

Academic Senate Minutes

September 15, 2026

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

Alternates & Liaisons

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

1. Personal Expression (12:30 P.M.)

2. Call To Order (12:35 P.M.)

2.1. Land Acknowledgement

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

Read by Elizabeth Encarnacion, Academic Senate President

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

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

3.1. Senator Andrade delivered a public comment regarding article 18 in the bargaining contract:

Good afternoon Senate colleagues. I'm bringing forward a concern from Academic and Career Counseling faculty regarding a provision in the currently TA'd collective bargaining agreement — Section 18.6.3 — because it has direct implications for shared governance participation and for student access to counseling services, both of which fall squarely within this body's interest.

What the provision does

Section 18.6.3 defines "Instructional Support" faculty — counselors, librarians, health service nurses, and instructional specialists — and would replace a 20+ year practice of individualized, collaborative scheduling between these faculty and their managers with a fixed menu of three schedule options, effective July 1, 2027. There is no path to negotiate a schedule outside these three models.

Why this matters to Senate specifically: shared governance participation

The scheduling flexibility that is being eliminated is what has allowed counseling faculty to attend committee meetings and participate in shared governance work outside their standard 32-hour week and 196 service days. Removing that flexibility doesn't just affect individual counselors — it reduces the capacity of an entire faculty group to participate in the governance structures this Senate depends on. If counseling faculty's voice on committees and in governance work diminishes as a result of this scheduling change, that's a structural loss for shared governance at Chaffey, not just a labor-relations issue.

Why this matters to Senate specifically: student access to counseling

Independent of the scheduling debate, there is a significant capacity problem in Academic and Career Counseling that this Senate should be aware of:

- According to the Chaffey Dashboard in 2025-2026 we had 36,498 students and only 28 full-time Academic and Career counselors across all of the different areas (general, GPS, EOPS, DPS and CalWORKS) this is a ratio of approximately 1 counselor to 1,304 students.
- The ASCCC's own adopted report, The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges (updated Fall 2025), sets the ideal ratio at 1:370.
- Closing that gap would require approximately 70 additional full-time counselors.

The proposed scheduling changes compound this existing problem rather than solving it. Specifically, eliminating the option for a 5-day, 32-hour summer schedule would cut counselors' summer week to 25.5 hours and remove Friday appointment availability in June and July — the peak period when incoming students, including the growing number arriving with Dual Enrollment credit and AP scores, need counseling support before Fall registration. This translates to an estimated 800 fewer counseling appointments over that 8-week window. The practical effect is more students registering for courses they don't need, or missing courses they do need, during the exact window meant to prevent that.

The proposed changes also reduce office availability for adjunct counselors, who use fulltime counselors' offices when those counselors are working remotely — meaning the changes may also constrain the college's ability to hire additional adjunct counseling capacity to help close the access gap.

What we're asking of Senate

We're not asking Senate to weigh in on collective bargaining itself — that's outside this body's role. We are asking Senate to:

- Be aware of the student-access and shared-governance implications of this provision as it considers related academic and student success matters going forward.
- Consider whether the counselor-to-student ratio and its effect on student coursetaking and completion timelines warrants further discussion or data-gathering by this body, independent of the contract outcome.
- Support continued conversation between Senate, the union, and administration on adequate counseling staffing levels, given the ASCCC's own published standard.

Thank you for your time and attention to this

4. Adoption Of Agenda

4.1. September 15, 2026

- 4.2. **Motion for Approval** - Senator Lee moved to adopt the agenda with a correction to the spelling in item 9.3. Senator Polidano seconded the motion. The motion was approved. 9.15.26, 23Y/0N/1A.

5. Consent Agenda

- 5.1. September 8, 2026 **Meeting Minutes**. (See attachment titled “Academic Senate Minutes, September 8, 2026 Draft.”)

5.2. **Faculty representatives who have been requested to serve on these selection/hiring committees:**

- 5.2.1 Payroll Technician
Abel Chen, Instructor, Business

- 5.3 **Motion for Approval** - Senator Polidano moved to adopt the Consent Agenda with a correction to the spelling of item 9 in the minutes. Senator Lee seconded the motion. The motion was approved. 9.15.26, 24Y/0N/0A.

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

7. Report(s)

7.1. President

- 7.1.1. President Encarnacion attended the Classified Senate Meeting last Friday. Interim Manager, Grounds & Operations, Melissa Diaz confirmed that there is yearly flood preparation for the college. Risk management sent some of the managers to a specific El Niño preparation session.
- 7.1.2. The Governance Handbook was endorsed by the Presidents Cabinet this morning. AP 4240 Academic Renewal went to the President's Cabinet for a first read. There are 34 APs/BPs that went through this cycle, 41 needed revisions, and 249 are still on the docket.
- 7.1.3. The President's Cabinet also updated us on the Child Development Center. It is still planned to be opened January 2027. It will be a state child center based on need. Students enrolled in Chaffey will have priority for enrollment, then employees/staff as needed.
- 7.1.4. A reminder to share your opinion on Facilities Development practices at Chaffey College by taking the Facilities Development Review Survey emailed by Melissa Mosley.
- 7.1.5. President Encarnacion attended the town hall discussing the tentative agreement on the contract and is planning to attend upcoming town halls. The president does not agree with the language of this tentative agreement, which includes the sections on counseling faculty, instructional faculty, coordinator meetings, and student outcomes and assessment. All of these areas directly impact our 10+2. Because the direct overlap with 10+2, the officers will be cowriting an open letter to the administrators who are in the negotiation team to build transparency and explain their rationale.

7.2. Vice President

7.2.1 Happy week 5! I just wanted to give an update about the open seats in PCS. I sent out an email soliciting nominations last Thursday (September 10th), I then sent out a reminder email this morning (September 15th). The nomination period will conclude on the 17th, so if you know someone in PCS interested or think may be interested, I highly encourage you to reach out to them.

7.2.2 Also please remember to complete the Title IX training by the 30th.

7.3. Secretary/Treasurer

7.4. Curriculum Chair

7.5. Classified Senate Liaison

7.6. Chaffey College Student Government Liaison

CCSG has been working on the Pizza with the President event taking place September 16th from 9-10am at the Chino Campus and September 22nd, from 2:30-3:30 pm at the Rancho campus. All information will also be on the CCSG instagram. Faculty are asked to share this information with their students.

7.7. Academic Senate Workgroups, Reporting Committees, and Liaisons

7.7.1. Senator Kandhway delivered the following update on the FSC:

Name Change Announcement

I want to share an update from the Faculty Success Collaborative (which was earlier known as the Faculty Success Center). We've moved under a new umbrella: the Professional Learning Center, located in the LLC building, room 214A. This space brings together the Faculty Success Collaborative and the Classified Success Network in one shared space dedicated to connection, collaboration, and professional learning. So the acronym stays the same: FSC, but "Center" is now "Collaborative." FSC continues to support all professional learning and collaboration opportunities for faculty, including (NFO), (FSI), FSC workshops, and the FSCAC.

Hospitality Funding Request

On behalf of the FSC, I also want to share a request. While our programming is funded by the District, there are restrictions on what that funding can cover, and hospitality (coffee, cups, snacks) for events like our Open Houses and FSC workshops falls outside those funds. We'd love to keep offering that warm, welcoming touch at our events, and we could use your help to do it.

If you're able, we'd be grateful for a small monthly contribution through payroll deduction—even \$1 a month per faculty member would make a real difference, though we know not everyone will be able to participate. Whatever you're comfortable contributing on a monthly basis, whether that's \$1, \$5, \$10, or \$20, is

genuinely appreciated. I have payroll deduction forms with account information available today. You can also expect an email from FSC or Tamari with a digital copy of the form.

Thank you all so much for your continued support, it will allow FSC to keep building a welcoming space for all faculty.

And on that note, we actually have an Open House today from 2:30 to 4:30 pm! Please feel free to stop by if you have time. We'd love to see you there

8. Unfinished Business - None.

9. New Business

9.1. Discussion/Information Item: Best Practice, Guidelines, Procedures, and Policies: What's The Difference? (see attached)

Senator Keller asked for clarification on the difference between “Best Practices” and “Guidelines.” The Academic Senate will typically create “Best Practices” based on an interdisciplinary approach that the body representing faculty determines is what “best” educators do. Guidelines focus on departmental codes of conduct. These are not contractually binding, but there may be follow up conversations and operate more as department level norms. President Encarnacion noted that you cannot be evaluated based on a best practice.

Curriculum Chair Burk-Herrick highlighted that at other institutions, departments have established operating procedures. It may be useful to consider formulating departmental operating procedures/policies in the future.

9.2. Discussion Item: Smart Glasses in Class: Concerns, Permissions, Academic Integrity and Faculty Purview (see attached)

9.2.1. Senator Doget asked whether smart glasses fall under the same category as general rules when it comes to recording (i.e. a tape recorder). California Ed Code 78907 states that electronic listening and recording devices in a community college classroom without the prior consent of the instructor or DPS, cannot be used. Board Policy 5500 explicitly prohibits cheating, plagiarism, or engaging in other academic dishonesty. Because smart glasses can feed a student real-time, AI-generated answers or translations via an open-ear speakers or paired phone apps, using them during assessments is a severe integrity violation

9.2.2. California is also a two-party consent state when it comes to recordings.

9.2.3. Even when these devices are used for medical reasons, a student would need to get an accommodation.

9.2.4. Though these laws exist, they may not be all encompassing in keeping up with the changing technology or individuals’ knowledge of recording laws.

- 9.2.5. Senators discussed creating a Best Practice or a resolution prohibiting the use of smart glasses.
- 9.2.6. Senator Andrade pointed out that some students may bring in these devices to record counseling sessions without approval. She asks that the Senate include this circumstance in its discussion to better represent non-instructional faculty.
- 9.2.7. Senator Doget moves to create a resolution for the body prohibiting the use of smart glasses in a classroom environment, counseling appointments, and instructional spaces. Senator Connelly seconds.

9.3. **Possible Action Item:** Senators have the opportunity to update or report on the following Sabbatical Reports- *recommendations to the Senate are due by: 10/6*. Refer to "Sabbatical Report Subcommittee & Report Rubric" in the Sabbatical Process Module on the [Academic Senate Canvas shell](#) for resources on reviewer information.

- a. **Allison Tripp**, (2025-2026 Academic Year)
Reviewers: Senators Tamari Jenkins and Ekta Kandhway
- b. **Robert Ian Jones**, English/Journalism (Spring 2026)
Reviewers: Senators Candice Hines-Tinsley and Hannah Carter
- c. **Laura Picklesimer**, English (2025-2026 Academic Year)
Reviewers: Senators Sean Connelly and Sarah Chamberlain
- d. **Jackie Boboye**, Counseling (Spring 2026)
Reviewers: Senators Lisa Doget and Christina Holdiness
- e. **Sheila Malone**, Theater (Spring 2026)
Reviewers: Senators Louisa Villeneuve and Jonathan Polidano

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 Chamberlain mentioned that the control panels installed in STEM can be disruptive to the learning and working environment (for example, in a classroom, in a hallway close to a lot of offices). These panels beep constantly when they detect anything and require them to be manually turned off to stop beeping. Faculty and staff have been instructed by the dean to not turn the panel off in the hallway, potentially leaving it to beep all day. The panel in the classroom sometimes doesn't beep for weeks at a time, and then other times beeps every two to three minutes, all day long, disrupting the learning environment.

- 10.2. Senator Osmanian shared the following statement regarding the HVAC system at the Chino campus:

I'm speaking today on behalf of students and our colleagues at the Chino campus.

I want to raise a serious, ongoing concern about the air conditioning units at the Chino Campus. The unit has broken down repeatedly this summer and in previous terms. Each time faculty and staff report it, someone comes out to repair it, and each time the fix doesn't last.

Over the past two months of extreme heat and humidity, when the air conditioning failed, faculty and staff had to decide on their own to leave the room. That isn't a sustainable way to handle a safety issue.

These conditions aren't acceptable for students trying to learn, instructors and staff trying to teach and work. Learning and working in that kind of heat puts everyone's health at real risk. No one in that space should have to choose between doing their job or learning and staying safe.

Continuing to patch the unit instead of replacing it puts people's health on the line, and it leaves the college open to serious liability if someone has a medical emergency.

I'm asking the college to do two things: replace the air conditioning units at the Chino campus, and put a clear plan in place for when a space becomes too hot to use safely, so faculty and staff aren't left to figure it out alone.

Our students and colleagues at Chino deserve a safe place to learn and work. Thank you.

11. Announcements

11.1. Chaffey College

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

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

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

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

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

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

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

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

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

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

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

The next Academic Senate meeting will continue on September 22, 2026.

Lissa A. Napoli, Recording Secretary

Laura Santamaria Brady, Treasurer / Secretary

Best Practice, Guidelines, Procedures, and Policies: What's the Difference?

Best Practice

“Best Practice” documents developed by the Academic Senate are recommendations to support faculty decision-making and professional practice. They typically address topics within the 10+2 academic and professional matters and are grounded in Title 5, Education Code, institutional policy, professional expertise, and collaborative faculty inquiry.

These documents do not, by themselves, create binding requirements, but they can help promote consistent, equitable, and effective practices in teaching, evaluation, governance participation, and student support.

Some key aspects within a Best Practices Document may be that it:

- Defines recommended practices for teaching, evaluation, or professional conduct.
- Supports student success, retention, inclusion, and equity through quality instruction.
- Connects to 10+2 matters by offering context, examples, and faculty-informed recommendations.
- Provides consistent guidance for processes, communication channels, proper workflow structures to ensure consistency and shared expectations amongst faculty and other employee groups.
- Promote effective pedagogical and technological practices to promote foundational teaching principles for student interaction.

Guidelines

Guidelines are advisory statements and help create consistency without the same “binding” as policy. Administrators, Classified Professionals, and Faculty groups can all create guidelines within various contexts and work-group settings, such as department guidelines, committee guidelines, distance education guidelines, etc.

Guidelines are meant to *inform* rather than *compel*, therefore they do not replace Title 5, Education Code, local board policy, or collective bargaining agreements. They help translate policies and best practices into practical action.

Some key features of guidelines are that they:

- Offer advisory approaches rather than mandatory rules.
- Support consistent interpretation of policy and procedure.
- Reflect the consensus and expertise of the body or group from which it is derived.
- Can be revised through consultation and consensus by the body or group from which it is derived more easily than policy or procedure.

Procedures

Procedures are the step-by-step methods used to carry out policies, guidelines, or other institutional decisions in a consistent and organized way. Procedures identify and clarify who does what, when, and how, so that implementation is efficient, transparent, and aligned with established rules and expectations.

When considering local governing boards have the authority to set district policies, such as our local Board Policies, or “BPs”, the Administrative Procedures, or “APs” are used to implement those policies. Administrative Procedures (APs) are often more detailed, demonstrating the implementation and operational steps for carrying out the policy more broadly described with the Board Policy (BP).

APs are under executive authority of the Superintendent/President and the Governing Board and should remain consistent with BPs and law. The Accrediting Commission for Community and Junior Colleges (ACCJC) treats district BPs and APs as evidence of compliant governance, effectiveness, and consistency with institutional mission and integrity expectations.

A few Key features of procedures include:

- Explain the steps needed to implement policy or guidance.
- Identify roles, responsibilities, timelines, and workflows.
- Support consistency, accountability, and efficient operations.
- Developed collaboratively among faculty, staff, and administrators.
- Must align with higher authorities such as Title 5, Education Code, and board policy.
- May relate to and affect any employee group and students as well as any operational unit

Policies

Policies are formal statements adopted by the Governing Board that establish the district's official rules, expectations, and decision-making direction. Policies must align with Title 5, the California Education Code, and applicable federal law.

Because policies are binding once adopted, they provide the framework within which procedures, guidelines, and best practices operate. Policies are broader than procedures, and more authoritative than guidelines and best practices. They reflect institutional commitments and govern how the District will act in a given context, while still allowing procedures to explain implementation.

The Accrediting Commission for Community and Junior Colleges (ACCJC) treats district policies and procedures (BPs and APs) as evidence of compliant governance, effectiveness, and consistency with institutional mission and integrity expectations.

Distinct features in policies are that they:

- Establish official district or college rules and expectations.

- Provide the basis for procedures, guidelines, and best practices.
- Create binding expectations once formally approved.
- Authoritative and reflect how the District will act in a given context

Where is Faculty's Role in These Processes?

The Academic Senate's role is primarily to **recommend, consult collegially, and shape academic and professional matters** rather than to unilaterally adopt binding district rules. In California community colleges, that role is grounded in Title 5, which says the governing board must adopt policies for delegation and must consult collegially with the academic senate on academic and professional matters.

Process	Primary Purpose	Academic Senate / Faculty Role
Best practices	Identify and share effective approaches	Develops, promotes, and disseminates effective practices through resolutions, papers, institutes, training, and guidance (AP 2510)
Guidelines	Offer recommended, flexible approaches for local use	Provides faculty perspective, recommendations, model language, and examples of effective implementation
Policies	Establish board-level rules and institutional direction	Recommends, consults collegially, and may make formal recommendations to the governing board on academic and professional matters (BP 2200)
Procedures	Explain how policy will be carried out operationally	Consults on procedures affecting the 10+2; proposes language; reviews faculty impact and implementation outcomes (AP 2510; BP/AP 3100)

Smart Glasses in Class: Concerns, Permissions, Academic Integrity and Faculty Purview

How Smart Glasses Work

Smart glasses are wearable technology that can include cameras, microphones, speakers, wireless connectivity, and an AI assistant.

Most smart glasses currently on the market combine several functions in an eyeglass-style frame. Some glasses have all features, some have a selection of features listed below, including some models not having AI assistants built in:

- **Camera:** A small outward-facing camera captures still photos and video from the wearer's perspective. A wearer may use a button, touch control, voice command, or companion phone app to take a photo or start/stop video.
- **Microphones:** Multiple microphones receive voice commands, phone audio, and environmental sound. When video is recorded, the device may also record audio.
- **Speakers:** Many models use small open-ear speakers in the temples of the glasses. Audio is directed toward the wearer's ears without fully blocking environmental sound.
- **AI assistant:** The wearer can ask questions aloud, such as "What am I looking at?" or "Summarize this text." The glasses transmit a request—often including the spoken question and, when activated, camera imagery—to a phone or cloud-based AI service.
- **Phone/cloud connection:** Many functions require Bluetooth, Wi-Fi, cellular service through a paired phone, or a vendor account. Images, recordings, prompts, and AI outputs may be transferred to a phone, app, or cloud service.

Indicator Lights

An indicator light is designed to signal capturing a photo or video. For example, Meta AI glasses use a front-facing "capture LED" that flashes for a photo, and has a continuous flash while recording a video.

Device Safeguards

- Some glasses have features that the front-facing LED has no user-controlled "off" switch.
- Software updates prevent the camera from recording if the LED is blocked or if the LED becomes covered after recording has already started.
- Many manufacturers have created automatic disabling of the camera if the glasses detect physical tampering/destruction/modification of the LED.
- There are not universal standards: capabilities and protections vary by manufacturer, model, firmware version, and device settings.

Limits of Safeguards: Some models can collect information even when it is not visibly recording/capturing. Ex: Voice commands, microphones, paired-phone apps, or cloud-connected AI features.

AI and Smart Glasses

AI assistants can be activated by voice command. Depending on the model and enabled services, the user may ask a general question, request translation, obtain information about a viewed object, dictate a message, or ask the device to interpret a scene or text.

The response may be delivered through the glasses' speakers, displayed in a paired phone app, or both.

Special Note on Senate Bill 1130

[California Senate Bill 1130: Invasion of privacy: wearable recording devices](#) is still in progress and has not yet become law. If enacted, it would prohibit the capture of another person's sound or video in certain business locations where the person has a "reasonable expectation of privacy."

The bill also states that wearable technology cannot be manufactured or sold without "sufficiently prominent" LED indicator lights and prohibits disabling them.

References

California State Legislature. (2026). *SB 1130: Invasion of privacy: Wearable recording devices* [Bill status and legislative history]. Digital Democracy. https://calmatters.digitaldemocracy.org/bills/ca_202520260sb1130

Howell, J. (2026, July 13). *Meta updates Ray-Ban smart glasses to prevent hidden recording*. AL.com. <https://www.al.com/shopping/2026/07/meta-updates-ray-ban-smart-glasses-to-prevent-hidden-recording.html>

Meta. (2026, July). *Meta's AI glasses: Your questions answered*. <https://about.fb.com/news/2026/07/metas-ai-glasses-your-questions-answered/>

Quiroz-Gutierrez, M. (2026, July 11). *Meta tightens Ray-Ban smart glasses privacy while it tests "super sensing" AI prototype*. Fortune. <https://fortune.com/2026/07/11/meta-ray-ban-smart-glasses-camera-led-light-privacy-safeguard-super-sensing-ai-prototype-covert-recording-concerns/>

Schoon, B. (2026, August 28). *Meta Ray-Ban smart glasses will kill another privacy LED loophole*. 9to5Google. <https://9to5google.com/2026/08/28/meta-ray-ban-smart-glasses-privacy-led-loophole-update/>

Workplace Privacy Report. (2026, August 18). *California bill to address wearable recording devices, including glasses*. <https://www.workplaceprivacyreport.com/2026/08/articles/wearables/california-bill-to-address-wearable-recording-devices-including-glasses/>

Alternate Senators <i>Italicized</i>		Present	Adoption of the 9.15.26 Agenda	Motion to approve the 9.15.26 Consent Agenda			
Representation	Name						
President	Elizabeth "Liz" Encarnacion	Y					
Vice President	Steve Shelton	Y	Y	Y			
Secretary/Treasurer	Laura Santamaria Brady	Y	Y	Y			
Curriculum Chair	Angela Burk-Herrick	Y	Y	Y			
ACD-A	Laura Santamaria Brady						
ACD-A	Henry Leonor	Y	Y	Y			
<i>ACD-A Alternate</i>	<i>Steve Shelton</i>						
ACD-B	Vacant						
ACD-B	Nicole Farrand	Y	Y	Y			
<i>ACD-B Alternate</i>	<i>Vacant</i>						
ACC	Myra Andrade	Y	Y	Y			
ACC	Wendy Whitney	Y	A	Y			
<i>ACC Alternate</i>	<i>Jackie Boboye</i>	Y					
<i>ACC Alternate</i>	<i>Fabiola Espitia</i>						
BTH/MIDT	Joseph Lee	Y	Y	Y			
BTH/MIDT	Jonathan Polidano	Y	Y	Y			
<i>BTH/MIDT Alternate</i>	<i>Jay Scott</i>						
Chino Campus	Hannah Carter	Y	Y	Y			
Chino Campus	Manar Hijaz	Y	Y	Y			
<i>Chino Campus Alternate</i>	<i>Vacant</i>						
Fontana Campus	Sean Connelly	Y	Y	Y			
Fontana Campus	Anthony "Tony" Guaracha	Y	Y	Y			
<i>Fontana Campus Alternate</i>	<i>Vacant</i>						
HFID&C	Vacant						
HFID&C	Vacant						
<i>HFID&C Alternate</i>	<i>Vacant</i>						
HW - HS	Lisa Doget	Y	Y	Y			
HW - HS	Vacant						
<i>HW - HS Alternate</i>	<i>Vacant</i>						
HW - KNA	Annette Henry	Y	Y	Y			
HW - KNA	Candice Hines-Tinsley	Y	Y	Y			
<i>HW - KNA Alternate</i>	<i>Robert "Rob" Hadaway</i>						
Instructional Support	Terezita Reyes Overduin	Y	Y	Y			
Instructional Support	Christina Holdiness						
<i>Instructional Support Alternate</i>	<i>Rose Ann Osmanian</i>	Y	Y	Y			
PCS	Melanie Bratcher	Y	Y	Y			
PCS	Vacant						
<i>PCS Alternate</i>	<i>Vacant</i>						
STEM	Justin Keller	Y	Y	Y			
STEM	Louisa Villeneuve	Y	Y	Y			
<i>STEM Alternate</i>	<i>Vacant</i>						
Senator-At-Large	Tamari Jenkins						
Senator-At-Large	Jin Liu	Y	Y	Y			
Senator-At-Large	Sarah Chamberlain	Y	Y	Y			
Adjunct Senator-at-Large	Vacant						
Adjunct Senator-at-Large	Ekta Kandhway	Y	Y	Y			
<i>*Adjunct Alternate Senator</i>	<i>Vacant</i>						
Classified Senate Liaison	Sarah Schmidt						
CC Student Government	Zeinah Abdelrhman	Y					
CC Student Government	Sarah Libdeh						
RED indicates reported absence	PURPLE indicates reported tardy/leave early	27	23	24	0	0	0
Total Yes Votes			0	0	0	0	0
Total No Votes			1	0	0	0	0
Total Abstentions							
- = Not available during meeting to vote							
34 members total - up to 25 voting at any given time. The President is a non-voting member, but counts as quorum. Curriculum Chair now votes per 8.25.20 meeting.							
President ONLY votes to break a tie.							
A quorum shall consist of two-thirds of the voting members of the Academic Senate (include the President-but only votes to break a tie)							
17 members are needed for QUORUM							
Members present at this meeting							
9.15.26 Academic Senate Meeting							