and student government, effectively participate in governance work, only the Academic Senate President may represent the Academic Senate in collegial consultation on "10+2" academic and professional matters.

College Planning Council

The College Planning Council (CPC) is the **institution-level planning group of the College**. CPC uses a tri-chair model to ensure that effective participation among all employment groups is maintained, innovative thought and diverse talent is valued, and that decisions are well-informed and reflect the expertise of the college community. **CPC develops recommended strategic plans and objectives, oversees committees working toward meeting the college-wide objectives, and establishes and refines channels of communication.** CPC also serves as a forum in identifying and addressing issues or concerns when those issues or concerns are neither participatory governance nor union matters.

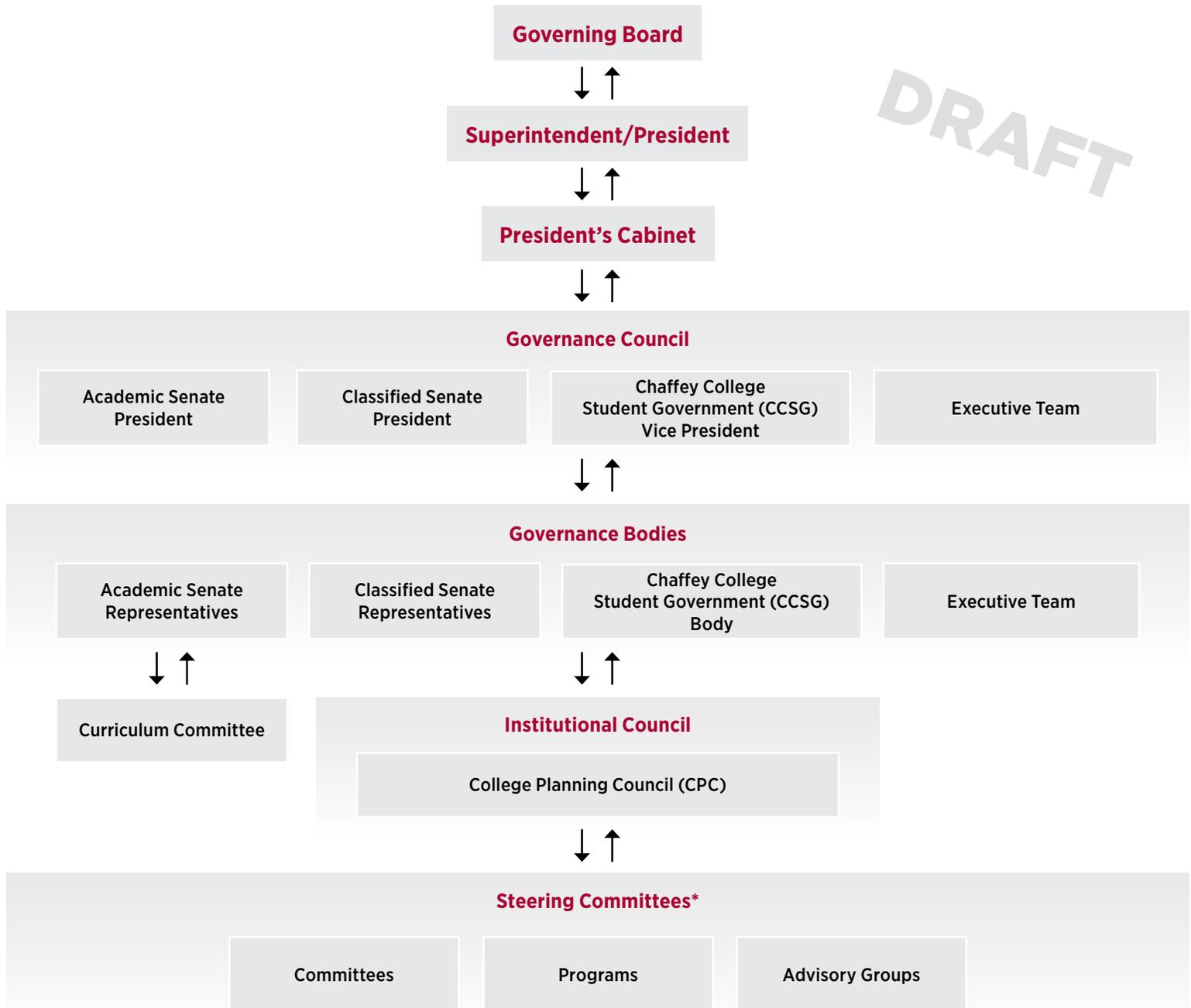
The CPC meets on a regular basis and is composed of classified professionals, administrators, faculty, and students acting in an advisory capacity from all major committees represented within the Council's purview, including the Presidents or designees of Academic Senate, Classified Senate, and Student Government, and the Associate Superintendents.

Committees

A committee is a **standing, on-going convening group composed of designated representatives who consider matters and develop work plans pertaining to a specific charge or subject.** A committee reports its recommendations to the appropriate body which, depending upon the charge, may be the College Planning Council, Academic Senate, and/or the President's Cabinet.

If a committee recommends policies, strategic plans, or initiatives under the purview of the "10+2" academic and professional work, the District and Academic Senate shall follow the Procedures for Collegial Consultation with the Academic Senate.

DRAFT



***Steering Committees**

- Budget Advisory Committee
- Enrollment and Success Management Committee
- President's Equity Committee (formerly Council)
- Professional Development Committee
- Program and Services Review Committee
- Outcomes and Assessment Committee

<i>Alternate Senators Italicized</i>		Present	Adoption of the 1.27.26 Agenda	Motion to approve the 1.27.26 Consent Agenda	Motion to adopt virtual live broadcasting		
Representation	Name						
President	Elizabeth "Liz" Encarnacion	Y					
Vice President	Terezita Reyes Overduin	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>	Y	Y	Y	Y		
ACD-B	Vacant						
ACD-B	Nicole Farrand	Y	Y	Y	Y		
<i>ACD-B Alternate</i>	<i>Vacant</i>						
ACC	Myra Andrade	-	-	-	-		
ACC	Wendy Whitney	Y	Y	Y	Y		
<i>ACC Alternate</i>	<i>Melissa Johannsen</i>	Y	Y	Y	Y		
<i>ACC Alternate</i>	<i>Fabiola Espitia</i>	-	-	-	-		
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>	-	-	-	-		
Chino Campus	Hannah Carter	Y	Y	Y	Y		
Chino Campus	Manar Hijaz	Y	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	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	Jayne Clark-Frize	-	-	-	-		
HW - HS	Vacant						
<i>HW - HS Alternate</i>	<i>Lisa Doget</i>	-	-	-	-		
HW - KNA	Rob Hadaway	-	-	-	-		
HW - KNA	Candice Hines-Tinsley	Y	Y	Y	Y		
<i>HW - KNA Alternate</i>	<i>Annette Henry</i>	-	-	-	-		
Instructional Support	Terezita Reyes Overduin						
Instructional Support	Christina Holdiness	Y	Y	Y	Y		
<i>Instructional Support Alternate</i>	<i>Rose Ann Osmanian</i>	-	-	-	-		
PCS	Melanie Bratcher	Y	Y	Y	Y		
PCS	Patricia Gomez	Y	Y	Y	Y		
PCS Alternate	Vacant						
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	-	-	-	-		
Senator-At-Large	Sarah Chamberlain	Y	Y	Y	Y		
Senator-At-Large	Jin Liu	Y	Y	Y	Y		
Adjunct Senator-at-Large	Carolyn Ward	-	-	-	-		
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	Nolan Krueger	Y					
CC Student Government	Alilah Mora De Jesus	Y					
	PURPLE indicates reported tardy/leave early						
	RED indicates reported absence	27	23	23	23	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							
37 members total - up to 27 voting at any given time. The President is a non-voting member, but counts as quorum. Curriculum Chair now votes per 8.25.20 meeting.							
President ONLY votes to break a tie.							
A quorum shall consist of two-thirds of the voting members of the Academic Senate (include the President-but only votes to break a tie)							
18 members are needed for QUORUM							
32 Present at this meeting = 27 members, 5 visitors							
1.27.26 Academic Senate Meeting							