

Faculty and Student Safety and Wellbeing | Immigration enforcement, along with racism, hate, and white supremacist rhetoric directed at minoritized and marginalized communities, reaches into students' daily lives, their families, and their friendships. These pressures shape whether students feel safe coming to campus, speaking up, or asking for help. Every student has a right to education and dignity.

Many colleagues in every role on our campus belong to these communities, and they and their families may be experiencing this directly too. As we gather across campus, let us carry this with us: *make room for one another, and honor the dignity of every person in our community.*

[ASCCC's Know Your Rights](#) resources offer guidance for everyone, including what to do and what not to ask. The California Community Colleges Chancellor's Office is hosting on Oct 23rd "[Responding Together: Leadership, Student Safety, and Support Amid Immigration Enforcement](#)", bringing together state leaders and campus experts to share guidance on responding to enforcement activity and supporting affected students and families. Here at SBVC, [SALA \(Services Advancing Learning for All\)](#) brings together campus resources for immigrant and undocumented students, LGBTQ+ students, Black, Asian and Pacific Islander, Latinx, Chicano, and Indigenous communities, along with mental health and basic needs support. *Please share the resources with students and colleagues.* SBVC's *At Risk Student Population Task Force* will visit our Senate on November 4 to share its work and provide us their insight. *Please invite colleagues from your divisions.*

Governance Participation and Advocacy | At last week's *District Policies and Procedures Advisory Committee* meeting, I advocated for two principles. First, determining whether a policy or procedure falls under the 10+1 is itself a collegially consulted matter. Second, BP/AP 7150, Evaluation, should include minimum language and one that ensures faculty voice in management evaluations. PPAC accepted our BP 7150 feedback in full but not our AP 7150 feedback. Our feedback rests on two provisions: the 10+1 (Title 5 §53200), which calls for mutual agreement between the District and the Senate, and participatory governance (Education Code §70902(b)(7)), which guarantees faculty input reasonable consideration. As the next step in our consultation process, I will meet with the Chancellor in November to continue working toward agreement.

At *College Council*, discussion centered on the Planning and Resource Allocation Committee. Processes for institutional planning and budget development fall under 10+1 item 10. Our faculty colleagues are shaping this new committee and advancing Senate Goal 4. As they build its process from the ground up, open questions remain, and the committee is reviewing models from other community colleges. I have shared [ASCCC budget resources](#) with faculty tri-chair Daihim Fouzini. This Plenary cycle also includes a resolution on categorical funds and faculty involvement in budget decisions, which may inform their work.

At the *District Joint Equivalency Committee*, we discussed the need to review [AP7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies](#), along with the committee's own procedures, and acknowledged ongoing challenges with CTE equivalencies ([common across our system](#)). Members include two Academic Senate appointees from each college (at SBVC, the Senate President and Articulation Officer) and the Vice Presidents of Instruction, with support from Human Resources staff. Because [Education Code §87359](#) requires the Board and the Senate to agree jointly on the equivalency process, I will bring this to the Senate for discussion and direction.

Senate Task Forces | I have worked with faculty leads and the Executive Committee to finalize membership accordingly. Each faculty lead should have reached out to schedule a first meeting, and I have asked them to begin by establishing group norms and how decisions will be made, a foundation for effective, collegial work. To keep everyone informed, each task force will maintain a SharePoint folder where you can follow its work (Goal 2). Later, we will decide together whether recommendations adopted by the Senate should also be posted on our website for all faculty, as they have been done with the Artificial Intelligence TF site.

Open seats: AI [5] | Constitution and Bylaws [2] | Dual Enrollment [2] | Honors [5]

Leadership Empowerment | Our committee chairs and faculty leads carry much of the Senate's work. I am planning a gathering this fall where we can connect, share practices, and support one another as leaders, building a stronger foundation for the Senate's work and future (Goal 3). I also plan to host social hours with division senators and their colleagues to build relationships, bring more faculty into the work of the Senate, and create space to share concerns and ideas. I will reach out to each senator first to co-host and set dates that work for their division. These gatherings will be open to all faculty, and any issues raised will come to the Senate through our regular process.

ASCCC/Statewide | The Area D resolutions discussion was recorded and is posted on [our SharePoint](#) for your review. The [post-Area resolutions packet](#) (aka pre-plenary packet) is now available for our review. ASCCC resolutions updates, discussions, and amendments will be posted on SharePoint as they are released. I have flagged which resolutions deserve our closest attention, but feel free to point any others that you see of importance. As your voting delegate, I represent perspectives and positions this Senate adopts. Our November 4 meeting is our last chance to discuss resolutions and give me direction before Plenary. Resolutions change during the session, so I will track them live; please send me your questions or division feedback before and during Plenary. Plenary will also host the first hearing on two proposed revisions to the Disciplines List, which sets minimum qualifications for faculty: Discipline 1 (revision); [Agricultural Production](#) and Discipline 2 (new); [Anatomy and Physiology](#).

Institutional Emergency Readiness | Thank you to everyone who participated in the Great ShakeOut. With El Niño predicted to be strong to very strong this winter ([NOAA ENSO outlook](#)), please review continuity plans for your courses. The ASCCC webinar "[Preparing for the Unexpected: Emergency Continuity Planning for Online Courses](#)" (September 29) is a good starting point.

ACADEMIC SENATE GOALS, 2026-2027 | Adopted September 16 2026

GOAL 1 | **10+1 Review and Compliance** | Monitor and reaffirm that all decisions within the Senate's 10+1 purview, as established under Title 5 §53200, receive Senate review before implementation.

GOAL 2 | **Governance Documents Modernization** | Update the Senate's bylaws, constitution, standing rules, and operating procedures to reflect current practice, close procedural gaps, and maintain transparency in how decisions are made and recorded.

GOAL 3 | **Faculty Leadership Empowerment and Succession Planning** | Build a sustainable pipeline of trained, confident faculty leaders across campus and Senate.

GOAL 4 | **Advocate for Institutional Planning Integration** | Embed faculty expertise into institutional planning, from individual programs and initiatives to campus and district strategic plans, so decisions are informed while plans are still being developed.

SAVE THE DATE

SBCCD Board of Trustees – Meeting & Strategy Session | Thursday, October 22 | SBCCD Boardroom, 4pm

Subcommittees of Academic Senate | Wednesday, October 28 | B-100, 3:00pm-4:30m

Academic Senate Meeting | Wednesday, November 4 | B-100, 3:00pm-4:30m

Professional & Leadership Development Opportunities

ASCCC Fall Plenary Session Nov. 5-7 | Redwood City | *Tatiana*

ACCJC Conference Nov 17-18 | Riverside | *Tatiana, Jeremiah, Davena, Angie, VP Hector*

RESOURCES

New from ASCCC: [Disciplines List Timeline 2026 to 27](#) | [Counseling Faculty Standards of Practice](#) | [Work Based Learning](#)

Governance Essentials: [Know Your Rights](#) | [Equivalence to Minimum Qualifications](#) | [Minimum Qualifications Handbook, 19th Ed.](#) (adds AI; revises Art and Nursing) | [Program Review](#) | [Enrollment Management](#) | [Budget Processes and the Faculty Role](#)

Care and Wellbeing: [CTA Trauma Toolkit](#) | [CTA Self Care Tip Sheet](#) | [NEA Advocating for Change](#) | [NEA Trauma Informed Pedagogy Microcredential](#)

Other Professional Development Opportunities

From the Chancellor's Office [Faculty Professional Development Events](#) list. CCC marks systemwide California Community Colleges sessions; ASCCC marks Academic Senate sessions. Titles link to registration.

ASCCC | [Introduction to Creative Commons Licensing](#) | October 21

ASCCC | [Curation and Advanced Licensing](#) | October 21

CAST | [Leading Systemic Change with UDL: Building the Conditions for Equity, Access, and Belonging](#) | Oct 23

CCC | [Custom Designing Chatbots for Learning](#) | October 28

CCC | [Allied Health and Computer Studies Spotlight \(Reimagining Assessment Series\)](#) | October 28

ASCCC | [Beyond Compliance to UDL for OER](#) | October 29

ASCCC | [AI Syllabus Statements: Building Transparency, Trust, and Shared Responsibility](#) | October 29

CCC | [Engaging Students Through Cultural Connection and Authentic Assessment: The Power of Representation](#) | October 30