Academic Senate 2018/19

Minutes
March 19, 2019
Location: Board Room
1:00 p.m.


I. Call to Order: 1:02pm

II. Approval of Minutes: March 5, 2019 approved with a minor correction

III. Public Comment – No Public comment

IV. Committee Reports

Senate Committees:
- Academic Rank – The committee will consist of Karen Gottlieb, Angela Rhodes, Jeannie Liu, George Wheeler, Monica Serafin. Karen will initiate an email to select a chair, 2-year term begins in Fall 2019.
- Curriculum- No Report
- Guided Pathways Steering (GPS) – No Report
- Instructional Technology (ITC) – No Report
- Online Education (OEC) – Jill shared that there are a lot of ed code changes coming down the line, and may be 2 spots available for a conference in Anaheim in June for online education instruction. Thanked Jodi for all her hard work and congratulated Jill for being new OEC.
- Open Educational Resources (OER) – Met last week and reviewed what statewide academic senate is doing. There are resolutions going to senate regarding OER about how to put information on the online schedule of classes and about support for the online education committee coordinator. There will be an email for some webinars being sponsored by statewide senate this Friday and the following Friday. Sheila will send out info via email
- Staff Dev./Flex. – The deadline to submit Flex hours is coming up on May 1st, Katie will send out information about other ways to get flex such as Lynda.com. There are a few slots in the campus based learning institute during week between spring and summer May 29th to May 31st from 9 to 4pm. Sent an email about final round of staff development grants, please consider the SanFACC experience, the deadline is during spring break but application is online. There is some money in PD to send 2 people to online teaching conference.
- Outcomes- There have been 20 trainings in the last 8 weeks. She is aware that there is concern about the “naughty list” and assured everyone that they are in support mode and want to support all faculty.
Alignment of goals and outcomes needs to happen including, governance, IRP, and GP’s reports so that all goals are tied in together.

Planning & Fiscal Council Committees:
- Institutional Effectiveness (IEC) – We are working on aligning institutional goals and the vision for success. Those goals look at data, set benchmarks, and IEC is responsible for submitting data to the state. They will bring this information to senate.
- Program Review - Finished
- Safety—see (Addendum D) Brian reiterated the 2 drill dates in the Fall. One is yet to be determined but it will be the week of sept 23, probably on a Wednesday. And we will be participating in the great shake out on 10/17 at 10:17am. If you have questions, feel free to ask Brian.

Other Committees:
- Basic Skills- gave ESL presentation at Basic Skills meeting about ESL curriculum changes to meet AB705 requirements for implementation starting in fall of 2020.
- Bookstore – Sheila shared that there will be a webinar with ASCCC about how to deal with bookstores
- Enterprise Systems Advisory – no report
- Online Education Initiative (OEI) – No Report
- Student Equity – Dr. Harris was on campus last week and specifically spoke to strategies that can be implemented in the classroom for male student support. Dr. Harris provided the PowerPoint to share and Dr. Mora will share with us. Student equity will share SEA program information on the 30th about disproportionately impacted populations. Legislation is coming out as chancellor’s office is figuring how to implement. Submitted equity plan 1, then it there were state changes and was required to submit equity plan 2 with new metrics, now there is a new one with new metrics and disproportionately impacted populations. Have to disaggregate and dig deeper into data because the way they are being asked to report is more complex. Have spent a lot of time going through data. Currently looking at zip codes and significant equity gaps. 3rd thing is that Dr. Mora will be starting café con libros with the theme sociology of racism by reading a series of articles. Began email on Sunday and connecting it to the shooting that happened in New Zealand. Expect an email about the sociology of racism, Juana will still send the articles so that those who can’t attend Café con Libros can still read.
- Student Success and Support Program (SSSP)- Did not meet this month

V. President’s Report
A. Bylaws/Constitution Taskforce—meeting March 19; report forthcoming.
B. Presidential Search Forums—tentatively scheduled for week of May 6.

VI. Vice Presidents’ Reports
A. 1st Vice President – No Report
B. 2nd Vice President – No Report

VII. Unfinished Business
A. Equivalency/Minimum Qualifications—see Addendum A
B. Equivalency Application Language—see Addendum B

Background Info: The Equivalency Taskforce suggested the below updated language to add to faculty applications. At present, the online application for faculty positions is merely the label "Equivalency" with a field beneath it to type something. No explanation.

a) On the HR website, there is a list that has not been updated for about 6 years. Bean asked HR to pull that information from the website until it is updated. HR would like something coming from senate to move forward with removing these from the website.
b) Bethel asked if HR removes from the website, then what happens to the current hirings that are taking place. Bean shared that they will still have the information and HR will still use that list until senate gives an updated list. Bean shared that Pilati believes that there are some MQs on the website that should not be there.

c) Lynch shard that there has been a lot of controversy over this topic and would like the equivalency taskforce to reconvene because people are on opposite sides of what this means. There is no reason for this to be a huge tug of war, it should not just be a small group that decides and does not want a premature vote.

d) Motion to have equivalency taskforce reconvene by Lynch, 2nd by Bethel.
   a. Motion passes Unanimously

e) Does reconvening mean that the same group is going to reconvene? Lynch shared that it does not prevent others from being on it. Bean shared that bringing it off the website will not prevent us from using the list, its more about the erroneous list that is on the website. Wetsman agrees with Lynch about reconvening the taskforce. Suggested to talk to those disciplines that have errors on their equivalencies and then bring it back to senate.

f) Bean clarified clarified that we are not negating or removing any equivalencies from the list until we have direction from the senate body. Spencer has a concern about saying “suspend”. Steve would like to know which ones are actually problematic. Some examples included Political Science

g) Brutlag urged that everyone needs to be part of the conversation, not just the taskforce. Bean agreed, but she is also hearing that it needs to be discussed within each discipline. Lynch shared that the taskforce is open for others to join and welcomes it because its healthy. Other issues about when and where. Cummings shared that when the taskforce was established they were charged with looking at any legalities and regulations. That should be a starting point because even if they disagree, they know if it’s a law. Agrees with removing from website, but not the first statement.

h) Call to question by Lynch, 2nd by Wetsman
   a. Motion passes unanimously

i) Motion to direct the taskforce to reconvene and provide senate with any legal or education code information about equivalencies by Spencer, 2nd by Lynch
   a. Motion passes unanimously

**Executive Motion as amended:** To urge the Human Resources Office to update the faculty applications with the following language in the “Equivalency” section:

If you do not meet the minimum qualifications as stated in the job summary and believe you meet the criteria for equivalency as stated in the job summary, provide a rationale explaining how you meet the criteria. A group of subject-matter experts will evaluate your request.

   a) Can put in red language from Addendum B or can leave it as is since it is captured
   b) The taskforce believed that there was no information in the box, but in fact there is. Eckstrom understands that there are 28 departments that don’t have equivalencies. The HR director will not change any of that without a motion from senate. Bean shared that it is clear to her and does not see a need to change.
   c) Bean clarified that voting “no” will leave information as is
      a. Cummings called to question, 2nd by Dejean
      b. Motion Passes unanimously

**Executive Motion as amended:** To urge the Human Resources Office to update the faculty applications with the following language in the “Equivalency” section:
If you do not meet the minimum qualifications as stated in the job summary and believe you meet the criteria for equivalency as stated in the job summary, provide a rationale explaining how you meet the criteria. A group of subject-matter experts will evaluate your request.

d) Motion Fails, 0 Yes, 1 abstention

VIII. New Business

A. Administrative Procedure 7211: Minimum Qualifications, Equivalencies, Faculty Service Areas—see Addendum C

1. Began this process with Bethel and Emerson about 5 to 6 years ago. The taskforce did a lot of work and looked at many schools. There needs to be a process in the books because its important for accreditation. We still have time to work on it but Bean wanted to bring it forward to share for purposes of transparency. The discussion can begin now in senate. O'brien believes that there is important information and would like to make sure that it comes back from the taskforce. Bean pointed out the multiple sections of education code are already included. Bean has given senators education and now they need to use their role to educate their divisions. Pilati, Cummings and Bean did a breakout at flex but there were only 10 attendees. Lynch says that this item needs to be studied more and needs to be taken to the divisions. How that happens is up to the group.

2. Motion to task all current senators with studying AP 7211 document and garner feedback from respective divisions and bring back to senate by April 16th by Lynch, 2nd by Bethel

   a) Motion passes unanimously

B. Academic Senate for California Community Colleges (ASCCC) Spring Plenary Delegate Replacement

1. Delegate is unable to attend, the President can attend but Bean is on the statewide executive board. Pilati offered to be the delegate

2. Motion to appoint Michelle Pilati as delegate for Spring Plenary by Wetsman, 2nd by O'brien

3. Motion passes unanimously

C. Finals Conflicting with Graduation Ceremony

1. See Addendum F for data

2. Associated students was asked several times for a recommendation, but didn’t provide one

3. Motion for graduation ceremony to not conflict with any finals schedule by Huinquez, 2nd by O'brien.

   a) Motion passes, 2 abstentions

   b) Taskforce believes that it’s a bad practice to have finals conflict with graduation ceremony

   c) Cummings shared that in her division, Deans are ok with moving the final. Bean shared that it is not the case for all divisions.

D. Associate Degree for Transfer (ADT) Major Course Substitutions

   Executive Motion: To expand ADT major course substitutions that are permissible by the Transfer Model Curriculum (TMC) with internal courses to increase the number of students
who receive the transfer guarantee to a California State University (CSU) campus.

Rationale:

a) Ensures that all students, who by the TMC are eligible for an ADT, would be guaranteed admission to a CSU campus

b) Increases transfer admission rates at a time when impaction is growing in our local CSUs

c) Allows students to follow a common set of major preparation instead of being evaluated for admission using different campus specific major criteria (i.e., CSULA, CSULB)

2. Ramirez shared information about the TMC and how degrees can be restrictive or inclusive

3. Current practice is to send faculty the template and show how a course is already a statewide Transfer Model Curriculum template and then get the approval

4. A senator suggested that we table this until language can be fine tuned

5. Cummings shared that as someone who was very involved with the TMC, is concerned that how the degree was created is not going to be honored. Cummings believes that everyone’s intentions is to create a solid transfer pathways.

6. Wetsman shared that it was well explained at the executive board meeting by Elizabeth and also shared that a small number of students would be affected by this. Also, this is more geared toward those final students who are at the end of their education who are having to scramble to get the degree.

7. Ramirez stated that she would never suggest a sub that is not allowable by the TMC template

8. Given the direction of the conversation, Brutlag suggested that we include language specifying that this is something that happens at the tail end of a student’s education.

9. Liu expressed that she has denied course substitutions. Ramirez clarified for the group that we are specifically speaking about the ADT major course subs, and not local course subs. This will not affect our usual local course sub process. They are separate.

10. Dejean expressed if there are examples of students not transferring. Ramirez expressed that students are not familiar with the process and don’t know to get help, so there may be some falling through the cracks that we are not catching.

11. Smith shared that Psychology is heavily impacted by this and the language as is brings up concerns and that more people need to be engaged and we need feedback.

12. Alvarado shared that that this affects a student’s transferability and GPA and that it is important that we consider who this impacts students

13. Motion to postpone motion until next meeting on April 2nd by Wetsman, 2nd by Lynch

a) Motion passes, 2 abstentions, 1 No

E. Student Non-Participation – Discussion postponed

F. Officer Announcements

1. Bean shared that she is proud of all the work that has been done in the last two years, from Guided Pathways and AB 705 work to Student Success and Early Alert and is excited to announce the new executive board who she knows will continue to champion this work that is good for our students and the campus and is excited to announce the new executive board and thanked everyone that was part of the running process.

2. Dighera reported the election results as follows:

a) President – Kevin Smith

b) 1st VP President – Dorali Pichardo-Diaz

c) 2nd VP President - Matt Pitassi
d) Secretary – Angelica Martinez  
e) Parliamentarian - Violeta Lewis  
f) ASCCC – Adam Wetsman

IX. **Announcements**  
A. Rio going on strike- Join the RHCFA for an evening at the bowling alley, Diana Valladares sent an email with more information

X. **Adjournment** - 2:16pm
Addendum A: Equivalency Background Info

Equivalency - An Overview Submitted M. Pilati

The concept of an applicant for a position being hired on the basis of being “equivalent” is established in California law. Specifically, in Education Code (emphasis added):

87359.
The board of governors shall adopt regulations setting forth a process authorizing local governing boards to employ faculty members and educational administrators who do not meet the applicable minimum qualifications specified in the regulations adopted by the board of governors pursuant to Section 87356. Unless and until amended pursuant to the process described in Section 87357, the regulations shall require all of the following:

(a) No one may be hired to serve as a community college faculty member or educational administrator under the authority granted by the regulations unless the governing board determines that he or she possesses qualifications that are at least equivalent to the minimum qualifications specified in regulations of the board of governors adopted pursuant to Section 87356. The criteria used by the governing board in making the determination shall be reflected in the governing board’s action employing the individual.

(b) The process, as well as criteria and standards by which the governing board reaches its determinations regarding faculty members, shall be developed and agreed upon jointly by representatives of the governing board and the academic senate, and approved by the governing board. The agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that each individual faculty member employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications specified in regulations adopted by the board of governors. The process shall further require that the governing board provide the academic senate with an opportunity to present its views to the governing board before the board makes a determination, and that the written record of the decision, including the views of the academic senate, shall be available for review pursuant to Section 87358.

(c) Until a joint agreement is reached and approved pursuant to subdivision (b), the district process in existence on January 1, 1989, shall remain in effect.

The phrase “The criteria used by the governing board in making the determination shall be reflected in the governing board’s action employing the individual.” is noteworthy in that it requires that the basis for the equivalency be clearly and publicly documented. Legal Opinion L 02-28 makes this explicit:

At a minimum, the criteria relied upon must be included in the board action. Because a district may establish criteria which permit demonstrating equivalency in various ways, the governing board’s employment action must reflect the particular way in which the criteria were satisfied in a given case. For example, if a person claims the educational equivalency for a particular degree, he/she might be required to provide a transcript to demonstrate that he/she took courses equal to those needed for the major for that degree. Whatever the criteria used to establish the equivalency, that criteria must be reflected in the board action. Nothing in the statute or regulation indicates the specificity of information that is necessary, but it is reasonable to assume that the board action would at least indicate that the person met minimum qualifications through equivalent coursework, for example.
Consistent with Education Code, Title 5 § 53430 states that “No one may be hired to serve as a community college faculty or educational administrator unless the governing board determines that he or she possesses qualifications that are at least equivalent to the minimum qualifications...” The equivalency process is not a means of bypassing or lowering the state-defined minimum qualifications (MQs), it is a means of recognizing when an applicant has met - or exceeded - the MQs by some mechanism other than the pre-defined criteria in the MQs. It allows colleges, for example, to deem someone “equivalent” when the degree they were granted does not carry one of the names specified in the MQs or when they have completed coursework equivalent to a specific degree but were not conferred a degree with that specific name.

Rio Hondo College’s current equivalency practice has resulted in:

1. qualified faculty being removed from applicant pools.
2. the adoption of MQs that are not equivalent.

Examples:

1. Qualified Faculty Removed from Applicant Pools
   a. Applicants who hold a degree not specified in the MQs or the equivalency are screened out. Example: At UCI, psychology is housed in social ecology. Someone with a degree in social ecology historically was removed from the applicant pool.
   b. Applicants who have academic preparation equivalent to the required preparation but do not hold a degree specified in the MQs are removed.

2. Non-Equivalent Equivalencies Adopted

(The following are from the “List of Equivalencies” posted at https://www.riohondo.edu/hr/academic-employee-minimum-qualifications-equivalencies/ and dated 8/28/2018) Modifications have been made to decrease length. These are examples of existing equivalencies that may or may not be problematic. The Disciplines List (the formal document that lists all available MQs) historically was divided into two parts to differentiate those disciplines for which a master’s degree is required as a precondition for employment, from those for which it is not. The following disciplines are included in the Master’s List.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>MQs</th>
<th>Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Development</td>
<td>Master’s in CD, ECE, human development, home economics/family and consumer studies with a specialization in CD/ECE, or educational psych with a specialization in CD/ECE OR Bachelor’s in any of the above AND Master’s in social work, educational supervision, elementary ed, special ed, psych, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies OR the equivalency.</td>
<td>A Master’s in education AND/OR special education with 24 units in child development PLUS experience working with children in a group setting for (3) three consecutive years with at least two (2) years with children birth to age 12.</td>
</tr>
<tr>
<td>Education</td>
<td>Master’s in education OR the equivalency.</td>
<td>Any Master’s with 24 units in Child Development PLUS experience working with children in a group setting for three (3) consecutive years with at least two (2) years with children birth to age twelve (12).</td>
</tr>
<tr>
<td>Field</td>
<td>Requirements</td>
<td>Equivalency Conditions</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Law</td>
<td>*J.D. or LL.B</td>
<td>A Master's in business or a related area; OR a Bachelor’s degree in business or related area AND a combination of successfully completed coursework, totaling at least twelve (12) units at the upper division level AND twelve (12) units at the graduate level in the area in which the equivalency is requested AND evidence of experience in a business or related area.</td>
</tr>
<tr>
<td>Political Science</td>
<td>Master’s in political science, government, or international relations OR Bachelor’s in any of the above AND Master’s in economics, history, public administration, social science, sociology, any ethnic studies, J.D., or LL.B OR the equivalent.</td>
<td>A Master’s in international relations, comparative politics, public administration, political theory, philosophy, public policy, or US government.</td>
</tr>
<tr>
<td>Journalism</td>
<td>Master’s in journalism or communication with a specialization in journalism OR a Bachelor’s in either of the above AND a Master’s in English, history, communication, literature, composition, comparative literature, any social science, business, business administration, marketing, graphics, photography OR the equivalent.</td>
<td>Bachelor’s degree AND five (5) years of professional journalism experience, OR <em>(For 110 Photo Journalism ONLY)</em> an AA degree and seven (7) years of professional experience OR evidence of prominence in the field so as to merit equivalency, e.g. significant professional experience and acknowledgement in the field of journalism.</td>
</tr>
</tbody>
</table>

*NOTE: Courses in aspects of law for application to a particular discipline may be classified, for minimum qualifications purposes in the discipline of the application OR the equivalent. (In other words, a business law course could appropriately be assigned to the business discipline.)*

Proposed changes to the college’s equivalency policy would allow all applicants a chance to demonstrate their equivalency - ensuring faculty are determining whether or not an applicant should be removed from the pool. And a committee would be established that would review all pre-determined equivalencies.

**Proposed Immediate Actions:**

Move to suspend all existing equivalencies until they been reviewed and approved according to the policy being developed.

Move to direct Human Resources to remove the document containing the suspended equivalencies.

The proposed immediate actions were recently delayed as a consequence of interest in continued discussion regarding an indirectly related matter - the language to be used regarding equivalency during the application.
Concerns about permitting applicants to demonstrate how they are equivalent to the state MQs seem to be based on:

1. A belief that allowing an applicant to request equivalency was a means of lowering standards and would, essentially, make RHC appear inferior.
2. An interest in limiting pools by not choosing to take the step of being more inclusive and considering applicants who might be deemed to have preparation that is at least equivalent to the MQs upon review by discipline faculty.

While wishing to limit applicant pools is certainly desirable from a workload perspective, it runs counter to efforts to diversify our faculty ranks. Opting to be inclusive in the hiring process is one approach to expanding our applicant pools and, consequently, increasing the potential diversity of these applicants.

In order to address the 1st concern, job flyers and applications from 3 representative colleges were examined. In addition, a query was posted to a senate list serv.

**Information from Job Flyers and Applications**

**Mt. SAC**

No predetermined equivalencies provided on the website. A link is provided to the Disciplines List which specifies “or equivalent” as an element of every MQ.

Equivalency reference in the application: 7. Equivalency Determination Supplemental Form: All candidates not holding the stated minimum qualifications who are requesting consideration based on an equivalency, must complete this form to be considered. (This language appears to be standard for all faculty positions.)

**Cerritos**

“Disciplines with local standards”

[https://www.cerritos.edu/hr/_includes/docs/Forms/MinQualsLocalStandardsNov2018.pdf](https://www.cerritos.edu/hr/_includes/docs/Forms/MinQualsLocalStandardsNov2018.pdf)

Examples:

- English - Master’s degree or MFA or PhD. or ABD in English, literature, comparative literature, or composition; OR Bachelor’s in any of the above AND Master’s in linguistics or creative writing; OR the equivalent.
- Psychology - Master’s or PhD in psychology OR the equivalent.

**All non-CTE Master’s List disciplines indicate “or the equivalent”**.

NOTE: Any discipline not included on this list follows the State Minimum Qualifications.

**All job postings indicate “or equivalent”**.

Reference in the application: Do you possess a Master’s degree in sociology OR Bachelor’s degree in sociology AND Master’s degree in anthropology, any ethnic studies, social work, or psychology OR the equivalent? If you answered NO above but believe your degree/coursework completed may be equivalent, you should complete the Applicant Request for Equivalency form on the next page.

**Santa Monica**
All disciplines requiring a masters indicate “or equivalent”.

**Equivalency Statement** - The Santa Monica Community College District, in its desire to select outstanding faculty members from the largest possible pool of qualified applicants, recognizes the fact that candidates may attain expertise in a discipline through a variety of means. Certain combinations of education, experience and other accomplishments in the field may be judged by the District as equal to the stated minimum qualifications for this position. Candidates who feel they possess such equivalent qualifications are encouraged to apply and provide appropriate documentation of their qualifications. For further details regarding equivalency criteria, please download the Equivalency Application Statement Form available at [https://jobs.smc.edu/applicants/static/customers/655/EquivalencyStatementPDF.pdf](https://jobs.smc.edu/applicants/static/customers/655/EquivalencyStatementPDF.pdf) (Download PDF reader)

**E-Mail and Responses**

The message sent out (slightly edited):

**Subject Line:** Nope, no equivalent. Is that an option?

RHC has a practice of pre-determining what is equivalent. A discipline can specify what is equivalent or they can just say "none". In discussing this with a colleague, he proposed that a college could forego the "or equivalent" as our obligation is to apply the MQs - we can choose to be more restrictive. I’m feeling some discomfort over a practice that is intentionally restrictive - solely in order to be restrictive. If a college has deemed that a certain degree in the MQs are not good preparation of teaching in the discipline, removing those degrees from the local MQs would be warranted - it is restriction with a reason. Let’s call it a justified restriction.

In looking at 3 colleges - Mt. SAC, Cerritos, and SMC - it appears that they all have "or equivalent" for at least all non-CTE disciplines requiring a Masters. At one college, some disciplines are more restrictive with respect to what Masters they will consider - but they still take the equivalent.

**Is it standard practice at your college to indicate "or equivalent" at the end of the qualifications for a position (just as it appears in the Disciplines List) and then permit applicants to demonstrate how they are equivalent?**

I could make a number of arguments explaining why doing what your colleague is suggesting would be a very bad practice. But practical reasons aside, there is a very important political issue at stake. There are a number of people at the state level who have argued that our MQs are too restrictive and that they inhibit hiring, specifically the hiring of non-traditional and underrepresented candidates. People who attended the Building Diversity Workshops sponsored by the IEPI last year heard the lawyer on the panel make exactly this argument—that all of our MQs needed to be revisited to open them up for more candidates. Our response has been that the MQs are not truly too restrictive because we can always use equivalency to include a broader range of candidates. If colleges start making it clear we are not willing to use equivalency, we are inviting outside forces to get involved and force a change to our MQ system. If we want to keep MQs in the hands of the Academic Senate, which I assume we all do, then we really do not want to dismiss the idea of equivalency.

David W. Morse, PhD
Professor of English, Long Beach City College

At the RCCD we put the "or equivalent" at the end of the qualifications and then an equivalency committee evaluates the applicants petition to see if the equivalency is granted. But as a matter of fact, this coming Monday we have this exact topic as an agenda item to discuss at our District Academic Senate meeting because Mark Sellick, the senate president from RCC has requested to discuss equivalencies because there have been some
problems granting equivalencies from his college/senates' perspective. I will find out Monday what those problems, or hiccups, as he mentioned in his email to me were. Hope that makes sense and goes to your question, specifically.
Warm regards,
Peggy Campo
Associate Professor, Anatomy and Physiology
Science and Kinesiology Department Co-chair
Academic Senate President
Norco College, Riverside Community College District

At CCSF, all our certificated job announcements include "or the equivalent" in the min quals.
--Fred

It is standard practice at Glendale Community College to have “or equivalent” as you describe: at the end of the qualifications for a position (just as it appears in the Disciplines List) and then permit applicants to demonstrate how they are equivalent.
Petitions by applicants to be granted equivalency are evaluated by the Senate Equivalency Committee at GCC.
Be well.
Piper

It seems to me that the practices you describe below are not in line with the intent of the discipline list. I don’t think it should be an option unless the field agrees to it. I would suspect this would be an equity issue, and one that opens up the college to a discrimination lawsuit.
-Katrina
Katrina Keating, M.A., Ed.D.
Mathematics Professor
Diablo Valley College
Addendum B: Equivalency Supporting Documents

This element is on all Rio Hondo College job postings.

Newly suggested changes from Equivalency Taskforce Member Pilati:

"Complete this portion only if you do not meet the degree of credential requirements as specified in the posted minimum qualifications. (FOR ACADEMIC POSITIONS ONLY)

Our Equivalency to the minimum qualifications, if pre-determined by the appropriate department, is listed on our job announcement. If you believe your preparation to be equivalent to the minimum qualifications or consistent with an indicated pre-determined equivalency, please describe in detail how you meet these qualifications. Please list upper division and graduate level courses you have taken in the area you are requesting equivalency. Please include the number of units for each course and whether they are semester or quarter units. (Use additional sheets as necessary.)"
Addendum C: Proposed New AP for Equivalency Process

Background Info: RHC currently has a BP 7211 with no accompanying AP. Title 5 and Ed Code require all community colleges to have an equivalency process. The process at RHC has been based on past practice with nothing currently codified. Senate Executive members agreed to the creation of an Equivalency Taskforce and sought volunteers from senate in fall 2018. The Equivalency Taskforce worked to build on the proposed AP started with HR and senate three years ago (the black font in document below). The additions consented by the Taskforce are written in green and suggestions from Senate Executive members are noted in purple.

<table>
<thead>
<tr>
<th>RIO HONDO COMMUNITY COLLEGE DISTRICT</th>
<th>Administrative Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>MINIMUM QUALIFICATIONS, EQUIVALENCIES, AND FACULTY SERVICE AREAS</td>
<td>AP No. 7214</td>
</tr>
<tr>
<td>Board Reviewed:</td>
<td>Page 1 of 3</td>
</tr>
</tbody>
</table>

I. **Minimum Qualifications and Equivalencies**

Faculty shall meet the minimum qualifications established by the Board of Governors, or shall possess qualifications that are at least equivalent to the minimum qualifications set out in the regulations of the Board of Governors.

According to Education Code § 87359 individuals who do not possess the minimum qualifications for service may be hired as faculty members, if they possess “qualifications that are at least equivalent to the minimum qualifications.”

**Minimum Qualifications**

Minimum qualifications ("min.quals" or MQs) are the criteria by which faculty (Title 5, § 53402) are able to be hired in order to teach in the state of California (Title 5, § 53405). The state sets the MQs via a process facilitated by the Academic Senate of California Community Colleges; the MQs for all disciplines are maintained by the state Disciplines List (Title 5, § 53407). Local districts may apply additional MQs as they deem necessary, but local MQs may not be lower than the state standard. All faculty who teach in any discipline, whether full-time or part-time, must meet the MQs for their discipline prior to teaching; if faculty do not meet MQs, the units for the course that is taught are not valid (Title 5, § 53406). Not-for-credit (corporate and/or community education) instruction does not require MQs for hiring.

**Equivalency**

The Equivalency process is not intended to raise or lower MQs and exists to recognize alternate methods to become qualified. Upon determining Equivalency, the individual is deemed qualified to teach in the discipline for which Equivalency was granted. A determination of equivalency does not guarantee an interview, employment, or reassignment. The determination of equivalency establishes that the individual meets the MQs for the position and does not bestow rights to any position or process. The granting of an equivalency is on a case-by-case basis and does not establish precedent for future applicants. *(Note: this is not consistent with our current practice - it appears that we currently implement a stated equivalency so that we can then deem an individual equivalent. I base this on the odd inclusion of philosophy in the political science "equivalency").*

Any process developed to determine equivalencies shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that each individual faculty member employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the
II. Faculty Service Area

A Faculty Service Area (FSA), as defined by California Education Code §87743.1, is "a service or instructional subject area or group of related services or instructional subject areas performed by faculty and established by a community college district.” Per Board Policy 7211 “Faculty Service Areas for which an academic employee is qualified for shall be registered with the Office of Human Resources upon hire, or upon qualifying for it. After initial employment, a faculty member may apply to the district to add faculty service areas for which the faculty member qualifies.” This should be done prior to January 15 of any academic year in order to be considered in any proceeding during the academic year in which the application is received.

At least one month prior to December 15 of each academic year, the Human Resources Office will notify faculty of the opportunity to and process for application of a FSA, applying for an additional FSA. If the FSA is denied, faculty may refer to the grievance process in the Collective Bargaining Agreement.

III. An Academic Senate Equivalency Oversight Committee shall be established to:

- Recommend all established equivalencies to the Board of Trustees.
- Clarify criteria to be used for determining equivalency.
- Work with disciplines to review all established equivalencies for currency and accuracy every four years. (Form ???)
- Periodically review equivalency procedures and recommend necessary changes to the Academic Senate and Board of Trustees.

The committee shall consist of seven members: the Academic Senate President, four faculty appointed by the Academic Senate President, one Academic Dean appointed by the Vice President of Academic Affairs, and one non-voting representative from Human Resources appointed by the Executive Director of Human Resources. This committee shall be convened as needed to conduct a review of established equivalencies or when issues arise regarding the equivalency process.

IV. Determination of Equivalencies for Applicants:

The following procedure is to be used to determine when an applicant for a faculty position, although lacking the exact degree or experience specified in
the Disciplines List or an established equivalency of the Board of Governors that establishes the minimum qualifications for hire, nonetheless does possess qualifications that are at least equivalent to those required by the Disciplines List. The procedure is intended to ensure a fair and objective process for determining when an applicant has the equivalent qualifications. It is not intended to grant waivers for lack of the required qualifications.

A. All faculty position announcements will state the required qualifications as specified by the Disciplines List, including the possibility of meeting the equivalent of the required degree or experience, and any established equivalencies.

B. The District employment application for faculty positions will ask applicants to state how they meet the minimum qualifications of the Disciplines List. Those claiming equivalency will be asked to demonstrate how they meet the stated equivalency. It will be the responsibility of the applicant to supply all evidence and documentation for the claim of equivalency at the time of application.

V. The Human Resources Department will first screen all applicants. Those claiming equivalency will have their claims examined and approved by the Discipline Equivalency Committee. The Discipline Equivalency Committee may be convened by the Human Resources Department at the start of the hiring process as needed in collaboration with the Senate and the administration in the discipline area. This committee shall be convened as needed and consist of at least two full-time faculty in the discipline area unless two are not available because of a single-person department (in which case, two full-time faculty in a related discipline may serve if there are fewer than two full-time faculty in the discipline), the division Dean of the discipline area, one academic senator from another discipline area and the academic senate president. Each of the discipline faculty will independently review the equivalency applications and make a determination. If the determinations made by the discipline faculty are consistent, the academic senate president will confirm the determinations made and the equivalencies granted or denied. In the event that the determinations are not consistent, the committee will be convened for the purpose of achieving a consensus. If a consensus cannot be achieved, the committee shall review documentation to determine if the applicants meet criteria established by the matter will be forward to the Equivalency Oversight Committee for determining equivalency. Only applicants who are found to meet provisions of the equivalency shall be forwarded to the selection committee.

Reference: Title 5 Section 53400 et seq, Education Code Sections 87001,
<table>
<thead>
<tr>
<th>RIO HONDO COMMUNITY COLLEGE DISTRICT</th>
<th>Administrative Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>MINIMUM QUALIFICATIONS, EQUIVALENCIES, AND</td>
<td>AP No.</td>
</tr>
<tr>
<td>FACULTY SERVICE AREAS</td>
<td>7211</td>
</tr>
<tr>
<td>Board Reviewed:</td>
<td>Page 4 of 3</td>
</tr>
</tbody>
</table>

87003, 87356, 87359
Addendum D: Safety Committee Report

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

Meeting Date: 3/15/2019

I: Facilities Safety Review:

A: Training and Inspections:

Since Director Felicia Johnson was hired she has been systematically addressing safety issues and concerns. Facilities provides monthly OSHA training as well as emergency Inspections which include: Check blue lights, Fuel pumps and defibrillators.

B: Emergency Preparedness

1. New Striker chairs were added in AJ (3rd floor) in the Business building and in Admin on the second floor

2. Updating Plans: The Emergency Operations Plan needs to be updated (from 2012) along with the IIPP (Injury Illness and Prevention Plan) to include multiple types of emergencies (fire active shooter, bomb threat etc.). These documents will be brought before the committee for review in a future meeting.

C. Facilities Program Plan:

1. Request for a railing on the walk way from lot A

2. Request to equip transport vans (for field trips) to be ADA compliant

II. Emergency Preparedness Drills

A. BEC and BEL training

1. Need to create a list of Current BECs and BELs

2. Come up with a training date (est. April 2019)

B. Great Shakeout Participation

1. 10/17/19

2. @ 10:17am

C. Active Shooter Drill (Brian and Felicia will meet to discuss times)

1. Date TBD (Week of SEPT 23rd (Tuesday or Wednesday)

2. Time TBD (Day and Night)

III. Miscellaneous:

- Nursing is providing a “Stop the Bleed” Training 4/11/2019 from 12pm -2pm
- Need to develop a Community Emergency Response person(s) in conjunction with the Drill dates
- Associated Students is supporting the campus going Smoke Free
• Surveillance camera software needs to be updated along with security measures as well as disseminating more information to the public about the cameras, their placement, privacy, and use (Updates have begun and over the next two weeks).
• The Committee agreed to meet quarterly (which is more than is required in the by-laws) in order to expediently address many of these issues.
ADDENDUM: E

Academic Senate

MARCH 15, 2019

Academic Rank Committee
- Beginning work fall 2019
- 2 year terms
- Chair selected by committee
  1. Karen Guillot
  2. Angela Rhodes
  3. Joanne Liu
  4. George Wheeler
  5. Monica Salvin

Approval of Minutes: March 5, 2019
Public Comment

President's Report—see agenda
- Bylaws/Constitution Taskforce—meeting March 19; report forthcoming.
- Presidential Search Forums—tentatively scheduled for week of May 6.

Committee Reports

VP Reports Next Meeting
Unfinished Business

Equivalency/Minimum Qualifications—see Addendum A
Proposed immediate actions:
- Withdraw approval of existing equivalencies until they have been reviewed and approved according to the policy being developed.
- Move to direct Human Resources to remove the document containing the suspended equivalencies.

New Business Item A

Addendum C: Proposed New AP for Equivalency Process

Background:
- The existing process is complex and difficult to navigate. The Academic Senate and the Academic Senate for California Community Colleges (ASCCC) are seeking to streamline the process.
- The new process will be more transparent, with clear guidelines and timelines.

New Business

B. Academic Senate for California Community Colleges (ASCCC) Spring Plenary Delegate Replacement

C. Finals Conflicting with Graduation Ceremony

New Business Item D

Associate Degree for Transfer (ADT) Major Course Substitutions

Proposed Motion:
- To expand ADT major course substitutions that are permissible by the Transfer Model Curriculum (TMC) with internal courses to increase the number of students who receive the transfer guarantee to a California State University (CSU) campus.

Rationale:
- By expanding the number of permissible substitutions, more students will have access to a guaranteed transfer path to a CSU campus.
- This will help to increase the number of students who are able to transfer with the assurance of admission to a CSU campus, regardless of the specific campus.
New Business

E. Student Non-Participation
F. Officer Announcements

Announcements

Adjournment: Thank you, faculty!

Transfer Conference
Faculty Panel
ADDENDUM: F
# RESPONSES

1. Graduation needs to be shifted to earlier on Thursday due to the expense of the rental lights. This was discussed at the ASD meeting. The committee agreed that by making graduation earlier it could dramatically reduce the cost.

2. I really hope we can make this work. Our students come first and having graduation during finals week and making students choose is so sad. We should explore how other colleges are making this work. Our students come first!

3. n/a

4. I'm not sure if that Thursday is before or after the last day of instruction? I have class Thursday evening (in the Library) and elsewhere all day Friday. The other 2 classes I work for have graduation during class time now, and although I used to attend, I have not done so since 2017.

5. none

6. I find it unfortunate that there are final exams, last class sessions occurring during graduation. An all campus graduation should be inclusive and be held after final exams/class sessions.

7. Is it possible to change the location of the ceremony? The biggest parking lot for our students gets blocked off during one of the busiest weeks for them. And instead of having two people calling out the graduates name, why not have three or four people? It would make the ceremony go a lot quicker and the graduates will be able to get to celebrate with their families sooner.

8. On second thought Thursday evening is a bad idea, due to traffic situation. So, I recind my neutral response and choose somewhat unlikely.

9. Graduation needs to be convenient for students and their families, not for faculty and staff. I don’t like the fact that many students who are participating in commencement are still dealing with finals on Thursday (day of commencement) and Friday (day after commencement).

10. Give students the option to get their final proctorred at a different time/date.

11. Let’s make this convenient for the students!

12. Can we host commencement on the soccer field?


14. I think the ideal situation would allow for all faculty and all students to attend graduation, however that can be arranged.

15. If the day is moved expect for less faculty attendance. Memorial Day weekend etc...

16. Perhaps provide water and snacks for students and faculty attending the graduation.

17. Make it work for the students and their families!!

18. We need to move graduation off from a Final Exam day. I have never attended a Rio graduation because I normally teach Thursday nights.

19. We should have it in the soccer field not in the parking lot.

20. I would go no matter when to support our students

21. I used to teach a Thursday night class and the final exam conflicted with graduation. It was hard for students to find parking. I don’t think graduation should be held at the same time as campus classes.

22. Do you currently provide a webcast of the ceremony?

23. I only go to graduation when a student invites me. Since I’m an adjunct, there are often few students that I know there.

24. Thursday after the sun goes down?
<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Time</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Friday</td>
<td>11/19/2018 4:10 PM</td>
<td>Academic Senate 2018/19</td>
</tr>
<tr>
<td>26</td>
<td></td>
<td>11/19/2018 4:18 PM</td>
<td>Working families may not be able to attend to support students who are graduating if it is too early in the afternoon on Friday.</td>
</tr>
<tr>
<td>27</td>
<td></td>
<td>11/19/2018 4:15 PM</td>
<td>I am not too particular on which day graduation meets, but holding the ceremony during finals &amp; a class meeting time is not okay. It creates too much hassle on the professors to change class time and schedule for those participating. Out of those options presented &amp; considering the time of the year, Friday seems ideal.</td>
</tr>
<tr>
<td>28</td>
<td></td>
<td>11/19/2018 3:44 PM</td>
<td>I appreciate being invited to graduation but the timing is not there for me due to my commute on a non-working or contractual date. Please consider a stipend for adjuncts who attend to at least help them out with their commute.</td>
</tr>
<tr>
<td>29</td>
<td></td>
<td>11/19/2018 3:05 PM</td>
<td>I think we should be thinking of the students and their families when scheduling graduation.</td>
</tr>
<tr>
<td>30</td>
<td></td>
<td>11/19/2018 2:51 PM</td>
<td>Leave it as it is...</td>
</tr>
<tr>
<td>31</td>
<td></td>
<td>11/19/2018 2:42 PM</td>
<td>The ceremony should probably not conflict with class or final exam schedules. Also, students &amp; their families should be considered when planning. Friday afternoon will likely require that family members take time off work. ( &amp; Friday traffic, etc.) Good luck! :)</td>
</tr>
<tr>
<td>32</td>
<td></td>
<td>11/19/2018 2:35 PM</td>
<td>The issue, for me, is the scheduled final during graduation. I often administer a final during that time and cannot attend for that reason.</td>
</tr>
<tr>
<td>33</td>
<td></td>
<td>11/19/2018 2:32 PM</td>
<td>I have commitments unrelated to the college every 4th Thursday and every Friday evening. Therefore my preferences are rather personal.</td>
</tr>
<tr>
<td>34</td>
<td></td>
<td>11/19/2018 2:32 PM</td>
<td>None at the moment</td>
</tr>
<tr>
<td>35</td>
<td></td>
<td>11/19/2018 2:31 PM</td>
<td>Graduation should not be scheduled during finals... In addition, taking away student parking spaces during finals week is another stressor that I feel they do not need... Location of graduation ceremony should be moved...</td>
</tr>
<tr>
<td>36</td>
<td></td>
<td>11/19/2018 2:31 PM</td>
<td>It is only one day out of the academic school year. And it is a day of celebration. I support whatever date is most conducive to greater student participation.</td>
</tr>
<tr>
<td>37</td>
<td></td>
<td>11/19/2018 2:27 PM</td>
<td>How about holding Thursday evening classes finals the week before as is done with Friday morning classes thereby ensuring there is no conflict with attending graduation for anyone, students and faculty included?</td>
</tr>
<tr>
<td>38</td>
<td></td>
<td>11/19/2018 2:25 PM</td>
<td>It is terrible that we hold graduation at a time where many students are taking finals. What's more, what about all the working class families that have to miss graduation because they can't leave work early?</td>
</tr>
<tr>
<td>39</td>
<td></td>
<td>11/19/2018 2:23 PM</td>
<td>If we keep it Thursday night then those professors teaching that afternoon and evening should ALL be given direction to give their finals a week before so ALL students can participate and are able to PARK.</td>
</tr>
<tr>
<td>40</td>
<td></td>
<td>11/19/2018 2:22 PM</td>
<td>Having graduation on a Friday afternoon or evening would help increase parking availability for those attending the ceremonies such as the families of the students.</td>
</tr>
<tr>
<td>41</td>
<td></td>
<td>11/19/2018 2:15 PM</td>
<td>Although there are preferred times due to personal reasons, I would like to see a graduation time which is scheduled once final exams are complete.</td>
</tr>
<tr>
<td>42</td>
<td></td>
<td>11/19/2018 2:14 PM</td>
<td>If there were a rotating schedule where faculty would only be obligated to attend every other year. You might get better attendance.</td>
</tr>
<tr>
<td>43</td>
<td></td>
<td>11/19/2018 2:13 PM</td>
<td>Family members who have difficulty attending on Thursday evening are unlikely to be more available on a Friday afternoon or evening. Many faculty either leave for a vacation right after graduation, or spend the next few days finishing up grading or in order to submit grades on time. Expect a significant (and regrettable) drop off in faculty participation if the time is changed.</td>
</tr>
<tr>
<td>44</td>
<td></td>
<td>11/19/2018 2:12 PM</td>
<td>It's important to take into consideration what weekend is it. If it's memorial weekend or the weekend before Memorial Day or after the memorial weekend</td>
</tr>
<tr>
<td>45</td>
<td></td>
<td>11/19/2018 2:09 PM</td>
<td>Attending graduation/commencement should be a contractual requirement of all full-time faculty.</td>
</tr>
<tr>
<td>46</td>
<td></td>
<td>11/19/2018 2:08 PM</td>
<td>When the students graduate, I will be there. Having graduation when ALL students cannot attend is ridiculous.</td>
</tr>
<tr>
<td>47</td>
<td></td>
<td>11/19/2018 2:06 PM</td>
<td>We need to have the graduation when students and their families can participate. Thursday evening often conflicts with final exams. Friday early afternoon, families have to take off work. I believe students should be our first focus and faculty need to show up.</td>
</tr>
<tr>
<td>48</td>
<td></td>
<td>11/19/2018 2:06 PM</td>
<td>Having the grad ceremony when classes are in session (i.e. Finals) is absolutely ridiculous!</td>
</tr>
<tr>
<td>49</td>
<td></td>
<td>11/19/2018 2:06 PM</td>
<td>Friday is necessary so that the students can focus on their finals.</td>
</tr>
</tbody>
</table>