

Academic Senate Minutes

April 21, 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	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	N
Terezita Reyes Overduin	Instructional Support	2024-2026	N
Christina Holdiness	Instructional Support	2025-2027	Y
Melanie Bratcher	Public Service, Culture, & Society	2025-2026	N
Patricia Gomez	Public Service, Culture, & Society	2025-2027	N
Justin Keller	Science, Technology, Engineering & Mathematics	2025-2026	N
Louisa Villeneuve	Science, Technology, Engineering & Mathematics	2025-2026	N
Tamari Jenkins	Senator-At-Large	2023-2026	Y
Sarah Chamberlain	Senator-At-Large	2024-2027	Y
Jin Liu	Senator-At-Large	2025-2028	N
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	N
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	Y
Annette Henry	Kinesiology, Nutrition, & Athletics	2025-2027	Y
Rose Ann Osmanian	Instructional Support	2025-2027	Y
Vacant	Public Service, Culture, & Society	2025-2026	
Vacant	Science, Technology, Engineering & Mathematics	2025-2027	
Vacant	Adjunct Alternate Senator	2025-2027	
Sarah Schmidt	Classified Senate Liaison	2025-2027	N
Nolan Krueger	Chaffey College Student Government	2025-2027	Y
Alilah Mora De Jesus	Chaffey College Student Government	2025-2027	Y

Guests:

Patty Bopko, Director, Financial Aid
Lisa Bruchet, Manager, Chaffey Bookstore
Tomeika Carter, Acting Executive Director, Student Support Services
Melissa Diaz, Manager, Maintenance and Operations
Hugo Flores, Director, Admissions and Records
Phatana Ith, Communication Studies, ACD
Michael McClellan, Associate Superintendent, Instruction and Institutional Effectiveness
Lissa Napoli, Administrative Assistant, Academic Senate
Eric Sorenson, Dean, Health and Science
Mark Vidal, Marketing and Public Relations

1. Personal Expression (12:30 P.M.) 12:36 PM**2. Call To Order (12:35 P.M.) 12:36 PM****2.1. Land Acknowledgement**

With respect and honor for the lands where Chaffey College resides and the leaders who came before us, we would like to take a moment to acknowledge the Gabrieleño-Tongva (GABRIEL-EN-YO TONG-VAH) Peoples, the original stewards of these sacred and unceded homelands. The Tongva people's history, language(s), cultural traditions, and legacy continue to shape this region and we recognize their continuing presence in their homelands.

-Read by Tamari Jenkins, Senator-at-Large, 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.** April 21, 2026**4.2. Motion for Approval** - Senator Lee moved to adopt the agenda. Senator Polidano seconded the motion. The motion was approved. 4.21.26, 20Y/0N/0A.**5. Consent Agenda****5.1.** April 7, 2026 **Meeting Minutes.** (See attachment titled "Academic Senate Minutes, April 7, 2026 Draft.")**5.2. Faculty representatives who have been requested to serve on these campus committees:****5.2.1 Resource Allocation Committee**

Harvey Baldovino, Economics, PSCS

5.2.2 Outcomes and Assessment Committee

Collette Washington, Vocational Nursing, HS

5.2.3 Credit for Prior Learning

Nicole DeRose, Biology, STEM

Jin Liu, Chinese, ACD

5.3 Motion for Approval - Senator Polidano moved to adopt the Consent Agenda. Senator Jenkins seconded the motion. The motion was approved. 4.21.26, 20Y/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 - Nolan Kruegar shared that the CCSG is currently in Elections. He asked that the faculty encourage their students who might be interested in joining CCSG to ask about it.

7.7. Academic Senate Committees and Workgroups

7.7.1. [Chaffey Community College District Active Governance Committees in the \(draft\) Governance Handbook](#), and the [Academic Senate 10+2 on the Academic Senate webpage](#) of the Chaffey College website.)

7.7.2. The Academic Senate reviewed and discussed the CCCD Active Governance Committees in the Draft Governance Handbook.

8. Unfinished Business

8.1 Discussion/Possible Action Item: "Clarifying and creating best practices around F's and FW's" with Tomeika Carter, Hugo Flores, and Patty Bopko.

8.1.1 Motion for Approval - Senator Polidano moved to endorse the revised/updated best practices around F's and FW's. Curriculum Chair Burk-Herrick seconded the motion. The motion was approved. 4.21.26, 20Y/0N/0A.

8.2 Discussion Item/Action Item: Academic Senate representatives serving for the 2026-2027 academic year are eligible for election to the positions of Vice President and Secretary/Treasurer.

Currently, there are two candidates for Vice President and one candidate for Secretary/Treasurer. Please review the attached candidate statements for the following individuals:

- Secretary/Treasurer Candidate: Laura Santamaria Brady

- Vice President Candidates: Justin Keller and Steve Shelton

8.2.1 Motion for Approval - Senator moved to endorse the voting of the Secretary for the 2026-2027 Academic Year. Laura Santamaria Brady won by acclamation. Congratulations Laura!

8.2.2 Motion for Approval - Senator Lee moved to extend the VP elections until the 4/28 meeting. Senator Henry seconded the motion. The motion was approved. 4.21.26, 17Y/3N/0A.

9. New Business

9.1 Discussion Item/Action Item: Student Scholarship Awards- Review of Subcommittee reports. The Academic Senate will select and formally endorse the student recipients.

9.1.1 Motion for Approval - Senator Lee moved to endorse the three scholarship student recipients. Scholarship checks will be given directly to the student at the last Academic Senate Meeting on 5/12. Senator Doget seconded the motion. The motion was approved. 4.21.26, 20Y/0N/0A.

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.

12. Adjournment (1:50 P.M.) 1:48 PM

The Academic Senate meeting is scheduled for Tuesday, April 28, 2026.

Lissa A. Napoli, Recording Secretary

Laura Santamaria Brady, Treasurer / Secretary

FW AND THE DROP PROCESS



Hugo Flores,
Director of Admissions and Records
April 7, 2026

TYPES OF DROPS

- Drop (D) Prior to Census
 - Prior to 20% of the term
 - No notation on student transcript
 - Used when student never attended or stopped participating
- Withdrawal (W)
 - W is placed on student transcript
 - Prior to 61% of the term
 - Does not affect GPA
 - Can be initiated by student and professor
 - Professor can withdraw student if they stopped attending or participating

FAILURE TO WITHDRAW (FW)

- FW is the grade assigned by instructors for students that stopped attending/participating after the withdrawal deadline (61%)
 1. FW has the same value and effect as an F grade
 2. FW is crucial for federal, Title 4, and Financial Aid compliance
- Difference from F grade:
 1. Student did not complete the course
 2. F grade means they completed the course but failed based on academic performance

IMPLICATIONS OF FW

- F and FW carry a 0.0 GPA value
 - Both negatively impact academic standing
- FW is tied to Title IV (financial aid) compliance
- W, F, and FW may affect Satisfactory Academic Progress (SAP)

** Remember, it always best to drop a student instead of giving them a failing grade, if they have stopped participating in the course.*



REINSTATEMENTS

- Student must have been officially registered in the course at any point after the course began
- Can be processed at any point during the semester as long as the class has not ended
- Professor initiated: Form is in your Self-Service
- Student initiated: Will need professor verification (email screenshot)

The screenshot shows a web form titled "STUDENT INFORMATION" and "COURSE INFORMATION". The "STUDENT INFORMATION" section includes fields for "Student Name" (with a "Required field" error), "First Name", "Last Name", "Student ID Number", "Chaffey Email", "Term", and "Year". The "COURSE INFORMATION" section includes fields for "Course & Title Number (ADD)" and "Section Number (ADD)".

QUESTIONS?



THANK YOU



Hugo Flores

909-652-6620

Hugo.Flores@chaffey.edu

Faculty Guide: Drops, Withdrawals, “F” and “FW” Grades

Best Practices, Student Impact, and Financial Aid Compliance
Provided by the Academic Senate and Admissions and Records

Disclaimer

The summaries and interpretations of Title 5 (Cal. Code Regs., tit. 5, §§ 55023–55024), AP 4105, AP 4230, AP 5075, and the Student Handbook offered in this document do not supersede state/federal requirements, Title 5 regulations, and the Chaffey College Board Policies (BP) and Administrative Procedures (AP) as written.

All faculty are encouraged to consult with their coordinator, dean, or Admissions & Records if they are uncertain about a specific situation.

Section 1: Understanding the Symbols

Four outcomes are possible when a student does not complete a course. Each means something different and carries different consequences for students:

- **Drop / No-Notation**
 - A drop before the last day to drop without a “W” (approximately the end of the first 20% of the term, per Title 5 § 55024) removes the student from your roster with no transcript record.
 - Review the [Chaffey Academic Calendar](#) to review the drop dates for each semester length offered at Chaffey
 - A drop before the last day to drop without a “W” is the cleanest outcomes for students and is appropriate when a student never attended/participated in the course, or stopped participating very early in the term (within the first 20% of the term).
 - Faculty are expected to drop “no-show” students and non-participating students before census submission due dates.
- **Withdrawal (W)**
 - A “W” grade is recorded when a student officially withdraws after the last day to drop and before the withdrawal deadline (through 61% of the term at Chaffey). Students are generally responsible for initiating their own withdrawal; faculty may also withdraw a student after census who has ceased participating.
 - The “W” grade does not affect GPA but does count toward progress probation, dismissal calculations, and satisfactory academic progress (SAP).
- **Failing Grade (F)**
 - An “F” is an evaluative grade. Faculty assign an “F” grade when a student participated or continued attending through the graded period of the course but earned a failing grade based on academic performance. The F signals academic difficulty, not disappearance.
 - Both “F” and “FW” carry a 0.0 grade point value per unit and ultimately lowers GPA.
- **Failure to Withdraw or Unofficial Withdrawal (FW)**
 - The “FW” is an authorized grade by Title 5 § 55023(c). Faculty assign a “FW” grade when a student stopped participating/attending after the withdrawal deadline, did not receive an authorized withdrawal (W, EW, or MW), and did not earn a passing grade. The “FW” grade signals that the student stopped attending without officially withdrawing.
 - Like “F”, “FW” carries a 0.0 value and lowers GPA—but unlike a “W” grade, it communicates a different circumstance and is critical for federal Title IV/Financial Aid compliance.

⚠ Key Distinction

“F” = the student tried and failed. “FW” = the student stopped showing up after the withdrawal deadline.

Assigning the right grade accurately represents what happened for student records and compliance for Title IV for the college.

- **Excused Withdrawal (EW)**
 - An “EW” grade may be granted to a student who withdrew due to verified extenuating circumstances (accident, illness, or other circumstances beyond the student’s control). Direct students with qualifying circumstances to the petition process through Admissions & Records.
 - An “EW” grade does not affect GPA, does not count toward probation or dismissal, and does not count as an enrollment attempt; however, an “EW” does count towards attempted units for financial aid.
- **Military Withdrawal (MW)**
 - A student on active or reserve status who receives orders requiring withdrawal must receive an “MW” grade for all affected courses.
 - No additional action is required of faculty once Admissions and Records has verified the orders.

Section 2: Key Deadlines and Faculty Authority

Deadline Overview (Full-Term Sections)

Deadlines differ for Fast Track (8-week) and late start sections (14-week). Always check the [academic calendar](#) and the deadlines listed on the Self Service Portal for specific course sections.

Period	Faculty Available Actions	Resulting Student Impact
Before Census	Drop “no-shows”/non-participating students.	Student is removed from the course with no notation or impact on transcript/GPA.
After Census, Before Withdrawal Deadline	Drop “inactive” students. Student or instructor may initiate “W” drop from course.	Student receives “W” grade on transcript. No impact on GPA, but may count towards individual circumstances such as progress probation, dismissal calculations or SAP.
After Withdrawal Deadline Until End of Term	No drops allowed. Assign “F” or “FW” grade as appropriate.	Both carry a 0.0 grade point value and lower the student’s GPA.

A Note on Academic Freedom and Drop Decisions

Faculty retain professional discretion in determining what constitutes “meaningful participation” within the framework of their course design and their published syllabus within the bounds of Chaffey College’s Board Policies (BP) and Administrative Procedures (AP) and Title 5 regulations.

Academic freedom supports—but does not override—the obligation to maintain accurate rosters and to distinguish between students who are genuinely engaged and those who have ceased academic activity.

Attendance, alone, may not be used as a grading criterion under Title 5 § 55002; however, participation in academically related activities (submissions, discussions, labs, etc.) is a legitimate basis for both grading and drop decisions when clearly defined in the syllabus. When in doubt, consult your coordinator or dean for support in defining “participating in academically related activities” in your course.

Section 3: “F” vs. “FW” – When to Assign Each

“F” or “FW” grades are assigned after the Drop period (61%) has passed and a grade must be assigned to the student. One of the two options must be chosen, but which one? Below are considerations for the instructor to make when considering when the student last had meaningful interaction in the course and the amount of assigned coursework completed:

Assign “F” grade when:

- The student remained enrolled and engaged with the course—attending, submitting work, or otherwise participating—through the end of the term (or through the graded period), but earned a failing grade based on academic performance.

Assign “FW” grade when:

- The student stopped participating (no attendance, no Canvas activity, no submissions, no response to outreach with attempted submissions) after the withdrawal deadline; **and**
- The student did not receive a “W”, “EW”, or “MW” grade; **and**
- The student did not earn a passing grade due to missing coursework; **and**
- You have a documented last date of academic activity that falls before the end of the term.

Practical Tip

Ask yourself: Was this student still trying? If yes, even unsuccessfully, an F is likely appropriate. Did this student stop attending the course or responding to outreach? If yes, and it was after the withdrawal deadline, an FW is the correct symbol.

The FW is not a punitive grade—it is an accurate descriptor of what happened.

FW Is Not Appropriate When:

- The student qualified for and was granted military withdrawal (“MW” must be used).
- The student has been granted an excused withdrawal (“EW” must be used; per Title 5 § 55024, “EW” can never result in an “FW”).
- The student stopped attending before the withdrawal deadline—the correct action then was an instructor-initiated drop with a “W”, or the student should have self-withdrawn.

Important: Avoid Using "FW" Retroactively for Pre-Deadline Non-Participation

A recurring concern is the use of "FW" in cases where the student stopped participating before the withdrawal deadline and should have been dropped by the instructor/self during the appropriate window.

An "FW" assigned to a student who disappeared in week 4 of a full-term course is likely incorrect—that student should have been dropped with a "W", or with no notation on the student record if no activity from the student was established before census.

If you notice a student is not participating in the class and the withdrawal deadline has not yet passed, reach out to them to let them know you will be dropping them. Do not wait until end of term and assign a "FW" grade.

If a student was dropped in error or returns and wishes to be placed back in a course, a reinstatement is an available remedy. Work with Admissions and Records to process reinstatements, when appropriate.

Section 4: Financial Aid Implications

Faculty do not make financial aid decisions, but your grade assignments and roster actions have direct consequences for students' aid.

Satisfactory Academic Progress (SAP)

Federal law requires that Title IV aid recipients maintain SAP, which requires both a minimum 2.0 GPA and a 67% completion rate ("pace"—the percentage of attempted units successfully completed). Every drop, "W", "F", and "FW" can affect a student's SAP standing:

- A no-notation drop before census reduces attempted units; this typically minimizes SAP impact.
- A "W" counts as attempted but not completed, reducing the student's pace.
- An "F" and an "FW" both count as attempted and also lower GPA, which will impact a student's financial aid.
- Multiple "W's", "F's", or "FW's" can significantly impact SAP thresholds, jeopardizing future aid eligibility.

Return of Title IV Funds (R2T4)

When a financial aid recipient stops attending classes—officially or unofficially—the college is required by federal law to recalculate how much aid was "earned" and may need to return unearned funds. The college must have a mechanism for identifying unofficial withdrawals (students who stopped attending without formally withdrawing).

How the "FW" grade supports compliance:

- The "FW" serves as a critical data point in identifying unofficial withdrawals for R2T4 purposes.
- Consistent use of "FW"—rather than defaulting to "F"—allows Financial Aid to flag records that require a last date of attendance (LDA) review.
- Not using "FW" where it is appropriate can lead to Title IV compliance deficiencies for the college.

Reinstatement

If a student was dropped in error or returns and wishes to be placed back in a course, a reinstatement is an available remedy.

The reinstatement form is available in Self-Service by searching "Faculty Reinstatement Request form". Faculty can contact Admissions and Records Director Hugo Flores or Coordinator Nabil Torres Arguelles for questions.

🔔 Student Impact Reminder

Not dropping a student when it is warranted does not protect students—it can harm them. Financial Aid needs accurate data to properly calculate R2T4. Early and accurate action protects both students and the college.

Section 5: Online and Hybrid Courses

What Counts as Participation Online?

For online courses, academic participation means substantive engagement—not simply accessing the system. Document accordingly.

<input checked="" type="checkbox"/> Counts as Academic Activity	✗ Does Not Count as Academic Activity
<ul style="list-style-type: none"> Submitting assignments, projects, or quizzes. Posting in required discussions or Canvas integrated applications (e.g. Harmonize, Play Posit, etc.). Engaging with fellow students through required discussion boards or in-person class activities. 	<ul style="list-style-type: none"> Logging into Canvas without completing any work. Viewing content or syllabi without submitting work. Watching videos without any associated submission or response. Responding to the instructor feedback without submitting required course assignments.

Section 6: Quick-Reference Checklist

Use the checklist below to guide your actions throughout the term.

Refer to the [academic calendar](#) for specific dates on Census and Drop deadlines.

When	Faculty Actions
Start of Term	<ul style="list-style-type: none"> <input type="checkbox"/> Set clear attendance and participation expectations in your syllabus. <input type="checkbox"/> Define "participation" explicitly—especially for online/hybrid sections. <input type="checkbox"/> State your drop policy and consequences for non-participation. <input type="checkbox"/> Communicate the withdrawal deadline and its impact to students.
Before Census	<ul style="list-style-type: none"> <input type="checkbox"/> Verify participation from day one (more than just attendance). <input type="checkbox"/> Reach out to students at risk of being dropped to encourage their participation in the course. <input type="checkbox"/> Email students who never participated or attended class that you will be dropping them from the course before the census deadline so that it does not impact their GPA/transcript. <input type="checkbox"/> Do not retain students on the roster who have not begun participating
Census Until the Drop With A “W” Deadline (61%)	<ul style="list-style-type: none"> <input type="checkbox"/> Continue monitoring participation; document last date of academic activity (typically automatic in Canvas). <input type="checkbox"/> Issue early alerts and refer at-risk students to Counseling, Success Center, Financial Aid, and other support services as necessary. <input type="checkbox"/> Consider extenuating circumstances and DPS accommodations before dropping.

When	Faculty Actions
	<ul style="list-style-type: none"> □ Encourage students who plan to stop attending to withdraw in the portal before the deadline □ Drop students who have ceased participating—instructor-initiated drops are appropriate and encouraged.
<p>After Drop with A “W” Deadline (61% Until The End Of The Term)</p>	<ul style="list-style-type: none"> □ No drops allowed. A final grade must be assigned. □ Assign “F” if the student participated through the term and earned a failing grade. □ Assign “FW” if the student stopped participating after the withdrawal deadline and did not receive an authorized withdrawal. □ Direct students with extenuating circumstances to the Excused Withdrawal (EW) petition process. □ Record the student’s last date of academic activity—Financial Aid may need this for R2T4 compliance (typically automatic with Canvas assignments or Canvas grading).

Section 7: Syllabus Guidance

A well-crafted syllabus is your best tool for preventing ambiguous situations at the end of the term. Including the following elements in regard to drops, grading, and academic participation in the course help to set expectations, protects students, and provides the documentation foundation you may need later.

Recommended Syllabus Elements

- Attendance and participation expectations (be specific)
- Definition of “excessive absences” or “non-participation”
- What counts as participation (especially for online/hybrid sections)
 - Remember that Attendance, alone, may not be used as a grading criterion but participation in academically related activities can.
- Consequences for non-participation (possibility of instructor-initiated drop)
- Drop and withdrawal deadlines and how students can find them
 - Refer to the [academic calendar](#) for specific dates on Census and Drop deadlines.
- Statement about the distinction between “F” and “FW”, if helpful

Sample Language (In-Person)

“Students are expected to attend all class meetings and actively participate in class discussions and activities. Students who need to be absent should email the instructor before the beginning of class, emergency absences will be excused. Excessive (five or more) unexcused or unreported absences, and/or students who fail to submit major projects and assignments may be dropped from the course in accordance with AP 5075. After the withdrawal deadline, students who stop actively participating in the course (attending class sessions and/or submitting major projects and assignments) without an authorized withdrawal may receive an “FW” grade.”

Sample Language (Online/Hybrid)

“Participation in our online class requires academic engagement such as submitting assignments, completing quizzes, and/or posting in required discussions. Logging into Canvas without completing work is not enough to count as participation. If you are not able to meet an assigned deadline for a major project or assignment, please reach out to the instructor prior to the deadline to request a small

extension. Student's who are inactive for [X] consecutive days or have failed to submit [X] assignments without prior communication may be dropped before the withdrawal deadline. After the withdrawal deadline, inactive students or non-participating students may receive an "FW" grade.

Section 8: Student Communication & Referrals

Faculty are not expected to be financial aid counselors, but a few well-timed referrals can make a significant difference for students who are struggling. Below are suggested messages to share with students at key moments.

Before the Withdrawal Deadline

- "I am here to help support you in taking this class. If you have any questions on how the course works or what you need to do in order to succeed, please feel free to reach out and we can set up a one-on-one meeting to chat. If you are thinking about stopping or dropping the course, please let me know so I am aware. You will want to drop or withdraw in the MyChaffey Student Portal by [date]. Stopping a course without withdrawing can affect your financial aid and result in an "FW" grade on your transcript."
- "Hi, I haven't seen or heard from you in our class lately, and I wanted to check in if you are still interested in taking the course? If something is going on—health, personal, finances—reach out to me, one of our [Academic Counselors](#), or the [Social Wellness and Behavioral Support](#) department to speak to someone. There may be options like an Excused Withdrawal (EW) that can protect your record."

After the Withdrawal Deadline (If Assigning FW)

- Direct students to Financial Aid to ask: "Did I trigger R2T4? What was my last date of attendance? Do I owe a balance?"
- Inform students about the EW petition process if extenuating circumstances are present.
- Refer students to Counseling for an academic plan and SAP appeal if needed.
- "Hi, I have not seen or heard from you in our class since [date] and given the amount of work that was not completed in the course for the remainder of the semester, I must issue you an "FW" grade. This will have the same impact on your GPA as an "F" grade but it may have additional impacts if you are on an academic plan or fall into specific categories of Financial Aid. Please reach out to your Counselor or contact Financial Aid directly to understand your current standing and work out how to move forward."

Secretary Treasurer Candidate Statement: Laura Santamaria Brady

I am writing to express my interest in continuing to serve the Academic Senate in the role of Secretary/Treasurer. I've had the opportunity to contribute to the Senate's work, and this experience has strengthened my understanding of our processes, my commitment to shared governance, and my admiration for the work that our faculty do in support of students.

I value the role the Academic Senate plays in shaping institutional priorities and uplifting faculty voices and appreciate the coalition-building efforts with the Classified Senate, which reflect a shared commitment to collaboration and more inclusive governance across our campus. I see the role of the secretary/treasurer as a way to create transparency and accountability, and I hope to continue my commitment to that work as we create meaningful change in our institution.

It would be an honor to once again serve in a way that supports the Senate's mission and the community it represents.

VP Candidate Statement: Justin Keller

To my fellow academic senators,

I find the senate floor to be exciting. Seeing the diversity of perspectives engaging with the current happenings and efforts of Chaffey college faculty is truly rewarding. As an area representative, I have developed a stronger understanding of shared governance and an interest in the procedural work that supports this process. I also recognize the operational responsibilities of the vice president role, including overseeing senate election cycles and maintaining continuity of leadership when needed.

Equitable participation in senate discussions matters to me. Because of this, I believe not only the loudest voices in the room, but a broader distribution of “mic time,” should be represented. As vice president, I would support discussion and coordinate with the president, secretary treasurer, and curriculum chair to keep senate business moving forward. I am prepared to step in when facilitation is needed and engage in committee and planning responsibilities associated with this position. I support the senate’s role in upholding academic freedom and its purview over the 10+2, and recognize that clear processes and communication are essential to effective collegial consultation with the executive team, Classified Senate, and student government.

Respectfully,

Justin Keller

VP Candidate Statement: Steve Shelton

I am honored to be considered for the role of Vice President of the Academic Senate. Over the past six years on the Senate, along with three years on the Curriculum Committee prior to that, I have developed an appreciation for shared governance and our responsibility to represent our constituents.

Through my work as Coordinator for the Department of Communication Studies as well as my service on many committees, I have collaborated with colleagues across disciplines on issues that directly impact our entire campus community. These experiences have reinforced my belief that communication, collaboration, and respect are essential.

I am committed to advancing diversity, equity, and inclusion by supporting equitable practices, elevating diverse voices, and fostering a culture of belonging for all members of our campus community.

If selected, I will focus on building connections across faculty, classified professionals, students, and administrators to address challenges and meet the evolving needs of our community. I am committed to listening, being accessible, and facilitating clear, productive dialogue with everyone.

It would be a privilege to serve in this role and support the continued work of the Academic Senate.

Stephen A. Shelton II

He/Him/His

Coordinator, Communication Studies

Professor of Communication Studies

Chaffey College

Office: TAW-127

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<i>Alternate Senators Italicized</i>		Present	Adoption of the 4.21.26 Agenda	Motion to approve the 4.21.26 Consent Agenda	move to endorse the revised/updated best practices around F's and FW's	endorsed by acclamation, Laura Santamaria Brady for the Secretary/Treasurer	Vote to move VP elections to the 4/28 meeting.
Representation	Name						
President	Elizabeth "Liz" Encarnacion	Y					
Vice President	Terezita Reyes Overduin						
Secretary/Treasurer	Laura Santamaria Brady						
Curriculum Chair	Angela Burk-Herrick	Y	Y	Y	Y	Y	Y
ACD-A	Laura Santamaria Brady						
ACD-A	Henry Leonor	Y	Y	Y	Y	Y	Y
ACD-A Alternate	Steve Shelton						
ACD-B	Vacant						
ACD-B	Nicole Farrand	Y	Y	Y	Y	Y	N
ACD-B Alternate	Vacant						
ACC	Myra Andrade	Y	Y	Y	Y	Y	Y
ACC	Wendy Whitney	Y	Y	Y	Y	Y	Y
ACC Alternate	Melissa Johannsen	Y					
ACC Alternate	Fabiola Espitia						
BTH/MIDT	Joseph Lee	Y	Y	Y	Y	Y	Y
BTH/MIDT	Jonathan Polidano	Y	Y	Y	Y	Y	Y
BTH/MIDT Alternate	Jay Scott						
Chino Campus	Hannah Carter	Y	Y	Y	Y	Y	Y
Chino Campus	Manar Hijaz	Y	Y	Y	Y	Y	Y
Chino Campus Alternate	Vacant						
Fontana Campus	Sean Connelly	Y	Y	Y	Y	Y	Y
Fontana Campus	Anthony "Tony" Guaracha	Y	Y	Y	Y	Y	Y
Fontana Campus Alternate	Vacant						
HFID&C	Vacant						
HFID&C	Vacant						
HFID&C Alternate	Vacant						
HW - HS	Jayne Clark-Frize						
HW - HS	Vacant						
HW - HS Alternate	Lisa Doget	Y	Y	Y	Y	Y	Y
HW - KNA	Rob Hadaway						
HW - KNA	Candice Hines-Tinsley						
HW - KNA Alternate	Annette Henry	Y	Y	Y	Y	Y	Y
Instructional Support	Terezita Reyes Overduin						
Instructional Support	Christina Holdiness	Y	Y	Y	Y	Y	N
Instructional Support Alternate	Rose Ann Osmanian	Y	Y	Y	Y	Y	Y
PCS	Melanie Bratcher						
PCS	Patricia Gomez						
PCS Alternate	Vacant						
STEM	Justin Keller	Y	Y	Y	Y	Y	Y
STEM	Louisa Villeneuve	Y	Y	Y	Y	Y	N
STEM Alternate	Vacant						
Senator-At-Large	Tamari Jenkins	Y	Y	Y	Y	Y	Y
Senator-At-Large	Sarah Chamberlain	Y	Y	Y	Y	Y	Y
Senator-At-Large	Jin Liu						
Adjunct Senator-at-Large	Carolyn Ward						
Adjunct Senator-at-Large	Ekta Kandhway	Y	Y	Y	Y	Y	Y
*Adjunct Alternate Senator	Vacant						
Classified Senate Liaison	Sarah Schmidt						
CC Student Government	Nolan Krueger	Y					
CC Student Government	Alilah Mora De Jesus	Y					
	PURPLE indicates reported tardy/leave early						
	RED indicates reported absence	24	20	20	20	20	17
Total Yes Votes			0	0	0	0	3
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							
34 Present at this meeting = 24 members, 10 visitors							
4.21.26 Academic Senate Meeting							

endorse the scholarship student recipients.

Y

Y

Y

Y

Y

Y

Y

Y

Y

Y

Y

Y

Y

Y

Y

Y

Y

Y

Y

Y

20

0

0