



Academic Senate 2020-21

Minutes

May 4, 2021

Location: Zoom

1:00 PM

Members present: Frank Accardo, Dana Arazi, Kevin Barman, Michelle Bean, Robert Bethel, Tammy Camacho, Melissa Chandra, Angela Cheung, William Currington, Marie Eckstrom, Rebecca Green, Margaret Griffith, Yunior Hernandez, Jupei Hsiao, Erin Irwin, Shirley Isaac, Steve Johnson, Michael Koger, Jeannie Liu, Sheila Lynch, Marina Markossian, Angelica Martinez, Gerson Montiel, Juana Mora, Farrah Nakatani, Katie O'Brien, Tyler Okamoto, Dorali Pichardo-Diaz, Matt Pitassi, Angela Rhodes, Rudy Rios, Diego Silva, Kevin Smith, Stephen Smith, Razvan Stoian, Steve Tomory, Diana Valladares, Irma Valdivia; **Members absent:** Robin Babou, Fran Cummings, Jorge Huinquez, George Kimber, Andrea Kirton, Aimee Mindes, Carley Mitchell, Matt Schleicher; **Ad-hoc members present:** Elizabeth Ramirez; **Guests:** Tanja Baum, Wendy Carrera, Alyson Cartagena, Eric Dixon-Peters, Garima Garg, Dahlia Lopez, Jose Rodriguez,

- I. **Call to Order: 1:00pm**
- II. **Approval of Minutes:** April 20, 2021 – approved.
- III. **Public Comment** – D. Arazi will resigned as Academic Senate Parliamentarian for 21-22 school year.
- IV. **Special Guest: Vice President of Student Services, Dr. Earic Dixon-Peter**
 - A. Thanked Academic Senate for welcoming him to Rio Hondo College. Shared a brief summary of his background including that he was born and raised on South Los Angeles. Growing up, his home school was Fremont High School and as part of the K-12 integration process was bused to Palisades High School. He attended Santa Monica College and transferred to Azusa Pacific University where he earned his undergraduate and graduate degrees. He earned a doctoral degree at California State University Fullerton.
 - B. One of his first goals at Rio Hondo College was to meet everyone in Student Service areas during his first 30 days at Rio Hondo College. His 90-day plan includes understanding the challenges, opportunities and culture at Rio Hondo College and is doing so by meeting with the various campus constituency group leaders. After meeting with the various constituency groups, he will design a plan of how to address some of the challenges and present this plan to the various constituency groups.
 - C. It is important that we understand how we are going to serve students as we re-open. One of the big challenges we see is enrollment and how we can continue to serve our students. How can we service in person and how can we service online? Connectivity is overarching theme.
 - D. Stressed the importance of education and how important a higher education can be for a student's life trajectory. Also important is ensuring that student services and academic affairs partner to ensure that we have a well-rounded system to train and develop our students for a viable career.



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- E. He closed by sharing that his relationship with the Academic Senate has always been transparent, collegial and consultative throughout his career. He thanked Senators for their time.

- V. **Presentation of Distinguished Faculty Award** – Jose Rodriguez, EOPS Counselor. (Attachment A)
 - A. J. Rodriguez thanked all for the recognition!

- VI. **President's Report**
 - A. Basic Needs Survey Data (Attachment B)
 - i. K. Smith presented Basic Needs Survey Data
 - ii. Shared that Rio Hondo College will be joining a consortium of other schools to gather more comprehensive data. Additionally, Student Life is working on making videos to increase awareness of resources available to students. They are also able to make class visits to increase awareness of resources available for students.
 - B. Fall Registration – Fall registration began yesterday. Faculty should be contacted by dean to ask if class will be asynchronous or synchronous. When a class modality is changed from having times listed on the class schedule to a class not showing times, Banner forces the instructional operations team to drop students in the class. Support staff then reach out to students to ensure that they know they will be placed in a newly created asynchronous course. There are an additional 70 classes from spring to fall that will be held on campus. The on-campus class caps are reduced to keep in line with the 6 feet distancing guideline. R. Rios and K. Smith have walked through the various classroom spaces, counseling spaces and labs with the COVID consultant.
 - i. K. O'Brien asked if anything that is scheduled to be in person is accurately reflected on schedule? K. Smith shared that there may still be changes and these changes should all be completed within the next few days. She also asked K. Smith to confirm if students will be dropped from a class if the class is changed from showing a time on schedule to being asynchronous remote. K. Smith confirmed that this is the process.
 - ii. M. Griffith asked that if cases begin to rise, will in-person courses be forced to be remote? K. Smith shared that this has not been discussed at this point. She also asked that if an in-person student asks to become remote, is this possible? R. Rios said that this has not been discussed. The best practice is to try and maintain flexibility with students.
 - iii. D. Silva asked if there is a mechanism in place to ensure that students are aware that they have been dropped from a class which has been changed from synchronous to asynchronous on the class schedule. K. Smith shared that there are currently discussions about this and at this point, students will be emailed. D.Silva suggested that students who are in special populations can be contacted by their special program If lists are provided.
 - iv. W. Carrera shared that she emails students in her courses to let them know to re-register. She added that students tend to re-register if contacted directly from the instructor and not someone that the student may not be familiar with.
 - C. AB 927 Update (Attachments C and D) – D. Pichardo Diaz shared that AB 927 was passed. The bill will have two amendments.



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- i. Only 15 baccalaureates will be offered every semester for a total of 30 per academic year.
 - ii. Requires that a community college district continue to offer an associate degree program in the same academic subject for which the baccalaureate degree program has been approved, unless the district has received approval from the Chancellor's Office to eliminate it.
 - iii. S. Tomory shared that essentially the baccalaureate program is no longer a pilot, and has to be officially approved by the California legislature. This could potentially mean that more than 15 community colleges can have a baccalaureate program and that community colleges could potentially offer more than one baccalaureate degree.
- D.** ASCCC Plenary Update – would like to postpone ASCC Plenary update until next academic senate meeting. Announced that Michelle Bean won as Treasurer for ASCCC. Congratulations to Michelle Bean!

VII. Vice Presidents' Reports

- A.** 1st Vice President – no report
- B.** 2nd Vice President – no report

VIII. Unfinished Business – none

IX. New Business

- A.** Second Reading – By-laws Changes (Attachment E)
Executive Motion: To approve the proposed by-laws changes.
27, 0, 1 – motion passes
- B.** AP 4050: Articulation (Attachment F)
E. Ramirez shared that there are no substantive changes, mostly grammar.
Motion to approve changes to AP 4050 by R. Rios, 2nd D. Pichardo Diaz
31 yea, 4 nay – motion passes
- C. Resolution:** Work with Administration to Institutionalize Open Educational Resources (Attachment G)
Background: S. Lynch shared that some of the “whereas” of this resolution have independently been passed in Senate and ASCCC. The idea of this resolution is to give support to OER and to try and institutionalize OER. The resolution does not require faculty to use OER.
Discussion: M. Pitassi concerned that this can eliminate options for students. S. Lynch shared that she will ensure that no one is forced to use OER. This is opening options for students.
Motion to table the resolution until next Academic Senate Meeting made by S. Lynch and 2nd by D. Arazi.
20 yea, 2 nay, 2 abstain – motion passes



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X. Committee Reports (Attachment H)

Senate

- Academic Rank - none
- Curriculum - none
- Guided Pathways Steering (GPS) – see attached
- Instructional Technology Practices (ITP) - none
- Distance Education (DE) - none
- Open Educational Resources (OER) – committee will meet this week. Looking at objectives for Quality Focus Essay. There are faculty working on creating OER and these resources will be options for faculty to use. The resources are due in September 2021.
- Staff Development/Flex - none
- Outcomes - none
- Staff Development/Flex - none
- Outcomes - none

Planning and Fiscal Council

- Institutional Effectiveness (IEC) - none
- Program Review - none
- Safety – see attached
- Policy and Procedure Council (PPC) - none

Other

- Basic Skills – none
- Bookstore - none
- Enterprise Systems Advisory - none
- Online Education Initiative (OEI) – none
- Student Equity - none
- Student Success and Support Program (SSSP) – none
- ASCCC Open Educational Resources Initiative (OERI) – S. Lynch has been sending emails to divisions regarding webinars related to specific disciplines.

XI. Announcements – don't forget to vote in RHCFA election.

XII. Adjournment: 2.22pm



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Attachment A: Distinguished Faculty Award – Jose Rodriguez, EOPS Counselor

While humble in nature, Jose Rodriguez is an exemplary Counselor who has distinguished himself with his selfless dedication to teaching and counseling community college students for over 30 thirty years. He has served as a general counselor, a Puente counselor, a professor, an EOPS/CARE counselor, and represented Student Affairs as a member of the Academic Senate. Jose dedication to high risk, low income students has been officially recognized by the California Community College EOPS Association for his decades of distinguished service.

As an immigrant, low income, and 1st generation college student himself, Jose faced challenges in both navigating higher education and actually believing that he had a place in it. He enthusiastically shares his story in order to provide a powerful source of connection, inspiration and support for students facing similar circumstances. While Jose’s passion for his work has made a difference in thousands of lives, one story stands out. An EOPS student from 2018, Daniela Rosales was battling cancer. She was in a wheelchair and her mother needed to accompany her to every class and counseling session. Jose had worked closely with Daniela and her mother for her entire time at the college and was thrilled when she was ready to graduate. Daniela, however, didn’t want to endure the physical struggle or attention that would come with participating in Commencement. Undeterred, Jose organized and created an opportunity for a festive private celebration, complete with cap and gown and graduation pictures to capture Daniela’s inspiring achievement. This story is a shining example of how enthusiastically Jose embraces his professional role and how perfectly he embodies the “Above and Beyond” spirit of EOPS/CARE.

Congratulations to Jose Rodriguez for being recognized as the 2021 Distinguished faculty of the year at Rio Hondo College!

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Attachment B: Basic Needs Survey

RIO RESEARCH



Number 1 April 2021

Students' Basic Needs | A February 2021 survey of Rio Hondo College students revealed important insights into food insecurity and housing insecurity. A substantial number of Rio Hondo students reported struggling with issues related to finances, food, housing, mental health, and the COVID-19 pandemic. This brief report presents some of the most notable results from the 2021 Student Life & Resources survey.



Food Insecurity | More than two in five (43.6%, 376) of the responding students indicated food insecurity, based on questions from the federal Department of Agriculture. To be identified as food insecure, a student reported at least three characteristics of food insecurity within the past 30 days. Examples of these characteristics are "I worried whether my food would run out before I got money to buy more," "I couldn't afford to eat balanced meals," "Were you ever hungry but didn't eat because there wasn't enough money for food?", and "Did you ever not eat for a whole day because there wasn't enough money for food?"



Food Insecurity



Homelessness | One in thirteen (7.8%, 64) of the respondents self-identified as having been "homeless or unsheltered" since starting college. Within the past year, 8.7% (72) reported staying temporarily with a relative/friend or couch surfing, 3.4% (28) stayed in a hotel/motel without a permanent home to return to, and 2.5% (21) stayed in an enclosed location not meant for human habitation, such as a vehicle, tent, or an unconverted garage.



Homelessness



Housing Insecurity | More than half (54.4%, 428) of the responding students provided answers indicating housing insecurity. This status is based on questions from U.S. Census Bureau and a scale from The Hope Center at Temple University. Being housing insecure reflects moving three or more times in the past 12 months or answering "yes" to questions such as the following: "In the past 12 months, was there a rent or mortgage increase that made it difficult to pay?", "In the past 12 months, have you moved in with other people, even for a little while, because of financial problems?", or "In the past 12 months, did you leave your household because you felt unsafe?"



Housing Insecurity



Mental Health | More than half (54.4%, 410) of the respondents reported being distressed by "anxiety, fears, worries, nervousness" "extremely" or "quite a bit." Another one in five (21.5%, 162) reported being "moderately" distressed by anxiety and these related conditions. Only 24.0% (181) reported being distressed only "a little bit" or "not at all." More than one in three (35.2%, 264) of the respondents reported being distressed "extremely" or "quite a bit" by depression.

■ Low ■ Moderate ■ High



Anxiety & Fear



COVID-19 pandemic | More than three in five (64.0%, 485) of the responding students have been financially affected by the pandemic. This includes losing their own job, reduced hours at work, or a family member/partner losing their job. Almost one in six (15.7%, 119) of the respondents had a family member or partner hospitalized with COVID-19.



Covid \$\$ Losses



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Attachment B: Basic Needs Survey cont'

RIO RESEARCH

Number 1 April 2021

Additional Results Consistent with the results reported above, responses to other items indicate that a substantial number of respondents experience hardships related to food insecurity, housing instability, and the COVID-19 pandemic. Although these numbers do not reflect the majority of RHC students, they do identify a deep level of need for a large number of survey respondents. The results also display that respondents use campus resources: one in six received food and/or borrowed technology (portable computer, Wi-Fi hotspot) from the college.

I am about to graduate from Rio Hondo and transfer, which I am happy about it, but at the same time, my unstable economic situation scores me. — Student Comment

Topic/Item	Response(s)	% (#)
Lack of food negatively affected student's ability to succeed in school	"Strongly Agree" or "Agree"	20.8% (176)
Received services from CalFresh or WIC	Checked box	22.0% (187)
Received services from Rio Hondo RioSource Food Pantry or Grab & Go Grocery Distribution	Checked box	17.9% (152)
Lack of stable housing negatively affected student's ability to succeed in school	"Strongly Agree" or "Agree"	19.5% (152)
Experienced symptoms and/or tested positive for COVID-19	Checked box	33.0% (250)
Lost family member/partner due to COVID-19	Checked box	21.2% (161)
Had a quiet place to study or participate in classes	"Almost never or never" or "Rarely"	18.3% (138)
Used technology lent by the college	Marked option	17.8% (134)
Taking out credit card debt to cover academic or living expenses	"Yes"	35.9% (274)

Survey Methods & Limitations

The RHC Student Life & Resources survey was available on SurveyMonkey between February 10 and March 1, 2021. The list of eligible students included all students who were enrolled for course credit as of February 9 and had an email address on file with the college. Exceptions not included in the list were apprenticeship, Public Safety Advanced In-Service Training, and dual-enrolled high school students. In total, 11,989 students were eligible. These students received multiple survey invitations via email. The college supported data collection through several posts to social media and two "All Roadrunners" email messages. Nine hundred forty seven (947 or 7.9%) opened the survey and **720 (6.0%) answered enough items to be considered "complete"** by SurveyMonkey. On average, respondents spent less than eight minutes completing the 42-question survey.

Consistent with The #RealCollege Survey and the CSU Study of Student Basic Needs, only 6% of the eligible students completed the survey. Also, some groups appeared in the sample in much greater proportion than they did in the overall student population. Due to these reasons, **the survey results cannot be generalized to the overall Rio Hondo student population. The results do describe the level of need for those who responded to the survey.**

With approximately 720 respondents completing the survey, the results have a **4% margin of error**. To the extent that the results represent the overall student population, the "true score" would be within four percentage points above or below the score reported here. For example, the reader could be 95% certain that a score of 50% reported by the sample would be between 46% and 54% for the overall population.

Demographics

The "typical" respondent taking the survey was a woman (70.4%) between the ages of 18 and 20 (30.0%) and identified as Hispanic/Latinx (80.7%). This respondent was enrolled between 12.0 and 14.9 units (29.8%) and at the college for six or more semesters (31.6%). This respondent was single (48.3%) and without children under the age of 18 (76.3%), living in a household of four persons (22.8%). Almost half (46.9%) of the respondents helped to financially support their siblings or parents and almost half (48.8%) received federal Pell grants.

I would love to say thank you to the resources that Rio Hondo has provided. The grocery pick ups were a huge help to my family. — Student Comment

Rio Research is a series of occasional publications by Rio Hondo College Institutional Research and Planning. Number 1: 2



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Attachment C: AB 927

AMENDED IN ASSEMBLY APRIL 12, 2021

AMENDED IN ASSEMBLY APRIL 5, 2021

CALIFORNIA LEGISLATURE—2021–22 REGULAR SESSION

ASSEMBLY BILL

No. 927

Introduced by Assembly Member Medina

February 17, 2021

An act to amend Sections 78040, 78041, and 78042 of, to amend the heading of Article 3 (commencing with Section 78040) of Chapter 1 of Part 48 of Division 7 of Title 3 of, and to repeal and add Section 78043 of, the Education Code, relating to public postsecondary education.

LEGISLATIVE COUNSEL'S DIGEST

AB 927, as amended, Medina. Public postsecondary education: community colleges: statewide baccalaureate degree ~~pilot~~ program.

Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, as one of the segments of public postsecondary education in this state. Existing law requires the board of governors to appoint a chief executive officer, to be known as the Chancellor of the California Community Colleges. Existing law, until July 1, 2026, authorizes the board of governors, in consultation with the California State University and the University of California, to establish a statewide baccalaureate degree pilot program. Existing law requires that program to consist of a maximum of 15 community college districts, with one baccalaureate degree pilot program each. Existing law requires those pilot programs to commence no later than the 2017–18 academic year, and requires students participating in those programs to commence the

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Attachment C: AB 927 cont'

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program by the beginning of the 2022–23 academic year. Existing law requires the governing board of a community college district seeking authorization to offer a pilot program to submit certain items for review by the chancellor and approval by the board of governors, including documentation of unmet workforce needs specifically related to the proposed pilot program.

This bill would extend the operation of the statewide baccalaureate degree pilot program indefinitely. The bill would remove the requirements that the program consist of a maximum of 15 community college district programs and for a student to commence a program by the end of the 2022–23 academic year. The bill would require a community college district seeking approval to offer a baccalaureate degree program to provide evidence of unmet workforce needs to the Chancellor of the California Community Colleges, as provided. The bill would require, as part of the application and review process, the chancellor to ensure that a community college *district* is provided with 2 timelines in which to apply for a baccalaureate degree program and receive a response, as specified, *that only 15 baccalaureate degree programs are approved during each application period allowing for a total of 30 baccalaureate degree programs per academic year*; and that a minimum of 30 working days is taken to validate the submitted information and assess the workforce value of the proposed baccalaureate degree program, as specified. The bill would require the chancellor to consult with and seek feedback from the Chancellor of the California State University and the President of the University of California on proposed baccalaureate degree programs, as specified. *The bill would require a community college district to continue to offer an associate degree program in the same academic subject for which a baccalaureate degree program has been approved, unless the community college district has receive approval from the chancellor to eliminate the associate degree program, as specified.*

Vote: majority. Appropriation: no. Fiscal committee: yes.
State-mandated local program: no.

The people of the State of California do enact as follows:

- 1 SECTION 1. The heading of Article 3 (commencing with
- 2 Section 78040) of Chapter 1 of Part 48 of Division 7 of Title 3 of
- 3 the Education Code is amended to read:



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AB 927

- 1 Article 3. Baccalaureate Degree Program
2
3 SEC. 2. Section 78040 of the Education Code is amended to
4 read:
5 78040. For purposes of this article, "district" means any
6 community college district identified by the Chancellor of the
7 California Community Colleges as participating in the statewide
8 baccalaureate degree program.
9 SEC. 3. Section 78041 of the Education Code is amended to
10 read:
11 78041. Notwithstanding Section 66010.4, and commencing
12 January 1, 2015, the Board of Governors of the California
13 Community Colleges, in consultation with the California State
14 University and the University of California, may authorize the
15 establishment of district baccalaureate degree programs that meet
16 all of the eligibility requirements set forth in Section 78042.
17 SEC. 4. Section 78042 of the Education Code is amended to
18 read:
19 78042. (a) A district shall seek approval to offer baccalaureate
20 degree programs through the appropriate accreditation body.
21 (b) When seeking approval from the Board of Governors of the
22 California Community Colleges, a district shall maintain the
23 primary mission of the California Community Colleges specified
24 in paragraph (3) of subdivision (a) of Section 66010.4. The district,
25 as part of the baccalaureate degree program, shall have the
26 additional mission to provide high-quality undergraduate education
27 at an affordable price for students and the state.
28 (c) As a condition of eligibility for consideration to participate
29 in the statewide baccalaureate degree program, a district shall have
30 a written policy that requires all potential students who wish to
31 apply for a Board of Governors Fee Waiver pursuant to Section
32 76300 to complete and submit either a Free Application for Federal
33 Student Aid or a California Dream Act application in lieu of
34 completing the Board of Governors Fee Waiver application.
35 (d) A district's baccalaureate degree program shall be subject
36 to the following limitations:
37 (1) A district shall identify and document unmet workforce
38 needs in the subject area of the baccalaureate degree to be offered
39 and offer a baccalaureate degree at a campus in a subject area with



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1 unmet workforce needs in the local community or region of the
2 district.

3 (2) A baccalaureate degree program shall not offer a
4 baccalaureate degree program or program curricula already offered
5 by the California State University or the University of California.

6 (3) A district shall have the expertise, resources, and student
7 interest to offer a quality baccalaureate degree in the chosen field
8 of study.

9 (e) A district shall maintain separate records for students who
10 are enrolled in courses classified in the upper division and lower
11 division of a baccalaureate degree program. A student shall be
12 reported as a community college student for enrollment in a lower
13 division course and as a baccalaureate degree program student for
14 enrollment in an upper division course.

15 (f) A governing board of a district seeking authorization to offer
16 a baccalaureate degree program shall submit all of the following
17 for review by the Chancellor of the California Community Colleges
18 and approval by the Board of Governors of the California
19 Community Colleges:

20 (1) Documentation of the district's written policy required by
21 subdivision (c).

22 (2) The administrative plan for the baccalaureate degree
23 program, including, but not limited to, the governing board of the
24 district's funding plan for its specific district.

25 (3) A description of the baccalaureate degree program's
26 curriculum, faculty, and facilities.

27 (4) The enrollment projections for the baccalaureate degree
28 program.

29 (5) Documentation regarding unmet workforce needs specifically
30 related to the proposed baccalaureate degree program, and a written
31 statement supporting the necessity of a four-year degree for that
32 program. The documentation regarding unmet workforce needs
33 shall include all of the following:

34 (A) Evidence that the district consulted with regional employers
35 and regional workforce development boards.

36 (B) Statewide and regional workforce data relevant to the
37 proposed baccalaureate degree program.

38 (C) Evidence that the baccalaureate degree to be offered will
39 help address unmet workforce needs. The evidence may include,
40 but is not limited to, information showing the following:

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- 1 (i) Employers are having difficulty filling positions that require
- 2 a baccalaureate degree.
- 3 (ii) Employers are willing to pay baccalaureate degree holders
- 4 more than those with a related associate degree or no postsecondary
- 5 degree.
- 6 (iii) Employers have a preference for candidates with the
- 7 proposed baccalaureate degree.
- 8 (6) Documentation of consultation with the California State
- 9 University and the University of California regarding collaborative
- 10 approaches to meeting regional workforce needs.
- 11 (g) (1) The Board of Governors of the California Community
- 12 Colleges shall develop, and adopt by regulation, a funding model
- 13 for the support of the statewide baccalaureate degree program that
- 14 is based on a calculation of the number of full-time equivalent
- 15 students enrolled in all district baccalaureate degree programs.
- 16 (2) Funding for each full-time equivalent student shall be at a
- 17 marginal cost calculation, as determined by the Board of Governors
- 18 of the California Community Colleges, that shall not exceed the
- 19 community college credit instruction marginal cost calculation for
- 20 a full-time equivalent student, as determined pursuant to paragraph
- 21 (2) of subdivision (d) of Section 84750.5.
- 22 (3) A student in a baccalaureate degree program authorized by
- 23 this article shall not be charged fees higher than the mandatory
- 24 systemwide fees charged for baccalaureate degree programs at the
- 25 California State University.
- 26 (4) Fees for coursework in a baccalaureate degree program shall
- 27 be consistent with Article 1 (commencing with Section 76300) of
- 28 Chapter 2 of Part 47.
- 29 (5) A district shall, in addition to the fees charged pursuant to
- 30 paragraph (4), charge a fee for upper division coursework in a
- 31 baccalaureate degree program of eighty-four dollars (\$84) per unit.
- 32 (h) The Chancellor of the California Community Colleges shall
- 33 ensure ~~both~~ all of the following for the application and review
- 34 process for community-colleges college districts to participate in
- 35 the baccalaureate degree program:
- 36 (1) A community college district is provided with two timelines
- 37 in which to apply for a baccalaureate degree program and receive
- 38 a response. Applications may be received no later than January 15
- 39 to receive a response on or before May 31. Applications may be

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1 received no later than August 15 to receive a response on or before
2 December 31.

3 *(2) Only 15 baccalaureate degree programs are approved*
4 *during each application period, allowing for a total of 30 approved*
5 *baccalaureate degree programs per academic year.*

6 ~~(2)~~

7 *(3) The review process takes no less than 30 days from the*
8 *receipt of a completed application to validate the information*
9 *submitted and assess the workforce value of the proposed program*
10 *by the Chancellor of the California Community Colleges.*

11 *(i) (1) The Chancellor of the California Community Colleges*
12 *shall consult with and seek feedback from the Chancellor of the*
13 *California State University and the President of the University of*
14 *California about proposed baccalaureate degree programs.*

15 *(2) The Chancellor of the California Community Colleges shall*
16 *notify and send relevant materials to the California State University*
17 *and the University of California.*

18 *(3) The California State University and the University of*
19 *California may assess whether proposed baccalaureate degree*
20 *programs are duplicative of existing baccalaureate programs offered*
21 *by state universities, and may submit written comments to the*
22 *Chancellor of the California Community Colleges regarding*
23 *proposed baccalaureate degree programs. If the California State*
24 *University or the University of California believes there is program*
25 *duplication, written objections with supporting evidence shall be*
26 *submitted to the Chancellor of the California Community Colleges*
27 *within 30 working days of receipt of the proposal. Upon receipt*
28 *of written objections, the Chancellor of the California Community*
29 *Colleges shall have 30 working days to convene with the applicant*
30 *and the segment or segments that raised an objection to collaborate*
31 *and establish a written agreement before the program is approved.*

32 *(j) (1) A community college district shall continue to offer an*
33 *associate degree program in the same academic subject for which*
34 *a baccalaureate degree program has been approved, unless that*
35 *community college district has received approval from the*
36 *Chancellor of the California Community Colleges to eliminate the*
37 *associate degree program.*

38 *(2) When conducting a review to approve the elimination of an*
39 *associate degree program, the Chancellor of the California*
40 *Community Colleges shall evaluate both of the following:*



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Attachment D: AB 927 Factsheet

AB 927 (Medina & Choi)

California Community College Baccalaureate Degree Pilot Program

Background

According to the California Community Colleges, its mission is to provide its 2.1 million students attending its 116 colleges with the knowledge and background necessary to compete in today's economy.

On September 28, 2014, Governor Jerry Brown solidified this mission by signing SB 850 (Block), authorizing the Board of Governors of California's Community Colleges (BOG), in consultation with the California State University (CSU) and University of California (UC), to establish a statewide baccalaureate degree pilot program at no more than 15 colleges.

Problem

Community colleges account for more than half of undergraduate enrollment in California—open access, wide geographic distribution, and relatively low fees make them especially popular. However, the educational requirements for entry-level work have increasingly included baccalaureate degrees.

If current trends persist, 38 percent of jobs will require at least a bachelor's degree by 2030. But population and education trends suggest that only 33 percent of working-age adults in California will have bachelor's degrees by 2030—a shortfall of 1.1 million college graduates.

The current programs in the community college baccalaureate pilot are affordable and diverse. Students participating in the programs pay approximately \$10,560 on average for their four-year degrees. For many of the programs offered through the

community college baccalaureate degree program, the only other opportunity that students have are private colleges that could cost \$40,000 to \$60,000 annually. Additionally, over half of student participants are from underserved ethnic groups and the vast majority are women.

There is a clear need and desire for more districts and students to participate in an expanded pilot program. However, the current restrictions on the number of colleges that offer baccalaureates have limited expansion. Moreover, the pilot sunsets on July 1, 2026, requiring additional legislation to extend the program.

Solution

- AB 927 would extend the operation of the statewide baccalaureate degree pilot program indefinitely;
- AB 927 will remove the current cap of 15 community college programs and will allow up to 30 new programs a year;
- AB 927 will require a community college district seeking approval to provide evidence of unmet workforce needs;
- AB 927 will mandate the chancellor to consult with and seek feedback from the California State University and the University of California on proposed baccalaureate degrees.

AB 927 is a practical solution to eliminating the skills gap and enabling underserved students to attain baccalaureate degrees to compete in California's current and future economy.

Updated April 20, 2021



Academic Senate 2020-21

Attachment D: AB 927 Factsheet cont'

Support

- Foothill – De Anza Community College District (Co-Sponsor)
- San Diego Community College District (Co-Sponsor)
- Antelope Valley Community College District
- Association of California Community College Administrators
- Bakersfield College
- Buellton Chamber of Commerce
- California Dental Hygienists' Association
- California Society for Respiratory Care
- California-Nevada Section of the American Water Works Association
- Carlsbad Chamber of Commerce
- Cerritos Community College District
- Charter Brokerage & Investment Company
- Community College League of California
- Corazón del Pueblo
- Cupertino Chamber of Commerce
- Dental Hygiene Board of California
- Feather River College
- GENup
- Grossmont-Cuyamaca Community College District
- Kern Community College District
- Mary Barlow, Kern County Superintendent of Schools
- Miracosta Community College District
- Moro Bay Chamber of Commerce
- Mt. San Jacinto Community College District
- National Association Of Social Workers, California Chapter
- Oceanside Chamber of Commerce,
- Palo Verde Community College District
- Peralta Community College District
- Porterville College
- Redwoods Community College District
- Rio Honda College
- San Bernardino Community College District
- San Diego East County Economic Development Council
- San Diego Unified School District
- San Diego WaterWorks Workforce Development Group
- San Francisco Community College District
- San Joaquin Delta College
- Santa Barbara South Coast Chamber of Commerce
- Santa Maria Valley Chamber of Commerce
- Sean Elo-Rivera, Councilmember of the City of San Diego
- Shasta-Tehama-Trinity Joint Community College District
- Silicon Valley Leadership Group
- Solvang Chamber of Commerce
- South Orange County Community College District
- Southwest California Legislative Council
- Thermo Fisher Scientific
- Yuba Community College District

Staff Contact

Julie Cravotto, *Legislative Aide*

Email: julianne.cravotto@asm.ca.gov

Phone: 916.319.2061

Updated April 20, 2021



Academic Senate 2020-21

Attachment E: Academic Senate By-laws Changes

BYLAWS

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Academic Senate 2020-21

Attachment E: Academic Senate By-laws Changes cont'

Section 1 - Allocation of Members

A. Membership shall be appointed by division. Each division shall be responsible for developing guidelines for the allotment and election of its senators. For purposes of Academic Senate representation, the following are considered to be divisions:

- Arts and Cultural Programs
- Behavioral and Social Sciences
- Business
- Career and Technical Education
- Communications and Languages
- Counseling and Student Success
- Health Sciences and Nursing
- Kinesiology, Dance, and Athletics
- Library
- Mathematics and Sciences
- Public Safety
- Student Affairs and Student Services

B. The number of senators from each division shall be determined based upon the number of full-time faculty as shown by the following table.

Number of Full-Time Faculty	Number of Senators
1-5	1
6-10	2
11-15	3
16-20	4
21-25	5
26-30	6
31-35	7
36-40	8

C. In the first two weeks of every spring semester, the Executive Council will conduct a census of full-time faculty in each division and review the college's organizational structure. This census and organizational review will be used to determine the number of senators allotted to each division in the following academic year. In the event that no full time faculty is able to serve as a senator, the division may elect a PT faculty representative, although that representative will not be included as part of the divisions FT faculty count (see chart above).



Academic Senate 2020-21

Attachment E: Academic Senate By-laws Changes cont'

D. Part-time Representatives

Two part-time faculty members shall be ~~approved and~~ appointed by the Senate President, with the advice and consent of the Academic Senate Executive Committee, for a term of one year. Every effort will be made to have representatives from different divisions.

E. Vacancies

1. In the event of a permanent vacancy, the division will hold elections per their respective division guidelines. Election results will be documented in the division meeting minutes and forwarded to the senate president. The newly elected senator will finish off the term of the exiting senator.
2. In the event of a temporary vacancy, the division will hold elections per their respective division guidelines. Election results will be documented in the division meeting minutes and forwarded to the senate president. Division minutes shall include the expected return date of the senator in question.

Section 2 – Executive Council (Note: Some of this is reordered from what was there before)

A. Officers and Executive Council

1. The officers of the Senate shall be a President, First Vice-President, Second Vice-President, Secretary, and Parliamentarian. Each of these officers shall be duly elected Senators for the term they will be serving. The term of office shall be one year. An officer is limited to two consecutive terms in any one office. Officers may be elected to additional non-consecutive terms.
2. The Senate Executive Council shall consist of the officers of the Senate, the ASCCC Representative, the immediate Past President, and the President of the Rio Hondo College Faculty Association. These members are considered voting members. In addition, the curriculum chair shall attend Academic Senate and Executive Committee meetings as a non-voting member.
3. In the event of a vacancy in the Executive Council, the President may call a special election. The parliamentarian or designee is responsible for coordinating the special election. The timeline will be developed and approved by the senate body to ensure that the position is filled in a timely manner.

B. Duties of Executive Council Members

1. The President shall call meetings, preside at all meetings, serve as chairperson of the Executive Council, and shall be an ex-officio member of all committees. The President shall, with the advice and consent of a majority of the Executive Council, appoint all committees and their chairpersons. The President shall also serve as co-chair of the Planning and Fiscal Council.



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Attachment E: Academic Senate By-laws Changes cont'

2. The First Vice-President shall preside in the absence of the President, and shall complete the President's term, if the President is unable to fulfill the term of office. This officer shall also function as Legislative Liaison whose function is to report to the Senate legislative activities and developments that might affect higher education. Other committee assignments will be allocated as needed.
3. The Second Vice-President shall preside in the absence of the President and the First-Vice President. This officer shall also function as Associated Students of Rio Hondo College (ASRHC) Liaison whose function is to work with the Executive Branch of the ASRHC. Other committee assignments will be allocated as needed.
4. The Secretary shall prepare and transmit the agenda for each meeting at least 72 hours in advance of each Academic Senate meeting. At the request of the Executive Committee, the Secretary shall prepare a correspondence of the Senate, including correspondence with the administration and with the Rio Hondo College Board of Trustees.
5. The Parliamentarian shall be an authority and rule on parliamentary procedures based on the Robert's Rules of Order (current edition), and conduct the elections of the Senate.
6. The representative to the Academic Senate of the California Community Colleges (ASCCC) shall inform the Senate of state-wide matters and should attend the ASCCC plenary meetings.

C. Other Duties of Executive Council Members

1. The Senate Executive Council members ~~shall should~~ serve as members of the Planning and Fiscal Council.
2. The Senate Executive Council ~~shall should~~ serve on all hiring committees for Superintendent/President and for Vice-Presidents of the College. **In the event that an Executive Council member cannot serve on a hiring committee, the Senate President will appoint a replacement.**
3. The Senate Executive Council shall determine how the 2.0 FTE per year of reassigned time provided for Senate duties will be divided among the officers.

Section 3 – Elections

A. General Provisions

1. The Parliamentarian or designee is responsible for coordinating all elections.
2. Publicity of candidacy, or electioneering, shall be limited to a maximum of ten school days prior to any election for Senate divisional representation or for Senate Executive officers. If the Parliamentarian is a candidate for office, the Senate Executive Council will select an elections chairperson to coordinate all election activities, including the distribution and acceptance of nominations, the distribution of ballots, and the counting of ballots.
3. Election of new Senators should be completed by the end of February each year. New Senators will take office at the end of the academic year, immediately following graduation. The senior Senator from each Division will facilitate communications between events in the division and the Senate. Newly-elected Senators are encouraged



Academic Senate 2020-21

Attachment E: Academic Senate By-laws Changes cont'

to attend Senate meetings during the interim between their election and the start of their term. The senior Senator from each division is responsible for ensuring that the division election takes place and that the names of elected Senators are forwarded to the President of the Senate immediately after the election is held. The senior Senator is also responsible for ensuring a smooth transition for newly elected Senators.

B. Election Procedures

1. Officer elections shall be completed in March each year. New Senate officers will take office at the end of the academic year, immediately following graduation. The Executive Council will establish timelines for officer elections. Nominations will take place at a Senate meeting and will be open for one week. At least one week prior to the meeting at which nominations take place, the Parliamentarian or designee will distribute information regarding elections and the elections timeline. Voting will be open for one week following the close of nominations.
2. Voting will be conducted electronically using online survey software. The Parliamentarian (or designee) will email a link for the electronic ballot to each Senator's Rio Hondo College email address one week prior to the last Senate meeting in March. The Parliamentarian (or designee) will create the electronic ballot to include the names of the officer positions, with the candidates listed in randomized order. There will be a form field for "write-in" candidates for each office. Voting will close at noon the day prior to the last Senate meeting in March.
3. A committee under the general direction of the Parliamentarian (or designee) will tally the results of the electronic vote. No candidate for any office may participate in the tallying of the vote.
4. Results of the election will be announced at the last Senate meeting in March. In order to be elected to any office, a candidate must receive 50% plus 1 vote of the votes cast for that office.
5. In the event that no candidate for an office receives the required number of votes, a runoff election shall occur. If there are more than two candidates for an office, none of whom received the required number of votes, a runoff election between the two candidates receiving the most votes will be held at the same meeting the results of the election are announced. The Parliamentarian (or designee) will email an announcement of the runoff election to all Senators prior to the meeting at which the runoff election will be held. The runoff election will be conducted by paper ballot. Senators must be present at the runoff election to cast a vote. The results of the runoff election will be announced at the same meeting the runoff election took place.



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Attachment E: Academic Senate By-laws Changes cont'

Section 4 – Academic Senate Committees

- A. Committees of the Academic Senate shall be standing committees or task forces. A standing committee shall be an ongoing committee of the Academic Senate. A task force shall be a group formed for a specific assignment or purpose and shall be dissolved upon completion of the task. The charge, composition and reporting structure of these groups will be formulated and approved by the Academic Senate.

Section 5 – Amendments of the Bylaws

- A. Amendments to these bylaws may be proposed by vote of 2/3 of the senate, or by a petition signed by 25% of the faculty. Amendments will be logged in the bylaws and implemented during the following academic year.
- Academic Senate Bylaws revised September 19, 2017 reflecting a change from Senate Executive Committee to Executive Council in addition to minor language insertions and edits.
 - Academic Senate Bylaws revised May 17, 2016 to reflect the changes to the election procedures as proposed and ratified after two readings.
 - Academic Senate Bylaws revised May 5, 2015 to update the allocation of Senators by division.
 - Academic Senate Bylaws revised March 17, 2015 to update the election procedures in the case of a no candidate receiving the necessary number of votes and to change the duties of the First and Second Vice-Presidents.
 - Academic Senate Constitution and Bylaws revised March 19, 2013 with language updates, revisions to election procedures, and revisions to timelines when new Senators take office.
 - Academic Senate Bylaws Revised May 4, 2010 to (1) update election procedures to conform with the 16-week semester and (2) remove language which prohibited the Faculty Association President from voting.
 - Academic Senate Bylaws Revised March 25, 2004 to reflect comments made at the March 9, 2004 meeting where this document passed for 2nd reading.



Academic Senate 2020-21

Attachment E: Academic Senate By-laws Changes cont'

Section 6 – Glossary

GLOSSARY

Academic Senate	An organization formed in accordance with this section whose primary function is, as the representative of the faculty to make recommendations to the administration and the governing board of a school district with respect to academic and professional matters.
Census	A count for official purposes, especially one to count the number of people living in a country and to collect information about them.
Electronic ballot	A virtual ballot; not using paper to cast votes.
Ex-officio member	Is a member of a body (a board, committee, council, etc.) who is part of it by virtue of holding another office.
Motion	A proposal that an organization, board, or committee take a specific action
Parliamentarian / designee	Someone who is an expert on the rules and methods used by a group that makes laws or decisions.
Plenary meeting	Is one at which all the members of a group or organization are present, especially at a conference.
Resolution	A resolution is a main motion that needs to be expressed formally in writing, to attach a special level of importance. Because of the form — beginning with the word Resolved and following with either a statement of opinion or a statement authorizing or directing some action — such a motion is called a resolution



Academic Senate 2020-21

Attachment E: Academic Senate By-laws Changes cont'

Robert's Rule of Order	The standard set of rules first published in 1876 by Henry M. Robert to run orderly meetings with maximum fairness to all members.
Runoff election	When an initial vote did not result in a winner because it was tied or too close to call. This kind of election settles the matter, providing a final decision.
Standing committee	A standing committee shall be an ongoing committee of the Academic Senate.
Taskforce	A task force shall be a group formed for a specific assignment or purpose and shall be dissolved upon completion of the task.
"Write-in" candidate	Is a candidate in an election whose name does not appear on the ballot, but from whom voters may vote nonetheless by writing in the person's name. The system is almost totally confined to elections in the United States.



Academic Senate 2020-21

Attachment F: AP 4050

RIO HONDO COMMUNITY COLLEGE DISTRICT

Administrative Procedure

ARTICULATION

AP No. 4050

Board Reviewed: 8/15/07; 6/8/16

Page 1 of 1

- I. Articulation is the responsibility of the Rio Hondo Community College District Articulation Officer.
- II. Articulation requests may come from faculty of the District or from four-year institutions. All course outlines must be current (revised within the last five years) before an articulation request can be made. Baccalaureate institutions reserve the right to approve or deny any articulation request. The following processes shall ensure equitable and ~~correct~~ accurate articulation agreements.
 - A. CSU transferability shall be determined locally through the proceedings of the District's Curriculum Committee. UC transferability shall be determined by a yearly UC Transfer Course Agreement (UC TCA) process. ~~Faculty must submit a request in writing to the Articulation Officer for it to be submitted during the annual process.~~
 - B. The requests for CSU GE and/or UC IGETC articulation must be submitted by faculty using the "~~Request for GE Submission~~" "~~GE Request~~" form (found on the Curriculum Committee website). The form shall be reviewed by the Articulation Officer and vetted through the Curriculum Committee. IGETC Requests for major preparation ~~courses articulation~~ may be submitted to the Articulation Officer ~~in on~~ an ~~on-going~~ ongoing basis.
- III. Articulation information is shall be disseminated to faculty, and deans when established ~~and on an on-going basis~~.
- IV. All articulation agreements for four-year public institutions in California can be found on ASSIST.org. Courses submitted for UC approval as transferable to all UC's (UC TCA), Intersegmental General Education ~~Transfer Curriculum Courses~~ (IGETC), and CSU General Education - Breadth ~~courses~~ are submitted through ~~ASSIST OSCAR to UC or CSU~~.
- A. All articulation agreements, requests, and MOU's from regionally accredited private, ~~independent~~, or out-of-state institutions shall be reviewed by the Articulation Officer.
- V. ~~Emphasis on Prioritization in~~ establishing articulation is with proximate baccalaureate ~~degree granting~~ institutions.



Academic Senate 2020-21

Attachment F: AP 4050 cont'

VI. **High School Articulation** is managed under the Dean of Career & Technical Education. All articulation agreements with high schools can be found at: <https://articulate.riohondo.edu>

A. High School Articulation is the process that allows high school students to earn college credits through signed agreements between their high school teacher and Rio Hondo College faculty.

B. An articulated course has gone through a formal articulation agreement process where both the high school and college faculty agree that the high school course content meets the objectives and rigor of the community college course.

VII. Sources/References: Title 5,

Section 51022(b)

Title 5, Section 55051,

ACCJC Accreditation Standard II.A.10 (formerly II.A.10.) (Formerly II.A.6.a).
Education Code Section 66720-66744



Academic Senate 2020-21

Attachment G: OER Resolution

RESOLUTION: Work with Administration to Institutionalize Open Educational Resources

WHEREAS, The Academic Senate of Rio Hondo College voted unanimously to support efforts to increase student access to open educational resources (OER) (May 15, 2018); and

WHEREAS, The Academic Senate for California Community Colleges (ASCCC) recommends that faculty consider OER adoption, including customizable teaching materials, as a measure toward achieving equity and facilitating student success (ASCCC Resolution 09.05 Sp19); and

WHEREAS, The Rio Hondo College Open Educational Resources Development Initiative funded by the CARES Act sent a call to all full-time and part-time faculty to submit proposals to develop OER for high-impact courses and is currently working with twenty-five faculty in discipline teams who are creating OER for nine courses that will be available to all RHC faculty teaching those courses; and

WHEREAS, Rio Hondo College has selected OER as the subject of one of two Quality Focused Essays it is required to write for the Accreditation Self Study Report with the focus being "to better develop our instructional practices so that we see the increased outcomes for students down the road" through "the development, implementation, and expansion of Open Educational Resources" by building upon "the pilot project that is now being developed with CARES Act money" (PFC minutes Nov 10, 2020); and

WHEREAS, The Academic Senate for the Community Colleges encourages local academic senates to collaborate with other constituencies to integrate OER into their colleges' guiding resources, including institutional goals, educational master plan, equity plan, accreditation institutional self-evaluation report, board policies, and administrative procedures or regulations (ASCCC Resolution 13.01 Sp21);

RESOLVED, That the Academic Senate of Rio Hondo College work with Academic Affairs and Institutional Research and Planning to embed OER in organizational systems and to connect OER with broad institutional planning strategies, policies, and procedures.

RESOLVED, That the Academic Senate of Rio Hondo College encourage discipline faculty to comment upon their consideration and use of OER in their annual program plans and in their program reviews.

SL/4.26.2021



Academic Senate 2020-21

Attachment H: Committee Updates

Guided Pathways Update

5.2.21

Guided Pathways Academic Faculty Liaison

The following motion was passed at the April 20, 2021 Academic Senate Meeting.

“The Guided Pathways Steering Committee recommends adding an Academic Faculty Liaison to each of the 10 academic Areas of Interest Student Success Teams at 10% release time for each liaison. The role is defined by the SST Academic Faculty Liaison Role document with flexibility for each Area of Interest to prioritize tasks based on student needs.”

Each Area of Interest will identify a faculty liaison before the end of the Spring 2021 semester.

Student Success Teams

- Student Success Teams will partner with Summr Bridge by facilitating a Guided Pathways General Session to introduce new students to success teams, program paps and area of interest Canvas shells. Summer Bridge students will complete a capstone project which will take them through a career exploration exercise designed by the Center for Career & Re-entry Services. The exercise will guide students through career exploration via Career Coach and of all the area of interest Canvas shells with the conclusion with students confirming their declared major, or changing their major at the end of Summer Bridge. Success Coaches will host major change Zoom rooms the last week of Summer Bridge.
- Marketing is designing a Success Teams marketing campaign to ensure that students are familiar with success teams and the support that teams can offer them throughout their academic journey.

Website

The new website navigation and student support programs landng page will be launched at the beginning of summer 2021.



Academic Senate 2020-21

Attachment H: Committee Updates Cont'

Safety Committee Written Report: by Brian Brutlag (Co-Chair)

Meeting Date: 4/23/21

Members Present:

Mario Gaspar Brian Brutlag, Sandra Hernandez,
Charlene Nakamura, Sandra Hernandez,
Irma Valdivia, Mark Yokoyama, Sondra Moe, Dulce Rivas

Committee Update: Although organization and structure of the committee has been significantly impacted by COVID 19 The Committee reestablished their commitment to meeting quarterly or more on a needed basis.

I. Student Parking Lot Wi-Fi:

- The Committee was informed by the ASRHC that this project was passed over to IT. Director Gaspar, in his Facilities update, mentioned that an outside contracting bid has been accepted and wiring has begun to be laid in the Student lots. The project is expected to be completed before Fall 2021

III. Return to Campus – Fall 2021

- The Committee was made aware of Faculty concerns with lectured instruction returning to campus Fall 2021. The Committee is aware that this is an issue that is currently being negotiated but also falls under the issues that concern this committee
- The ASRHC representative brought Student Concerns to the Committee. There is a consistent lack of desire to come back to Campus, as well as high anti-vaccination sentiment among students. Many students feel the safety and benefits of remote/online instruction
- **The committee engaged in a robust discussion on this topic and believes there needs to be an increase in the sharing of information between the COVID task force and The Safety Committee. The Faculty co-chair will reach out to the COVID Task force to make that happen**
- The committee also recognized the hard work of Rio's COVID Taskforce and the Facilities crews to maintain health and safety standards in times of COVID
- From the faculty perspective, we all should be reminded to engage in self-care strategies during this unprecedented time. Compassion needs to be keenly exercised towards faculty staff and students as we all try to get through this situation. The administration needs to be commended for the consistent updates and e-mails, given this difficult situation.
 - It is encouraged by faculty to training for faculty before they come back to Campus as to best COVID practices, and their role in maintaining the health and safety of their students.



Academic Senate 2020-21

Attachment F: Committee Updates Cont'

III. Safety and Security Concerns

- A. A Concern was raised in the Committee about the Need of more Facilities staff to increase cleaning and, when we return to campus Faculty and Students will have to help in maintaining a clean and safe campus.
- B. Health Services and Workman's Compensation (WC)
 - No Workman's compensation issues since April 2020

IV. Miscellaneous:

- The Next meeting will be scheduled soon. **The latest the meeting will be scheduled for is September. Yet, there is a discussion on meeting earlier before Fall begins.**