



## Academic Senate Meeting Minutes

**Date:** Friday, February 9, 2018

**Time/Location:** 1-3:00 PM / WCC Room 852

Senate Roles and Responsibilities (The 10+1)	
<ol style="list-style-type: none"> <li>1. Curriculum, including establishing prerequisites and placing courses within disciplines.</li> <li>2. Degree and certificate requirements</li> <li>3. Grading policies</li> <li>4. Educational program development</li> <li>5. Standards or policies regarding student preparation and success</li> <li>6. District and college governance structures, as related to faculty roles</li> </ol>	<ol style="list-style-type: none"> <li>7. Faculty roles and involvement in accreditation processes, including self-study and annual reports</li> <li>8. Policies for faculty professional development activities</li> <li>9. Processes for program review</li> <li>10. Processes for institutional planning and budget development</li> <li>11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate</li> </ol>

**Senators:** **Matt Clark** (President), **Doug Stone** (WCC Part-time), **Shawn Lanier** (Math & Science), **Kevin Ferns** (Secretary, FaLaHum), **Greg Gassman** (Social Science), **Doug Harris** (CCC & LCC Part-time), **Christopher Howerton** (VP, At-large, President-Elect), **Jose Vallejo** (Student Services), **Mike Papin** (LCC)

**Ex-officio Members:** **Gurtaj Grewel** (ASWCC Rep)

**Absent:** **Jeannine Mullin** (CTE)

**Guests:** None

Call to order 1:05 p.m.

Item	Description-Type	Lead	Background and Objective
I	<b>CLOSED SESSION – Tenure Hearing for Manuela Dragos</b>		The senate will review the evaluation team’s work and recommendation and then forward a recommendation to the Board of Trustees.
II	<b>Report Out from Closed Session</b>		The senate shall report any actions taken in closed session.
	The senate recommends that the Board of Trustees approve tenure status for Manuela Dragos (MSC Gassman/Vallejo; Ayes: Gassman, Vallejo, Ferns, Lanier, Howerton, Stone, Papin, Harris. Noes: None. Abstain: None)		
III	<b>Approval of Agenda – Action</b>		Approve agenda of 2/9/18 (Approved as amended MSC Howerton/Lanier).
IV	<b>Public Comment</b>		Guests are welcome to comment on any item on the agenda or not on the agenda. For items on the agenda, they may comment now or during the discussion of that item.
	<i>Discussion</i> 1. Welcome and introductions to our newest senator, Doug Harris!		
V	<b>Approval of Minutes – Action</b>		Review and approve the minutes of 1/26/18 regular meeting.
	<i>Discussion/Decision:</i> 1. The minutes of 1/26/18 are approved as amended (MSC Gassman/Lanier)		

VI	<b>Committee Appointments – Action</b>	Howerton	<b>Objective:</b> Appoint faculty members to committees.
<ol style="list-style-type: none"> <li>1. FT - Faculty representative to serve on WCC’s Diversity Committee. <ol style="list-style-type: none"> <li>A. Need to appoint 1 FT faculty to finish J. Shah’s <ol style="list-style-type: none"> <li>a. Aree Metz is appointed.</li> </ol> </li> <li>B. Need to appoint 1 FT Faculty-Counselor to Scheduling <ol style="list-style-type: none"> <li>a. Laney Mangney is appointed.</li> </ol> </li> <li>C. FSAPC <ol style="list-style-type: none"> <li>a. Jaya Shah is appointed.</li> </ol> </li> <li>D. Pathways short-term Task group to develop draft plan for Senate consideration <ol style="list-style-type: none"> <li>a. Request for 2 FT faculty appointed by Senate (2 additional members will be added from Student Success Committee) - This appointment is for the Senate reps: <ol style="list-style-type: none"> <li>i. Nili Kirschner is appointed.</li> <li>ii. Juana Ruiz is appointed.</li> </ol> </li> </ol> </li> </ol> </li> </ol>			
VII	<b>Senate Elections – Update</b>	Ferns	<b>Background:</b> This is the middle of the senate election process for this year. Christopher Howerton is the President – Elect. Other elections are to follow. <b>Objective:</b> Receive an update on the status of elections.
<p><i>Discussion/Decision:</i> Ferns welcomed and thanked Doug Harris for volunteering to represent the part-timers at LCC and CCC this semester and for the next three years. Ferns also welcomed back J. Mullin and G. Gassman to new three-year terms. Nominations for the at-large senator went out today and are due by February 20.</p>			
VIII	<b>YCCD Planning Process – Information/Discussion</b>	Clark	<b>Background:</b> District administration presented draft revision of the YCCD Planning Process to DCAS. <b>Objective:</b> Second read of the document with intent to inform senate vote in DCAS.
<p><i>Discussion/Decision:</i> 1. The senate recommends a vote of approval for the new planning process in DCAS.</p>			
IX	<b>District Technology Committee Draft Charter – Action</b>	Clark	<b>Background:</b> DCAS appointed a task force to draft the charter for a new District Technology Committee. The senates will now review the draft, prior to a DCAS vote on adoption of the charter. <b>Objective:</b> Second read and debate on senate DCAS vote.
<p><i>Discussion/Decision:</i> 1. Howerton reported that the DE Coordinator will be a faculty role on this committee. ➤ <b>The senate recommends endorsing the draft charter for the District Technology Committee (MSC Howerton/Gassman)</b></p>			
X	<b>AP/BP Revisions in DCAS – Information/Discussion/Action</b>	Clark, Howerton	<b>Background:</b> DCAS will be undertaking revisions of a large number of APs and BPs that are 10+1 in nature during the 2017-2018 Academic Year. <b>Objective:</b> Update on AP/BPs currently undergoing revision. <b>Current AP/BP Revisions for Review:</b>

			o AP 4230, Grading Symbols (I will forward a link.)
<p><i>Discussion/Decision:</i></p> <p>1. Vallejo asked why the grade of W would be changed to FW as an “unofficial withdrawal.” Clark speculated that perhaps this new symbol makes the perception of the grade less onerous. More information is needed. Clark will follow up.</p>			
XI	<b>Equivalency Process – Information/Discussion</b>	Howerton	<p><b>Background:</b> Howerton and YC counterpart Elena Flacks have drafted a district process for Equivalency determination. The current practice is to grant at the college level. Since someone granted equivalency then becomes a district employee, there are concerns with the current process.</p> <p><b>Objective:</b> First read of the document with the intent of providing feedback and informing the senate vote in DCAS on adoption of the draft process.</p>
<p><i>Discussion/Decision:</i></p> <p>1. Attached is the draft equivalency process developed by Howerton and Flacks. Howerton explained the recommendations of the new process and the role of the senates at both colleges. The need to clarify a tie vote will also be addressed. This district committee would replace the current college-level process involving a senate equivalence committee. This will come to a vote at a future meeting.</p>			
XII	<b>WCC Committee Effectiveness Survey – Information/Discussion</b>	Clark	<p><b>Background:</b> Dean Martinez has drafted a Committee Effectiveness Survey for WCC committees.</p> <p><b>Objective:</b> Review the document and provide feedback.</p>
<p><i>Discussion/Decision:</i></p> <p>1. Lanier asked whether the survey could include followup questions or a text box to clarify nuances to the standard responses. Clark will follow up. The form is rather long and redundant, and some pairing up of similar questions could condense the form. Once senators have gone through the document we will work on this at the next stage.</p>			
XIII	<b>Guided Pathways – Information/Discussion</b>	Clark	<p><b>Background:</b> The senate proposed that the Student Success Committee (SSC) form a workgroup to take a leadership role in the development of guided pathways at WCC. WCC must forward a plan to the California Community College Chancellor’s Office (CCCCO) in March and the plan will require senate signoff.</p> <p><b>Objective:</b> Receive an update on the progress for drafting the plan.</p>
<p><i>Discussion/Decision:</i></p> <p>1. Clark met with the Student Success Committee and discussed beginning the draft plan with a target date of March 2. We will see the draft at our March 9 meeting and it will come up for approval in late March.</p>			
XIV	<b>Accreditation – Information/Discussion</b>	Clark, Howerton	<p><b>Background:</b> The Institution Self Evaluation Report (ISER) is due to ACCJC this summer and the visiting team will visit in October 2018. The ISER requires senate signoff.</p>

			<b>Objective:</b> Update on the status of the WCC ISER.
	<i>Discussion/Decision:</i>		
	1. The ISER is with an external reader and the senate will see it in a few weeks.		
<b>XV</b>	<b>President's Report –Information/Discussion</b>	Clark	
	<i>Discussion/Decision:</i>		
	1. Clark attended various meetings on issues surrounding CTC, the California Tribal College, that is exploring becoming a college. They are partnering with and housing themselves at WCC to educate themselves on the process to become a college. They have been invited to attend a future senate meeting to introduce themselves.		
	2. A future senate meeting will be hosted at LCC.		
	3. Future senate meetings will be held in room 852 at WCC.		
	4. At DC3, the new VC presented a budget.		
	5. The new VP job announcement has been posted and the senate will appoint faculty members to that search committee soon.		
	6. The Dean of Student Services opening may be delayed until the new VP position is filled.		
<b>XVI</b>	<b>Vice President's Report</b> <b>1. Curriculum Update – Information</b> <b>2. Other – Information</b>	Howerton	<b>Objective:</b> 1. Receive update on work of the Curriculum Committees.
	<i>Discussion/Decision:</i>		
	1. The Curriculum Committee is working on the next catalog.		
	2. Next week focus groups will be looking at the new faculty evaluation forms to improve the forms and the process.		
	3. The attached report includes some important dates (see below).		
<b>XVII</b>	<b>Senate/Committee Reports - Information</b>	Senate	
	<i>Discussion/Decision:</i>		
	1. Vallejo reported that the counseling search committee had been delayed for an unknown reason. He hopes the committee can move forward. Vallejo also reports that there is a second vacant counseling position that needs to be defined and the second search committee needs to be formed. The status of the counseling secretary needs to be clarified as well.		
	2. Gassman reported that a new AA-T in Law, Public Policy, and Society has been submitted for approval.		
<b>XVIII</b>	<b>Ex-officio Reports - Information</b>		
	<i>Discussion/Decision:</i>		
	1. G. Grewal reported that ASWCC has a new fundraising goal and hopes for revenues through new IDs		
<b>XVI</b>	<b>Future Agenda Items-Discussion</b>		Reporting Structure and Functional Maps, Data Inquiry Group work and Dashboard, Constitution, Bylaws, and Supplementary Procedures, Senate Appointments, Dual Enrollment, Convocation, WCC Student Probation Processes, College Catalog, SSS Priorities, CCC, ADA in the Classroom, Student Services Update
	<i>Discussion/Decision:</i>		

Meeting adjourned 2:59 p.m.

WCC Academic Senate Goals, 2017-2018			
#	Goal	Lead(s)	Status
1	<b>Student Success:</b> Work with the Student Success Committee to identify and address barriers to student success (e.g., counseling availability, course offerings...).		
2	<b>Accreditation:</b> Ensure faculty participation in all facets of the accreditation process.		
3	<b>Equivalency Process:</b> Revise the district equivalency process.		
4	<b>Professional Development:</b> Build comprehensive annual (or semester long) professional development plans and increase faculty participation in professional development activities.		
5	<b>Faculty Evaluation:</b> Improve the faculty evaluation process with an increased focus on professional development.		
6	<b>Sabbatical Leave:</b> Define sabbatical leave process in light of the multi-college transition and unclear definitions of roles in the current process.		
7	<b>Committee Structure &amp; Reporting Structure:</b> Establish processes for consistent information access and dissemination. Consider restructuring of committees to increase effectiveness.		
8	<b>Colusa County Campus (CCC) Planning:</b> Create comprehensive process for CCC scheduling and planning.		
9	Revise <b>Senate Constitution and Bylaws.</b>		
10	<b>Sustainability and Grant Funding:</b> Define process for seeking grants and sustaining work after grants or categorical funds expire.		
11	<b>Initiative (Guided Pathways, Dual Enrollment...) Ownership:</b> Establish process that codifies faculty roles in initiative driven work.		
12	<b>Distance Education (DE):</b> Work with the Curriculum Committee and the Dean of Student Success and Planning to strengthen the WCC DE modality. Work should include, but not be limited to, curriculum development, technology, faculty training, student training, student supplemental resources, and ensuring regular, effective, instructor-initiated contact.		

**Christopher Howerton's WCC Academic Senate Vice-President Report  
Friday February 9, 2018**

1. **Committee Appointments:**
  2. FT - Faculty representative to serve on WCC's Diversity Committee. **ACTION NEEDED**
    - E. Need to appoint 1 FT faculty to finish J. Shah's
      - a. Melissa Moreno
      - b. Rajdeep Johal
      - c. Aree Metz
    - F. Need to appoint 1 FT Faculty-Counselor to Scheduling
      - a. Laney Mangney
    - G. FSAPC
      - a. Jaya Shah
    - H. Pathways short-term Task group to develop draft plan for Senate consideration
      - a. Request for 2 FT faculty appointed by Senate (2 additional members will be added from Student Success Committee) - This appointment is for the Senate reps
        - i. Noel Bruening
        - ii. Cay Strode
        - iii. Nili Kirschner
        - iv. Jaya Shah
        - v. Juana Ruiz
  3. Committee openings:
    - a. A list of all current committee vacancies is available on the Senate Office door.
    - b. If you are interested (and meet the criteria for the vacancy) please notify me directly.
2. **ASCCC Plenary:** Matt and I have registered for Spring Plenary.
3. **WCC to Host an ASCCC TASSC (Transfer, Articulation, and Student Services Committee) meeting this Saturday 2/10/18.** I have arranged facilities request, and parking accommodations. I have also gathered some basic workgroup meeting tools and some snacks to provide our guest during their work.
4. **SLO Committee:** Now that Planning and Institutional Effectiveness (PIE) is established, the SLO committee has agreed to reschedule its work to function as a taskforce for the Spring Semester. **Changes to the standing meeting schedule has been noted on the SLO Website**
5. **ASCCC Educational Policy Committee:** I had a monthly phone meeting on Monday 10/6. I am working with the committee looking at Title 5 language for § 55023 (Academic Record Symbols and Grade Point Averages) and § 55024 (Withdrawal). We will have a face-to-face meeting in December that I will be attending.
6. **ASCCC Educational Policies Committee.** We had our monthly meeting. On our agenda we discussed our update on our work regarding Senate Resolutions S15 14.01 (Faculty to submit the "Report Delay" (RD) Symbol; F17 7.03 (Evaluation and Certification of Coursework from Home Schools); F17 13.01 (Recognition of Course Sections with Low-cost Course Material Options); and F17 13.02 (Environmental Responsibility: College Campus as Living/learning labs). We also started some discussions about possible Resolutions we will recommend to the Executive Council for Spring Plenary.

7. **Other:** There has been concern from several faculty regarding summer course schedule. Specifically a situation where a draft summer 18 schedule was mistakenly deleted and had to be recreated.
8. **Calendar of upcoming ASCCC events for our Senate planning and attendance: See Below**

**ASCCC Events/Institutions (Mark your Calendars)**

Link for all events: <http://asccc.org/calendar/list/events>

Event	Date	Location	Registration Deadline
Area A Meeting	October 13, 2017	Sierra College	
CTE Regional Meeting	October 20, 2017	College of Alameda	Oct 16, 2017 9am
Fall Plenary 2017	November 2-4, 2017	Irvine Marriott	Early Oct 2; Oct 22
Fall Curriculum Regional—North	November 17, 2017		Nov. 13, 2017 9am
Spring OER Regional Meeting—North	February 9, 2017		Feb. 2, 2018 5pm
Accreditation Institute	February 23-24	Wyndam Anaheim	Feb., 9, 2018 11am
CTE Regional Meeting-North	March 9, 2018		March 6, 2018 9am
Area A Meeting	March 23, 2018		
Spring Plenary 2018	April 12-14, 2018	San Mateo	March 15, 2018 5pm
CTE Institute 2018	May 4-5, 2018	Southern CA	April 20, 2018 11am
Faculty Leadership Institute	June 14-16, 2018	Sheraton Park Hotel Anaheim Resort	May 24, 2018
Curriculum Institute	July 11-14, 2018	Sothern CA	June 11, 2018 5pm
Fall Plenary Session 2018	November 1-3, 2018	Irvine Marriott	Oct. 15, 2018 5pm

## **YUBA COMMUNITY COLLEGE DISTRICT PROCEDURE FOR DETERMINING MINIMUM QUALIFICATIONS and EQUIVALENCY**

**Draft January 19, 2018**

### **I. Eligibility for Teaching in the Yuba Community College District**

The Yuba Community College District invites all qualified applicants to apply for faculty positions with the District. Candidates who possess the minimum qualifications as specified by the Systems Office, California Community Colleges should apply during the application period specified in the position announcement.

A. Once a faculty member is qualified and hired to teach within a discipline under the minimum qualifications then in effect, the Yuba Community College District may continue to employ the faculty member to teach in that discipline although there may be future changes to the minimum qualifications, through mutual agreement between the YCCD Academic Senate and the YCCD Board of Trustees, or to the disciplines lists approved by the Board of Governors.

B. Once a faculty member is qualified for and assigned a course within a discipline under the minimum qualifications then in effect, the faculty member continues to be qualified to teach in that discipline regardless of future changes to the minimum qualifications, through mutual agreement between the YCCD Academic Senate and the YCCD Board of Trustees, or to the disciplines lists approved by the Board of Governors.

### **II. YCCD Equivalency Consideration Framework**

The District Equivalency Committee will follow the following basic principles for granting equivalency, as supported by the Academic Senate for California Community Colleges:

- The most recent version of the CCC Min qualification handbook will be used to make an equivalency determination.
- Equivalent to the minimum qualifications means *equal* to the minimum qualifications, not *nearly* equal.
- The applicant must provide evidence he or she has attained the breadth of coursework or experience equal to the general education component of an earned associate's or bachelor's degree.
- The applicant must provide evidence he or she has attained the skills and knowledge provided by specialized coursework required for the degree listed in the Disciplines List.
- Faculty members exemplify to their students the value of an education that is both well rounded and specialized and has consistently defined associate's degree parameters. Faculty should act as models for students by demonstrating a breadth of general education knowledge and a depth of knowledge that is discipline specific.
- Eminence should not be used as the sole criteria for granting equivalence (ASCCC Resolution 10.01 SP09).
- No provisional or conditional equivalency should exist.

### **III. Procedure to Establish Equivalency in the Yuba Community College District**



The District realizes that not all candidates possess the appropriate minimum qualifications. As such, these candidates must demonstrate that they have equivalent qualifications. Forms are available at the District's Human Resources web site. ~~It is the practice of the District not to accept equivalency documentation after the posting of the position.~~

~~Therefore, if you are interested in applying for a future faculty position in a particular field but do not meet the minimum qualifications, please file the appropriate equivalency forms with the District Human Resources Office. Papers of candidates requesting equivalency will only be reviewed prior to the posting of the position.~~

Applicants shall show how they have the equivalent education to the minimum qualifications. To do this, applicants will state the minimum qualifications and give a detailed list of their courses, experience, etc. that they think are equivalent to the minimum qualifications.

For example, if a Master's degree in a certain discipline was required, one would be expected to take the catalog requirement for that Master's degree from a recognized accredited institution and show how one has had the equivalent education on a course by course basis to that Master's degree. Similarly for the BA/BS or AA/AS degree or certain specified work experience, a detailed, one-on-one equivalency in education, work experience and/or knowledge shall be done. It is the responsibility of the applicant to submit documentation upon which the above applicant's claim for equivalency is based. The employment application and information needed for verifying the above claimed minimum qualification would include but not limited to the following:

1. A list of all academic preparation that should be should be considered to determine equivalency of both general education and major field courses. Please be specific regarding the Institution, course titles, unit value, and level of course work (graduate, upper division, etc.). Transcripts and copies of course descriptions should also be attached.
2. A list of all relevant professional/work experience (teaching and non-teaching) that should be considered to determine equivalency. Please give a detailed description of the duties performed.
3. A list of all other relevant accomplishments that should be considered to determine educational equivalency or work experience equivalency (this should include, but would not be limited to, research, publication, seminars, professional performance/exhibitions, honors/awards, etc.).
4. A list of specialized skills, knowledge and abilities that should be considered to determine equivalency.
5. List of relevant memberships and/or organizational activities that would help verify knowledge or specialized training needed to determine equivalency.
6. A list of the names, addresses, and phone numbers of three (3) references who could attest to the applicant's education, experience and knowledge in support of possible equivalency.
7. A narrative synopsis (not to exceed one page) of the applicant's education and experience that illustrates qualifications that are at least equivalent to the stated minimum qualification
8. A resume, employer statement, chronological listing or other evidence of work experience in the appropriate discipline (work experience to be expressed in full years); and/or
9. Other evidence of demonstrated skill or accomplishment.

It is the responsibility of the applicant to provide all appropriate documentation. It is not the responsibility of the Human Resources Department or the Equivalency Committee to request material that was not submitted.

### **III. Determination of Minimum Qualification or Need for Equivalency**

A. The Director of Human Resources or his/her designee reviews the application and determines that the applicant either MEETS or DOES NOT MEET the minimum qualification for employment.

B. If the applicant MEETS the minimum qualification for employment:

1. The appropriate Yuba Community College District documentation will be recorded;
2. The applicant is eligible for Yuba Community College District employment in the discipline(s) listed on this documentation; and
3. The applicant is eligible to enter the regular screening and selection process.

C. If the applicant does not meet the minimum qualification for employment or Human Resources is unable to make this determination:

1. The applicant must submit to the Human Resources Office a completed YUBA COMMUNITY COLLEGE DISTRICT EQUIVALENCY DETERMINATION form, the APPLICATION FOR ACADEMIC EMPLOYMENT, and all supporting documentation.
2. The Human Resources Office sends the REQUEST FOR MINIMUM QUALIFICATIONS / EQUIVALENCY DETERMINATION form, the APPLICATION FOR ACADEMIC EMPLOYMENT, and all supporting documentation to determine equivalency to the District Equivalency Committee. A copy is kept on file in the Human Resources Office.

3. The Woodland Community College and Yuba College Academic Senates seat the District Equivalency Committee.

The committee consists Senate Vice-President/President-Elect (or designee) from each college and one faculty from the appropriate discipline or related discipline selected by the Academic Senate Vice-President/President-Elect (or designee) at each college.

4. The chair of the District Equivalency Committee is the Vice President/President-Elect of the college at which the candidate requests their primary teaching position.

5. The chair of the Equivalency Committee previews all equivalency applications before submitting them to other Equivalency Committee members. If an application is incomplete, poorly documented, or lacks sufficient rationale, the chair will return the application to the Human Resources Office with a brief explanation in writing, indicating why it has been rejected. It is not the responsibility of the Equivalency Committee to request material that was not submitted.

5. Once the chair has determined that the application is complete and has merit, he or she forwards it to the other committee members for review and final determination of equivalency.

6. The Equivalency Committee reviews the information and determines that the applicant:

(a) Has qualifications equivalent to the minimum qualifications for the discipline with a short statement as to the basis for this decision and reports this finding to the Human Resources Office OR

(b) Does not have qualifications equivalent to the minimum qualifications for the discipline with a short statement as to the basis for this decision and reports this to the Human Resources Office, which notifies the applicant OR

(c) Has not provided enough information for the equivalency determination to be made and if possible an indication of what additional information is needed. It is then returned to the Human Resources Office, which shall notify the applicant of what additional materials are required.

(d) Equivalency committee must take caution to assure that consistency is applied to all decisions regarding equivalency.

(e) All deliberations of the equivalency committee and all records involved in the proceedings shall be confidential.

7. The District Equivalency Committee reserves the right to interview and/or test the applicant for equivalency.

8. In an emergency, the Director of Human Resources may ask the Academic Senate President to perform an emergency 3-working day equivalency preliminary analysis and report on the equivalency request. This preliminary analysis is not binding and not official until the regular Academic Senate Equivalency Committee has had the opportunity to meet and do the normal equivalency determination. The Academic Senate President will contact as many Equivalency Committee members as possible by phone, etc. in arriving at this preliminary but not binding determination. The Academic Senate Equivalency Committee will determine the guidelines to be used to determine whether an equivalency determination is an emergency.

8. Once the Chair of the Equivalency Committee has determined the application packet is complete, the Committee will have up to 2 weeks to make a determination.

9. Upon reaching a decision, the District Equivalency Committee will inform the Human Resources Office, which in turn will inform the applicant of the approval or denial of equivalency.

10. The decision of the District Equivalency Committee is final.

D. The applicant can appeal a denial of equivalency to the full Academic Senate at the college which they indicated to be their teaching location for review by writing a letter of appeal that presents clear rationale for the request, attaching any additional information and documentation that may be helpful. This appeal should be directed to the President of the Academic Senate at that college, who will review it with the Executive Committees of the Academic Senate at both colleges.

1. An applicant must appeal the denial of equivalency no more than 30 calendar days after being informed by the Human Resources Office. After more than 30 calendar days have transpired, the applicant is ineligible for an appeal.

2. If insufficient rationale has been provided, the joined Executive Committee of both Academic Senates will deny the appeal and inform the applicant in writing.

3. If the joined Executive Committee of the Academic Senate judges the appeal to have sufficient merit, the President of the Academic Senate shall convene a closed session of the Academic Senate at the earliest convenience of the committee that denied the equivalency, the applicant submitting the appeal, and the Senate as a whole. Preferably, a hearing should be held during the semester in which an appeal has come forward; however, under extenuating circumstances, a hearing may be postponed to the following semester, but no later. The Academic Senate will either uphold or reverse the equivalency subcommittee's decision and report this action to the Human Resources Office. The Human Resources Office will notify the applicant of the decision.

E. The Chair of the District Equivalency Committee is responsible to maintain confidential records of the deliberations of the **District** Equivalency Committee and all proceedings relative to the process.

F. Only applicants who meet the minimum qualifications for employment will be forwarded to the selection process.

IV. Hiring will proceed in accordance with the established policies and procedures.

**Rev. Spring 2018**

DRAFT