



Academic Senate Meeting Minutes Draft

Date: Friday, February 23, 2018

Time/Location: 1-3:00 PM / WCC Room 852 & LCC Room 115A

Senate Roles and Responsibilities (The 10+1)

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| <ol style="list-style-type: none"> 1. Curriculum, including establishing prerequisites and placing courses within disciplines. 2. Degree and certificate requirements 3. Grading policies 4. Educational program development 5. Standards or policies regarding student preparation and success 6. District and college governance structures, as related to faculty roles | <ol style="list-style-type: none"> 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports 8. Policies for faculty professional development activities 9. Processes for program review 10. Processes for institutional planning and budget development 11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate |
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Senators: Matt Clark (President via Polycom), Jeannine Mullin (CTE), Doug Stone (WCC Part-time), Shawn Lanier (Math & Science), Kevin Ferns (Secretary, FaLaHum), Greg Gassman (Social Science), Jose Vallejo (Student Services), Mike Papin (LCC via Polycom)

Ex-officio Members: Gurtaj Grewal (ASWCC Rep)

Absent: Christopher Howerton (VP, At-large, President-Elect), Doug Harris (CCC & LCC Part-time)

Guests: President White

Call to order 1:03 p.m.

Item	Description-Type	Lead	Background and Objective
I	Approval of Agenda – Action		Approve agenda of 2/23/18 (MSC Gassman/Vallejo).
II	Public Comment		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.
	None		
III	Approval of Minutes – Action		Review and approve the minutes of 2/9/18 regular meeting.
	<i>Discussion/Decision:</i> The minutes of 2/9/18 are approved as amended (MSC Gassman/Lanier).		
IV	Committee Appointments – Action	Howerton	Objective: Appoint faculty members to committees.
	<i>Discussion/Decision:</i> 1. M. Moreno is appointed to the evaluation committee for B. Allen. A training will be conducted for this team (which includes J. Brown as DE representative).		
V	Senate Elections – Update	Ferns	Background: This is the middle of the senate election process for this year. Christopher Howerton is the President –Elect. Other elections are to follow.

			Objective: Receive an update on the status of elections.
	<p><i>Discussion/Decision:</i> Ferns reported that ballots for the at-large senate representative for the 2018-2019 term went out this week and are due by next Thursday. The results will be reported when tallied by the election committee. At our next meeting we will elect the 2018-2019 VP and Secretary provided the newly elected member can attend. Special thanks to Mike Papin for distributing and tallying the votes for LCC!</p>		
VI	WCC Committee Effectiveness Survey – Information/Discussion	Clark	<p>Background: Dean Martinez has drafted a Committee Effectiveness Survey for WCC committees. Objective: Review the document and provide feedback.</p>
	<p><i>Discussion/Decision:</i> 1. There appear to be some redundancies in the new survey and it is rather bulky. Clark will meet with Dean Martinez to resolve these issues.</p>		
VII	Equivalency Process – Information/Discussion	Howerton	<p>Background: 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. Objective: Second 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> 1. The draft is attached. Vallejo noted some minor corrections to the draft and suggested that the current equivalency application would need to be modified to reflect the changes in this document. ➤ Motion: Subject to changes noted, the senate moves to make this a district level process (MSC Vallejo/Gassman).</p>		
VIII	Process for Items of Joint Senate and Bargaining Unit Purview – Information/Discussion	Clark, Ferns	<p>Background: The senates have initiated regular talks with the two bargaining units. As part of the discussions, a process for dealing with items of joint purview is now in draft form. Objective: Review the document and provide feedback.</p>
	<p><i>Discussion/Decision:</i> 1. The senate reviewed the attached process outline. No comments were made.</p>		
IX	Flex Issues – Information/Discussion	Ferns, Clark	<p>Background: Currently flex is not required for online instruction and full-time faculty members do not receive flex credit for convocation/commencement. Objective: Discussion of situation with the possible</p>

			intent of recommending changes to the Flex Guidelines.
	<p><i>Discussion/Decision:</i></p> <ol style="list-style-type: none"> 1. Ferns reported that the DE Committee recommended that faculty who teach online courses are not required to do flex hours for those. The senate discussed the issue and will make a recommendation to DCAS to require online classes be included in the flex tally. On the issue of including commencement and convocation as possible flex options, the senate agreed that those should stay off the possible flex offerings. 		
X	Accreditation – Information/Discussion	Clark, Howerton	<p>Background: 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> <p>Objective: Update on the status of the WCC ISER.</p>
	<p><i>Discussion/Decision:</i></p> <ol style="list-style-type: none"> 1. Feedback is still being provided on the document. The board will see the draft for review in April 2018 and the senate will sign off on the submission in May 2018. Senators are encouraged to ask constituents to review the document and forward to the senate or Clark who will send to the accreditation steering committee. 		
XI	AP/BP Revisions in DCAS – Information/Discussion/Action	Clark, Howerton	<p>Background: 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.</p> <p>Objective: Update on AP/BPs currently undergoing revision.</p> <p>Current AP/BP Revisions for Review:</p>
	<p><i>Discussion/Decision:</i></p> <ol style="list-style-type: none"> 1. No new reviews are in place for today. 		
XII	Guided Pathways – Information/Discussion	Clark	<p>Background: 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>Objective: Receive an update on the progress for drafting the plan.</p>
	<p><i>Discussion/Decision:</i></p> <ol style="list-style-type: none"> 1. The first meeting of the workgroup met yesterday for the first time and is making good progress. The draft plan will be reviewed at the next senate meeting. The focus of the plan will be on 5 particular pathway elements, listed below in the President’s report. The details will be rolled out during convocation. Once the senate signs off on this plan and it is submitted, WCC would be given \$500,000 to implement the plan over the next 5 years. We don’t yet know what the allocation would look like. 		

XIII	Tenure Process – Information/Discussion	Clark	Background: Concerns exist regarding senates holding closed sessions. Objective: Discuss the situation and other issues related to the tenure evaluation process.
	<p>1. Clark speculated that YCCD may be the only district in the state that holds closed sessions in the senate over employee matters. This may be a violation of the Brown Act. Thus, the process may need to be reconsidered. Because this is in the contract, we would need to remove it. FAYCCD is confident that this would not be an issue. Vallejo recommended the idea of using a subcommittee of the senate to manage this process rather than making it a closed session of the senate. D. Stone would like to hear what other Districts have done and what our District lawyer has to say on the issue. Lanier stated that a subcommittee could be designed to address appeals or if the evaluation committee could not come to agreement. The subcommittee could then simply forward an approval or denial to the full senate in open session to avoid confidential personnel issues. Clark will track down legal opinions on the subject. The senate will further explore options available. Gassman reported that he liked the formality of the current structure.</p>		
XIV	President’s Report –Information/Discussion	Clark	
	<p><i>Discussion/Decision:</i></p> <p>1. See the attached report.</p>		
XV	Vice President’s Report 1. Curriculum Update – Information 2. Other – Information	Howerton	Objective: 1. Receive update on work of the Curriculum Committees.
	No report.		
XVI	Senate/Committee Reports - Information	Senate	
	<p><i>Discussion/Decision:</i></p> <p>1. Lanier reported that at the student success meeting, the discussion turned to online resources for faculty teaching DE classes. There will be a repository for faculty to see these resources soon.</p> <p>2. Vallejo reported that the full time counseling secretary needs to be advertised and hired. He also reported that the search committee for the new counseling position must be formed.</p> <p>3. Stone reported that the ink cartridge in room 846 ran out, and part time faculty were not able to make copies. It would be good to have a backup available.</p>		
XVII	Ex-officio Reports - Information	Grewal	
	<p><i>Discussion/Decision:</i></p> <p>1. G. Grewal reported that on March 6 there will be an event with ASWCC and student services to bring more women into politics.</p>		
XVI	Future Agenda Items-Discussion		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
	<p><i>Discussion/Decision:</i></p> <p>1. Clark reported that the Diversity committee’s purpose statement needs to be revised.</p>		

Meeting adjourned 2:25 p.m.

WCC Academic Senate Goals, 2017-2018			
#	Goal	Lead(s)	Status
1	Student Success: Work with the Student Success Committee to identify and address barriers to student success (e.g., counseling availability, course offerings...).		
2	Accreditation: Ensure faculty participation in all facets of the accreditation process.		
3	Equivalency Process: Revise the district equivalency process.		
4	Professional Development: Build comprehensive annual (or semester long) professional development plans and increase faculty participation in professional development activities.		
5	Faculty Evaluation: Improve the faculty evaluation process with an increased focus on professional development.		
6	Sabbatical Leave: Define sabbatical leave process in light of the multi-college transition and unclear definitions of roles in the current process.		
7	Committee Structure & Reporting Structure: Establish processes for consistent information access and dissemination. Consider restructuring of committees to increase effectiveness.		
8	Colusa County Campus (CCC) Planning: Create comprehensive process for CCC scheduling and planning.		
9	Revise Senate Constitution and Bylaws.		
10	Sustainability and Grant Funding: Define process for seeking grants and sustaining work after grants or categorical funds expire.		
11	Initiative (Guided Pathways, Dual Enrollment...) Ownership: Establish process that codifies faculty roles in initiative driven work.		
12	Distance Education (DE): 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.		

Meetings with WCC Administration

(2/15) – Highlights:

1. I asked about the status of a second counselor search committee. VP Konuwa and Interim Dean Gosal will meet and report back.
2. We discussed possible timelines and membership for the search committees for WCC VP and WCC Dean of Student Services.
3. We reviewed a charge statement that College Council will send to the Student Success Committee regarding pathways.
4. We looked at a response from the diversity committee to a charge to review to what extent its work aligns with its purpose and to recommend changes to its purpose if appropriate.
5. We started discussions regarding Convocation. We tentatively agreed that the general session would be focused on pathways and accreditation. We also agreed that a breakout session for EEO training was essential. The possibility of having someone from YC present on pathways was floated.

(2/22) – Highlights:

1. We discussed the status of multiple measures in math and English. The district math department has sent a plan to counseling faculty for implementation when registration begins for Summer/Fall classes. The YC dean contacted Dean Chahal and shared a proposed plan from YC English faculty, but it is unclear if there has been district wide agreement.
2. We looked at a proposed timeline for hiring a new VP and a new Dean of Student Services. Instead of waiting until the VP is hired to start the latter process, the proposal is to start the dean search about a month after the VP search. Ideally both processes will finish before the semester ends. We also tentatively agreed on the memberships of the search teams (positions, not names).
3. President White reported that neither college will receive district funds to staff Articulation Officers. Therefore, colleges will likely work together to define the positions and then seek resources internally.
4. The administration has seen Action Plan updates from Dean Martinez, but they were not quite complete, so they haven't been shared with PIE yet.
5. The Diversity Committee has proposed a change to its purpose that will be vetted at College Council and in the Academic Senate.
6. We discussed the need to commit to participate in the AB 19 and to advertise that we will be doing so. Some neighboring colleges are already doing so and we could potentially lose students if we do not let our students know our intent. It appears that a neighboring college may have inappropriately advertised within our district.

Accreditation Steering Committee (11/9) – No meeting

FAYCCD/Senate Leadership Meeting (2/15) – Highlights:

1. We discussed two flex issues: (1) why is flex not required for online instruction, and (2) why is flex not available to FT faculty members for Convocation and Commencement? It was generally agreed that the latter was likely due to both days being contractual days. However, it appears other districts grant flex for those activities. Regarding online, people were tasked with research.
2. We discussed concerns about the senates role in the tenure process and, more specifically, the holding of closed sessions. If doing so is not legal, it is easy to remove that from the CBA. Possible alternatives were discussed, e.g., having a senate subcommittee that reviews the tenure team recommendation and forwards a senate recommendation, or accepting the recommendation of team recommendation. The latter would make the already present need for training even more imperative.
3. We discussed the need for coordinators for pathways, AB 705, and accreditation officers.

YC-AFT/Senate Leadership Meeting (2/20) – Highlights:

1. We discussed a proposed process for dealing with issues that have senate and bargaining unit purview.
2. We discussed the listserv situation for PT faculty at various sites.

3. We discussed concerns about the draft evaluation process for PT faculty. The senates need to review the proposed tool. The new PT CBA says evaluators should be trained. We also identified a couple of spots in the section on evaluation where language needs to be tightened.
4. YC-AFT President Robinson, brought to our attention situations where FT faculty members “bumped” senior PT faculty members, who were then left without classes.
5. When asked if there were parts of the new PT CBA that senates should be aware of, the only one mentioned is that after in-house posting for a FT position has ended, all PT faculty in the posted discipline will be notified when the external posting is made.

DCAS (2/15) – Highlights:

1. YC President Javaheripour reported that the Department of Health and Human Services intends to revoke the CDC license for YC, due to an incident that occurred there. It is unlikely that this will directly affect the DCDs at WCC or LCC. There is also some optimism that upon appeal the decision to revoke will be overturned.
2. We adopted AP 4020, AP 4610, and AP/BP 5140. We also adopted the District Planning Process and the District Technology Committee Charter. Both had been reviewed in senate. The latter was approved with a couple of minor changes.
3. We received and shared college updates on accreditation and on pathways. For the latter a meeting to share YC knowledge with WCC is being set up. Chancellor Houston indicated that senate commitment is likely needed soon, to guide the governing board regarding AB 19. Kemble reported that although YC and the other 19 CCCS in the California Guided Pathways Project are ahead of WCC, none of those institutions are at scale on any of the 14 elements.
4. It was reported that evaluation focus group turnout was low at YC and moderate at WCC.

DC3 – No meeting

Pathways Plan Task Force (1/25) – The task force agreed to focus on the following five of the fourteen elements of pathways in the 18-month plan we will send to the state at the end of March. The five selected were Shared Metrics, Improved Basic Skills, Proactive and Integrated Academic and Student Services, Integrated Technology Infrastructure, and Strategic Professional Development. The elements were each assigned leads and the leads will report back on progress at the next meeting (March 1). The plan needs senate signoff, and we will review at our next two meetings. The plan is not restrictive in two ways: (1) we can focus on other elements if it becomes clear that we should, and (2) we can decide to delay focus on those we choose if we see fit.

Miscellany

1. I attended one of the focus groups organized to assess the FT evaluation process. I thought the session was well organized and that useful feedback was provided.
2. I attended the second face-to-face meeting of the ASCCC/CMC³ Task Force on Quantitative Reasoning. We are preparing draft descriptors and draft pathways for accelerating STEM and non-STEM students through mathematics. These will be shared at a break-out session at the upcoming ASCCC Plenary. We are also drafting resolutions for the upcoming ASCCC Plenary.
3. Due to conflict with the Area A meeting, we may cancel the March 23 senate meeting. If we do so we may hold a special meeting earlier that week, should any pressing issues arise.

Process for addressing issues in which the Academic Senates (AS) and faculty associations (FA [FAYCCD or YC-AFT]) share purview.

1. The leadership of the group that identifies an issue with overlapping purview will contact the leadership of the other group(s) to schedule discussion.
 - a. If the issue is not pressing, it can be placed on the agenda for the next FA/AS meeting.
 - b. If the issue is pressing, or the next meeting is too far in the future, the leadership will decide if the issue can be discussed informally or via email, or if a special meeting should be arranged.
2. AS and FA leadership will each identify its perceived purview and role regarding the issue.
 - a. FA: identify the relevant sections of the contract
 - b. AS: identify the relevant academic and professional matters
 - c. FA and AS: discuss concerns or “boundaries”
3. FA and AS will discuss a plan for moving forward. Possible components:
 - a. A workgroup that includes FA and AS representatives
 - b. Regular progress reports at FA/AS meetings, or as requested or scheduled
 - c. Recommendations for contractual agreements (MOUs)
4. Presentation of proposed changes for consideration at larger FA and/or AS bodies

Examples of areas where purview may overlap:

- Faculty Evaluation
- Tenure
- Sabbatical Leave
- Distance Education
- Academic Calendar
- Academic Employee Handbook
- Dual Enrollment
- Faculty Hiring
- Academic Freedom
- Coordinators

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