



Academic Senate 2018/19

Agenda

March 19, 2019

Location: Board Room

1:00 p.m.

I. **Call to Order**

II. **Approval of Minutes:** March 5, 2019

III. **Public Comment** – *Persons wishing to address the Academic Senate on any item on the agenda or comment on any other matter are allowed three minutes per topic. Pursuant to the Brown Act, the Academic Senate cannot discuss or take action on items not listed on the agenda. Matters brought before the Academic Senate that are not on the agenda may, at the Senate’s discretion, be referred to the Senate Executive Council or placed on the next agenda.*

IV. **Committee Reports**

Senate Committees:

- Academic Rank
- Curriculum
- Guided Pathways Steering (GPS)
- Instructional Technology (ITC)
- Online Education (OEC)

- Open Educational Resources (OER)
- Staff Dev./Flex
- Outcomes

Planning & Fiscal Council

Committees:

- Institutional Effectiveness (IEC)
- Program Review
- Safety—see Addendum D

Other Committees:

- Basic Skills
- Bookstore
- Enterprise Systems Advisory
- Online Education Initiative (OEI)
- Student Equity
- Student Success and Support Program (SSSP)

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
- B. 2nd Vice President

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.

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.*



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VIII. **New Business**

- A. Administrative Procedure 7211: Minimum Qualifications, Equivalencies, Faculty Service Areas—see Addendum C
- B. Academic Senate for California Community Colleges (ASCCC) Spring Plenary Delegate Replacement
- C. Finals Conflicting with Graduation Ceremony
- 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:
 - Ensures that all students, who by the TMC are eligible for an ADT, would be guaranteed admission to a CSU campus
 - Increases transfer admission rates at a time when impaction is growing in our local CSUs
 - 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)
- E. Student Non-Participation
- F. Officer Announcements

IX. **Announcements**

X. **Adjournment**



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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.



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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.

Discipline	MQs	Equivalency
Child Development (CD)	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.	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.
Education	Master’s in education OR the equivalency.	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).



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Law	*J.D. or LL.B	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.
Political Science	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.	A Master's in international relations, comparative politics, public administration, political theory, philosophy, public policy, or US government.
Journalism	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.	Bachelor's degree AND five (5) years of professional journalism experience, OR (For 110 Photo Journalism ONLY) 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.

*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



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process. 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

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



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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> ([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



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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



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Addendum B: Equivalency Supporting Documents

This element is on all Rio Hondo College job postings.

Equivalency

Equivalency	<div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p><i>Complete this portion only if you do not meet the degree or credential requirements. (FOR ACADEMIC POSITIONS ONLY) Our Equivalency to the minimum qualifications is listed on our job announcement. Please describe in detail how you meet these qualifications. Please list all 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.)</i></p>
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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.)"



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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.

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MINIMUM QUALIFICATIONS, EQUIVALENCIES, AND FACULTY SERVICE AREAS		AP No. 7211
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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



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applicable minimum qualifications specified in regulations adopted by the board of governors” (Education Code § 87359, Title 5 § 53430).

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~~ six 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



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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 can not be achieved, The committee shall review documentation to determine if the applicants meet criteria established by the matter will be forward to the 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.



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87003, 87356, 87359



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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



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- 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.