# District Academic Senate (DAS) Meeting – Minutes

**Tuesday, October 18, 2022**

**3:00 -5:00 pm**

<https://lrccd.zoom.us/j/84695861936?pwd=alhnSjMwTTAyRndOL1J0aTZNNHNSdz09>

Meeting ID: 846 9586 1936

Passcode: LosRios

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| --- | --- | --- | --- |
| Name | Campus | Role | Present |
| Alisa Shubb | ARC | District Academic Senate President | x |
| David McCusker | ARC | District Academic Senate Secretary | x |
| Carina Hoffpauir | ARC | Academic Senate President | x |
| Brian Knirk | ARC | Academic Senate Vice President | x |
| Veronica Lopez | ARC | Academic Senate Secretary | x |
| Alisa Shubb | ARC | Academic Senate Past President | x |
| Scott Crosier | CRC | Academic Senate President | x |
| Lisa-Marie Mederos | CRC | Academic Senate Vice President | x |
| Jacob Velasquez | CRC | Academic Senate Secretary | x |
| Greg Beyrer | CRC | Academic Senate Past-President | x |
| Eric Wada | FLC | Academic Senate President | x |
| Danielle Beck | FLC | Academic Senate Vice President | x |
| Lisa Danner | FLC | Academic Senate Secretary | x |
| Paula Cardwell | FLC | Academic Senate Past President | x |
| Sandra Guzman | SCC | Academic Senate President | x |
| Dawna DeMartini | SCC | Academic Senate Vice President | x |
| Amy Strimling | SCC | Academic Senate Secretary | x |
| Lori Petite | SCC | Academic Senate Past President | x |
| Bill Simpson | ARC | District Curriculum Coordinating Committee (DCCC) | x |
| Morgan Murphy | FLC | District Educational Technology Committee (DETC) | x |
| Ea Edwards | CRC | District Equity & Student Services Committee (DESSC) | x |
| Jason Newman | CRC | Los Rios Colleges Federation of Teachers (LRCFT) | x |
| Kandace Knudson | SCC | Instructional Accessibility Committee |  |
| Georgine Hodgkinson  Kalinda Jones | CRC  FLC | Prison Reentry Education Program Committee (PREPC) | x |
| Tamara Cheshire  Keith Heningburg | FLC  SCC | Ethnic Studies Faculty Council | x  x |

## Preliminaries

1. Welcome / Call to order

2. [Land Acknowledgement](#land): SCC’s McClellan Area Land Acknowledgement read.

3. Approval of Agenda - Approved

4. Approval of Minutes - Approved

5. Introduction of Guests: Dipali Buch, Sarah Lehmann, Adam Karp, Jaqueline Ruvalcaba, Jena Trench, Pamela Bimbi, Belinda Lum

6. **Public Comment Period** (up to 3 minutes per speaker)

Comment made acknowledging improvement to adjunct faculty healthcare benefits. Gratitude expressed to LRCFT, LRCCD, and DAS.

7. DAS President’s Report

Board of Trustees Retreat:

District Strategic Planning - Board seemed pleased with draft that was presented and with the idea of strategic planning as an ongoing process that does not sunset.

Covid vaccination mandate & protocols – Board members expressed opinions ranging from thinking it was time to rescind the mandate to thinking rhe mandate should be strengthened.

Math student support models – Significant inquiry/interest from the board on this topic. It may at some point be beneficial to present to the board on the range of professional development that faculty do.

Diversity in Hiring - Progress is being made, but we are not yet meeting our goals.

Financial Aid/Admissions & Records Redesign has been is leveraging the DESSC to provide updates on the Redesign and seek input as implementation efforts move forward. The first Steering Group meeting is scheduled for next week, on Thursday, October 27th at 9 am - recommendations for Counseling faculty appointments requested.

ASCCC Area A: Workshopped a draft resolution that became two resolutions supporting hiring of librarian faculty and seeking clarity around counseling/student ratios.

ASCCC Plenary: Time to begin thinking about who will attend plenary, plan get together for those attending.

## Consent Items - None at this time

(Any member of the DAS may request an item be removed for further discussion and separate action.)

## Decisions (10-15 minutes per item)

1. Adoption of Findings Related to Public Meetings Pursuant to AB 361: “the state of emergency continues to directly impact the ability of members to meet safely in person.”

Suggested that as we still do not have a good option to have a hybrid in-person/online meeting, continuing to meet remotely is our best option.

Inquiry if anything had been heard from Jake Knapp about Brown Act compliance. Response that Jake intend to connect with DAS about the recent bill that was passed.

Clarification that this adoption is for the next 30 days.

Suggestion that we may need to consider future Board decisions regarding a vaccine mandate.

Move to adopt: Scott Crosier. Second: Sandra Guzman

Adopted by unanimous roll call vote. Yes: Alisa Shubb, Carina Hoffpauir, Brian Knirk, Veronica Lopez, Scott Crosier, Lisa-Marie Mederos, Jacob Velasquez, Greg Beyrer, Eric Wada, Danielle Beck, Lisa Danner, Paula Cardwell, Sandra Guzman, Dawna DeMartini, Amy Strimling, Lori Petite.

## Reports (5 minutes per report + 5 minutes for questions)

1. New processes for noting ZTCs on schedule of classes *(Sarah Lehmann, Librarian)*

Working with IT for new way to identify ZTC classes.

Law requires that schedule of classes should have a symbol that identifies ZTC courses. Also required for reporting purposes.

Old method required significant data entry and time.

New method: faculty will use a PeopleSoft eForm to enter ZTC info. That info will automatically go into the schedule.

Two weeks of user testing conducted.

From will launch 11/2/22. This will require some faculty outreach and education. Presented at local senates. Hope that deans will remind their faculty about this process. Created FAQs and instructional videos. Faculty will still need to do their textbook adoptions in addition to this.

Form will be available through employee self service, then eforms.

Inquiry as to whether LRCFT has reviewed the form. Response: not yet.

Inquiry as to whether there could be other ways to access the form for faculty (link in Canvas for example). Sarah Lehmann stated she will follow up on how to get a direct link.

10. Ethnic Studies Council: Faculty Hiring

Council [drafted a letter](#letter) to all academic senates stating why a cluster hire across the district is needed, and asking for support.

There has been significant student demand for ethnic studies courses. Expecting twice the demand in fall 2023.

Asking for support from local senates for 1 FT ethnic studies faculty member at each college.

Also a desire for Ethnic Studies faculty to tech in dual enrollment and at prisons. Don’t currently have the faculty for this to be viable.

Suggestion that we’ll need to be intentional about providing the support and community associated with cluster hires.

Senate presidents will bring this to local senates and determine if there is support.

**Discussions** (10-15 minutes per item)

1. Los Rios Equivalency Committees processes & regulations

Current LRCCD Equivalency to Minimum Qualification [(R-5123)](https://losrios.edu/shared/doc/board/regulations/R-5123.pdf)

Los Rios Equivalencies White Paper [Part 1](#eq1)

Los Rios Equivalencies White Paper [Part 2](#eq2)

[Draft](https://lrccd.instructure.com/courses/176134/files/41822395?wrap=1) R-5123 Equivalencies (9/29/21)

Concern expressed that current process is flawed/inconsistent.

Concern expressed that sometimes one faculty member is making the determination.

Noted that faculty expertise is essential to making these determinations, especially in CE areas.

Desire expressed that we have a clear process and consistency.

Concern expressed that there has been misunderstanding in previous instances as to what minimum qualifications actually were.

Concern expressed that lack of consistency may discourage candidates.

Asked to consider, bring back to local senates, if current process needs to be addressed. Is there a problem?

1. Professional Development opportunities and capacity for equity training

(check supporting materials)

Note that professional development options can include more than workshops.

Desire that process be reflective and collaborative.

How do we ensure growth mindset vs compliance? Do we have training options that meet people where they are?

Noted that there are myriad equity pd opportunities from other institutions.

Need a way to determine what counts as equity training. Who would do this work?

Concern that this work not fall inequitably on affinity groups.

Desire that governance work center equity.

1. Academic Senate recommendations for online proctoring

ASCCC [Assessment Pandemonium](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwizqIHY9vH6AhXJLkQIHQKMA18QFnoECAYQAQ&url=https%3A%2F%2Fwww.asccc.org%2Fsites%2Fdefault%2Ffiles%2FAssessment%2520Pandemonium%2520%25E2%2580%2593%2520Lessons%2520Learned_Final2.pptx&usg=AOvVaw1o5_4Xjbfh-lcCCgWvG9Hl): Lessons Learned (supplemental reading)

Desire that DAS make a recommendation on this topic. What, if any, options (not the tool, but the practice) for online proctoring are acceptable?

Suggestion that senate presidents inquire as to how faculty will be impacted by ceasing use of Proctorio, and what might you need moving forward, not as to what features of online proctoring they need. Desire to avoid opening a deficit minded conversation of all the ways someone could cheat.

Suggestion that we focus on pedagogy. How do we teach without Proctorio, not what features of Proctorio do you wish we could use?

1. Dual Enrollment proposed Regulation changes feedback

Proposed Special Admit Students and Dual Enrollment Regulation ([draft R-2212](https://drive.google.com/file/d/1w-DcaeALpYoH8EuqT8lJLCOc9E8rwyYt/view))

Feedback was received that expressed concern about ensuring success when students get here. Concern about offering robust student support services to these students.

Clarification that we do need to come up with a position on the proposed regulations.

Suggestion that while we do need to update the regulations, we also should insist on a deeper conversation on the topic.

1. Draft District Strategic Planning Process feedback

Not discussed at this time.

## Items from Colleges for District Academic Senate Consideration – None at this time.

## Upcoming Meetings / Events

* [LRCCD Board of Trustees](https://losrios.edu/about-los-rios/board-of-trustees) Meeting: Wednesday, Oct 19th 5:30pm
* District Academic Senate: Tuesday, Nov 1st 3-5pm
* ASCCC Fall Plenary: Thurs, Nov 3rd – Sat, Nov 5th
* [ASCCC events](https://asccc.org/calendar/list/events)-events and institutes are listed on the website

## Land Acknowledgements

[ARC Indigenous Land Statement](https://arc.losrios.edu/student-resources/native-american-resource-center#:~:text=We%2520acknowledge%2520the%2520land%2520which,Maidu%252C%2520and%2520Miwok%2520tribal%2520nations.&text=Despite%2520centuries%2520of%2520genocide%2520and,both%2520Federally%2520recognized%2520and%2520unrecognized.)

“We acknowledge the land which we occupy today as the traditional home of the Maidu and Miwok tribal nations. These sovereign people have been the caretakers of this land since time immemorial. Despite centuries of genocide and occupation, the Maidu and Miwok continue as vibrant and resilient Federally recognized tribes and bands. We take this opportunity to acknowledge the generations that have gone before as well as the present-day Maidu and Miwok people.”

[CRC Land Acknowledgement](https://crc.losrios.edu/about-us/our-values/equity-and-diversity/land-acknowledgment)

“We pause to acknowledge that Cosumnes River College sits on the land of Miwok and Nisenan people. We remember their continued connection to this region and give thanks to them. We offer our respect to their Elders and to all Miwok and Nisenan people of the past and present.”

[FLC Land Acknowledgement](https://flc.losrios.edu/about-us/our-values)

“We respectfully acknowledge the land currently occupied by Folsom Lake College as the traditional home of the sovereign Nisenan, Maidu and Miwok peoples who have a unique and enduring relationship stewarding this land since time immemorial. Despite colonization, occupation and genocide, the Nisenan, Maidu and Miwok people continue and thrive in their resilience and self-determination. We celebrate and recognize our Nisenan, Maidu and Miwok tribal neighbors and honor their sustained existence.”

[SCC Land Acknowledgement](https://scc.losrios.edu/student-resources/native-american-student-success/land-acknowledgement)

“We acknowledge the land currently occupied by Sacramento City College as the traditional home of the Maidu, Miwok and Nisenan people. These sovereign people have been caretakers of the area since time immemorial. Despite centuries of genocide and occupation, the Maidu, Miwok and Nisenan people continue as vibrant and resilient federally recognized and unrecognized tribes, bands, and rancherias. Today, we honor and recognize our Maidu, Miwok and Nisenan tribal neighbors for their contributions as the caretakers of the Sacramento Valley and honor their sustained existence. It is with their blessing and continued guidance that Sacramento City College seeks to provide an accessible, equitable, and supportive institution of learning and experience.”

[SCC McClellan Area Land Acknowledgement](https://scc.losrios.edu/student-resources/native-american-student-success/land-acknowledgement)

“We acknowledge the land currently occupied by Sacramento City College as the traditional home of the Maidu, Miwok and Nisenan people. These sovereign people have been caretakers of the area since time immemorial. Despite centuries of genocide and occupation, the Maidu, Miwok and Nisenan people continue as vibrant and resilient federally recognized and unrecognized tribes, bands, and rancherias. Today, we honor and recognize our Maidu, Miwok and Nisenan tribal neighbors for their contributions as the caretakers of the Sacramento Valley and honor their sustained existence. It is with their blessing and continued guidance that Sacramento City College seeks to provide an accessible, equitable, and supportive institution of learning and experience.”

**Supplemental Materials**

**Ethnic Studies Council Cluster Hire Letter**

October 15, 2022

Los Rios District Academic Senate

American River College Academic Senate

Cosumnes River College Academic Senate

Folsom Lake College Academic Senate

Sacramento City College Academic Senate

Subject: Open Letter Requesting Support for an Ethnic Studies ‘Cluster Hire’

Academic Senates;

We, the undersigned faculty, represent the Los Rios District Ethnic Studies Faculty Council. This open letter is to request your support for a cluster hire of four full-time faculty members within Ethnic Studies, one for each of the sister colleges in the Los Rios District.

**Background**

Title 5, Section 55063 Minimum Requirements for the Associate Degree Subsection (3) lists satisfactory completion of a transfer-level course (minimum of three semester units or four quarter units) in Ethnic Studies.

In September 2019, the Board of Governors adopted the Diversity, Equity and Inclusion Integration Plan recommendations, which call for the diversification of faculty, staff and administrators. In June 2020, the Chancellor’s Office released the Diversity, Equity and Inclusion (DEI) Call to Action, to expedite the implementation of the DEI Integration Plan and, among other things, for campuses to audit classroom climate and create action plans to create inclusive classrooms and anti-racism curriculum. Historically, Ethnic Studies is the interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized groups — Native Americans, African Americans, Asian Americans & Pacific Islanders, and Latina/o Americans. As such, instituting Ethnic Studies as a graduation requirement for the Associate Degree is an important step in creating and sustaining anti-racist and diverse curriculum.

In 2020, the Academic Senate for California Community Colleges (ASCCC) adopted Resolution 9.03 calling for an Ethnic Studies graduation requirement. The Student Senate for California Community Colleges (SSCCC) similarly adopted Resolution S21.01.05 also advocating for an Ethnic Studies graduation requirement. Additionally, the California Community Colleges Ethnic Studies Faculty Council (www.cccesfcouncil.org/), consisting of 200 Ethnic Studies faculty from across the California Community College (CCC) System, advocated for this (and other) Ethnic Studies reform and has hosted three CCC Ethnic Studies Summits to date. There was a clear call from both faculty and students to implement an Ethnic Studies degree requirement.

Additionally, Assembly Bill (AB) 1460 was signed into law by Governor Gavin Newsom in August 2020. This legislation requires each California State University (CSU) campus to offer courses in Ethnic Studies by Fall 2021 and requires that “commencing with students graduating in the 2024–25 academic year, the California State University shall require, as an undergraduate graduation requirement, the completion of, at minimum, one three-unit course in Ethnic Studies.” Toward those ends, the California State University Chancellor’s Office and CSU faculty began to coordinate with the Chancellor’s Office and CCC faculty, understanding that implementation of AB 1460 would affect the CCC System. Updates reflecting the changes to CSU general education requirements were released on December 3, 2020, providing details pertaining to the newly created Area F for CSU general education breadth to implement a lower-division Ethnic Studies requirement.

Given our essential intersegmental collaboration with CSU in support of community college students’ transfer, all California Community Colleges will need to provide Ethnic Studies courses to prepare students for transfer to the CSU system. The CSU Chancellor's Office extended the submission date for Area F course approvals to February 5, 2021, and all but nine California Community Colleges were able to meet that deadline (with others working to submit courses later this year and begin offering Ethnic Studies courses by fall 2022, or earlier). As California Community Colleges are doing the work to institute Ethnic Studies as a CSU transfer requirement, implementing an Ethnic Studies Associate degree requirement will align with those efforts and ensure all students access an Ethnic Studies curriculum.

The promulgation of the Ethnic Studies Associate degree requirement by the Board of Governors will only be the beginning of a broader Ethnic Studies reform effort, and the necessary work to implement anti-racist curricula as intended by the DEI Call to Action and most recently, by the Governor's Council for Post-Secondary Education report, “Recovery with Equity: Roadmap for Higher Education After the Pandemic”.

**Need**

The Los Rios Community College District serves approximately 80,000 students. Despite the recent downward trend in enrollment, we are finding a higher demand for Ethnic Studies courses that satisfy Title 5 graduation requirements while serving as CSU Area F and UC IGETC 7 approved transfer courses.

In Fall 2022, student demand for Ethnic Studies courses at all four Los Rios Colleges exceeded the number of courses we were able to offer. Folsom Lake College added one additional section of ETHNS 300 (Introduction to Ethnic Studies) in order to meet student demand. Specifically, our colleagues at American River, Cosumnes River, and Folsom Lake respectively, are departments of one. First-year, tenure track faculty at American River and Cosumnes River, saw their classes fill and the wait lists grow. Cosumnes River Ethnic Studies was forced to turn students away because all five (5) sections filled with 45 students per section. We, the Los Rios District Ethnic Studies Faculty Council, predict that student need for additional course sections will quickly outpace the number of faculty currently teaching these course sections. Adjunct Ethnic Studies faculty are difficult to find because of the high demand in this field and the large number of hires done within this year.

With the recent passage of AB 101 requiring Ethnic Studies as a graduation requirement for all K-12 students in California by the 2025-26 school year, we foresee this demand for Ethnic Studies growing dramatically in the near future. AB101 also presents an opportunity for high school students to complete an Ethnic Studies course through dual enrollment programs developed in partnership with their nearby Los Rios college. Dual enrollment departments like ARC and SCC control their own FTE allocations atop Ethnic Studies department offerings; this deepens the demand for Ethnic Studies professors to staff ETHNS courses. Having a robust dual enrollment program that features Ethnic Studies courses helps our high school DI populations improve school attendance, complete high school graduation requirements, provides early positive exposure to college, fosters positive personal identity development and helps to build a critical consciousness necessary to become positive social change agents in their own communities (Dee and Penner, 2017; Duncan-Andrade & Cubales, 2021; Sleeter, 2018).

In addition, the Prison Reentry and Education Program (PREP) housed at FLC, but which incorporates faculty throughout all four colleges, is in constant need of faculty to satisfy the demand of incarcerated students. PREP is part of the larger, state-wide program, the Rising Scholars Network. Our Los Rios faculty teach 260 courses per semester with a total enrollment of over 7,155 students. The success rate through PREP stands at 78.8%. As Ethnic Studies is now a graduation requirement, and because the overwhelming majority of incarcerated students are working towards an Associates Degree, having faculty teaching Ethnic Studies in prison is indispensable. Also, many of the courses taught by Los Rios faculty are transferable into the CSUS Project Rainbow BA program. Currently, we have zero Ethnic Studies faculty in PREP. There are tenure-track faculty at Los Rios who have expressed a desire to teach in PREP, but because the demand on campus is so high, it is not feasible right now. To better serve our incarcerated and underserved students across the District, four (4) additional full-time Ethnic Studies faculty members would increase our ability to offer culturally relevant and anti-racist curricula. Ethnic Studies programs have a documented history of success in San Quentin and Solano State Prisons–leading to lower rates of recidivism and re-entry preparation for incarcerated students.[[1]](#footnote-1)

Please review the following student enrollment data projections to support our request.

Number of courses projected to be teaching each semester based on projected students graduating or transferring to a CSU -

* 1 ft faculty = 5 sections after the first semester or year of hire
* 1 section = 40 students
* Projected rate of students = 200 per semester for 1 ft faculty
* 400 students per year for 1 ft faculty

How many students are graduating or transferring each year from each college?

Projections follow based on degrees awarded and transfer data from last year 2020-2021

ARC 2020-2021 AA/AS Degrees Awarded - 1850, Transfers 807 \*CSU not specified (CCCCO Data Mart website) **projected estimated need = 5 ft faculty each teaching 10 sections over the year with 2-3 adjuncts teaching a couple of sections each semester**

CRC 2020-2021 AA/AS Degrees Awarded - 738, Transfers 567 \*CSU not specified

(CCCCO Data Mart website) **projected estimated need = 2 ft faculty each teaching 10 sections over the year with 2-3 adjuncts teaching a couple of sections each semester \*Note that this does not allow for flexibility in the schedule to offer courses in yearly patterns so that students can obtain an AA or ADT in the 4 core disciplines. Additional hires will be necessary for this program flexibility to take place.**

FLC 2020-2021 AA/AS Degrees Awarded - 803, Transfers 556 \*CSU not specified

(CCCCO Data Mart website) **projected estimated need = 2 ft faculty each teaching 10**

**sections over the year with 2-3 adjuncts teaching a couple of sections each semester**

**\*Note that this does not allow for flexibility in the schedule to offer courses in yearly patterns so that students can obtain an AA or ADT in the 4 core disciplines. Additional hires will be necessary for this program flexibility to take place.**

SCC 2020-2021 AA/AS Degrees Awarded - 1584, Transfers 720 \*CSU not specified

(CCCCO Data Mart website) **projected estimated need = 4 ft faculty each teaching 10**

**sections over the year with 3-4 adjuncts teaching a couple of sections each semester**

Please note that this is a snapshot of student need. This data takes into account the number of students graduating or transferring within a year’s time (2020-2021), and it assumes none have taken an Area F approved Ethnic Studies course over the time they have been enrolled at any given college in the district. This information was listed on the LRDESFC Agenda & Minutes for 10/19/21.

**Program Viability**

The Ethnic Studies Departments atAmerican River, Cosumnes River and Folsom Lake Colleges are each staffed by one (1) full time faculty member. Each of these colleagues are chairs of their own Departments. They are each teaching a full 1.0 FTE of five courses while actively writing curriculum and conducting college service. At American River and Cosumnes River, these two faculty are being evaluated for tenure. As first year faculty, their teaching and tenure should come first. However, because they are both the inaugural full time Ethnic Studies faculty members on their respective campuses, demands on their time go beyond teaching. The Ethnic Studies faculty within the Los Rios District support students of color, develop and present professional development workshops for other faculty members, enhance campus dual enrollment programs, support campus DEI programs, do committee work on aligning LRCCD Ethnic Studies curricula to UC and CSU requirements, and write new curricula to teach.

This workload is unsustainable and not conducive to District-wide DEI efforts to support and retain faculty of color. More importantly, it is not conducive to District-wide recruitment and retention efforts to support students in our communities. A limited number of faculty limits our ability to offer the full range of Ethnic Studies courses. For example, a student who wants to take the Introduction to African American Studies course at CRC would need to wait up to 4 semesters because our colleague is unable to offer all four core Ethnic Studies courses[[2]](#footnote-2) every semester. Such a limited course offering also limits our ability to serve our students who want to take these courses toward their AA/transfer degrees.

For these reasons, we request your support for a cluster hire of **four (4)** full time tenure track Ethnic Studies Faculty, allocating one full time hire for each of our colleges in the Los Rios District. Our Ethnic Studies programs need more professors in order to remain viable and be able to grow to continue serving our student needs and communities.

Respectfully,

The Los Rios District Ethnic Studies Faculty Council

Keith Heningburg - Chair Tamara Cheshire - Co-Chair

Sacramento City College Folsom Lake College

Victoire Chochezi Mark Carnero

Folsom Lake College American River College

Walter Kawamoto Winnie Tam Hung

American River College Cosumnes River College

Nym George Alex Peshkoff

Cosumnes River College Cosumnes River College

Surangi Frazier Rob Unzueta

Sacramento City College Sacramento City College

Malika Hollinside Roxanne Morgan

Sacramento City College American River college

**Los Rios Equivalency Process**

**Part 1**

The minimum qualifications for hiring faculty at California Community Colleges are established statewide by the Board of Governors, and are published by the State Chancellor’s Office in what is known as the *Disciplines List.* Districts are required by state law to use the Disciplines Listwhen identifying the minimum qualifications for new or vacant faculty positions. The only local control over faculty minimum qualifications resides in *equivalency* determinations. Education Code Sections 87359 and 87360 allow districts to hire individuals who do not possess the specific qualifications for service identified on the Disciplines Listif they possess “qualifications that are at least equivalent to the minimum qualifications” as determined by the local district.

Equivalency is an alternative process to determine an applicant’s qualifications for a faculty position. It is meant to be a mechanism to allow qualified candidates to demonstrate that they have attained and possess qualifications that are equivalent to the minimum qualifications to teach within a discipline. For example, a candidate can demonstrate that a master’s degree in a related field is equivalent to those specifically identified on the Disciplines List, or may demonstrate experience by providing evidence of professional training, delivery of instruction in other settings, or receipt of an industry credential or certificate.

If a candidate is granted an equivalency, the individual is merely allowed to enter the pool of qualified candidates for the open faculty position. The candidate would then be on equal footing with other qualified candidates to compete for the position as part of the District’s full and fair hiring process.

Los Rios has an established process for determining equivalencies (see P-5123 and R-5123). In the fall 2020 semester, the District Academic Senate acting jointly with the Chancellor formed a review committee (R-5123, section 13.1) to recommend substantive changes to the District equivalency process to promote consistency in equivalency determinations, equity in the hiring process, and the expansion of qualified applicant pools for District faculty positions.

**REVIEW COMMITTEE CHARGE**

Amend the Los Rios equivalency process to ensure fair, consistent, and equitable outcomes, broaden faculty applicant pools, improve faculty diversity, and eliminate barriers to District employment.

**EXISTING EQUIVALENCY PROCESS**

The current District equivalency process is established in Regulation 5123 (link to text: [https://losrios.edu/shared/doc/board/regulations/R-5123.pdf](about:blank)). In summary, the process consists of the following:

* **Equivalency Committees:** Each separate faculty hiring committee (or a subset of the committee) is responsible for making equivalency determinations for candidates who have applied for the open faculty position (see R-5123, Section 7.1). In other words, a subset of the very committee making hiring recommendations is tasked with determining whether or not a candidate should be granted an equivalency and allowed to enter the pool of qualified candidates at the beginning of the hiring process. In a robust hiring year, the District may have more than 75 different equivalency committees across the District making equivalency determinations for vacant full-time faculty positions.
* **Effect of Equivalency Determinations:** An applicant receiving a positive equivalency ruling at one college is then considered qualified in that discipline on a District-wide basis. The District has multiple examples of a candidate simultaneously applying for an equivalency at more than one Los Rios college and receiving inconsistent determinations. These candidates were essentially told that they met the minimum qualifications to compete for a position at one college, but were not qualified to compete for the very same position at another college.
* **Consistency of Equivalency Determinations:** R-5123 provides that equivalency committees must “take caution to assure that consistency is applied to all decisions regarding equivalency” and further requires the Area Dean to maintain records of past decisions of equivalency committees and provide copies of those records to new committees “as needed.” At best, this process provides a level of consistency for equivalency determinations within each department at a college, but does not account for consistency between and among our colleges. As noted above, under the current process a positive equivalency determination is effective District-wide.

There are several practical issues with the existing equivalency process identified above. As an initial matter, if the purpose of an equivalency is to allow a candidate into a qualified applicant pool on equal footing with other candidates, it makes little sense to have a subset of a hiring committee make the equivalency determination. Committee members may develop positive or negative impressions of candidates as part of the equivalency process, impressions that other candidates for the same positions do not have an opportunity to make. Again, the granting of an equivalency merely allows a candidate to enter the pool of qualified candidates for the open faculty position. The candidate would then be on equal footing with other qualified candidates to compete for the position as part of the District’s full and fair hiring process.

The sheer number of equivalency committees in the existing process dispersed among our four colleges gives rise to inconsistencies in equivalency determinations. These inconsistencies are especially apparent when an applicant applies for positions at more than one college and receives different results. Under the current system, if an applicant was granted an equivalency at Sacramento City College, but denied an equivalency at Cosumnes River College, the candidate would be allowed into the applicant pool at SCC but may or may not be allowed into the applicant pool at CRC, depending on which college’s equivalency committee made its determination first (since positive equivalency determinations are effective district-wide, if SCC granted the equivalency before CRC denied it, the candidate would be deemed to meet minimum qualifications at CRC as well). This outcome is difficult to defend, as Los Rios is committed to allowing all candidates a full and fair opportunity to obtain employment with the District.

**Los Rios Equivalencies Process**

**Part 2**

**PROPOSED CHANGES TO THE EQUIVALENCY PROCESS**

The review committee met several times during the fall 2020 semester, met with faculty and gathered input from other districts, and explored several options for Los Rios equivalency determinations moving forward. The committee proposes several changes to the Los Rios equivalency process, including the following:

* **One District-Wide Equivalency Committee:** The review committee encourages the formation of one district-wide equivalency committee comprised of the District Academic Senate President, the Academic Senate President from each college (and/or a separate faculty representative from each college) and administrative support as appropriate. The District Equivalency Committee would meet regularly (at least once per month), and more frequently as needed during higher volume recruitment periods. The District Equivalency Committee would receive discipline-specific input and recommendations from the relevant department chairs or designated discipline experts at each college on individual equivalency applications, but the ultimate decision on each equivalency application would be made by the District Equivalency Committee. Other multi-college districts in California, including the Los Angeles Community College District, have adopted a single equivalency committee model. Use of a single District Equivalency Committee would promote consistency and fairness in equivalency determinations.
* **Terms of Equivalency Committee Members:** The review committee proposes that the two-year terms of District Equivalency Committee members be staggered so as to maintain consistency, practical experience, institutional knowledge, and a level of expertise at all times.
* **Training for District Equivalency Committee Members:** One of the benefits of the new District Equivalency Committee is the consistency of membership and the ability to invest in training for the individuals serving in this important role. The review committee believes members of the District Equivalency Committee should receive regular training on the equivalency process, the District faculty hiring process, the educational benefits of workforce diversity, equity in hiring, the importance of broad and robust applicant pools, and the use of eminence in equivalency determinations.
* **Implementation of Committee Decisions:** As the District Equivalency Committee makes determinations on individual equivalency applications, it is expected that certain patterns will emerge and efficiencies will be obtained. For example, new degrees may be produced at colleges and universities (or existing degrees may be re-named), and these degrees may be placed on a standard list of District-approved equivalencies in certain disciplines. Administrative staff in Human Resources working jointly with the District Equivalency Committee may compile a list of previously approved equivalencies that do not require a new and separate determination. Candidates who meet these pre-approved equivalency standards would be automatically placed in the qualified applicant pool without the need for a separate equivalency determination. This will save time for both the Committee and the applicant in question, and will remove one more barrier for candidates who are interested in employment with the District.
* **Clarity for Applicants:** Once the new equivalency process is implemented, the review committee strongly encourages the District to make the equivalency process clear to applicants in the recruitment process and on the District website. The minimum qualification and equivalency process is complicated, and it is important that we make the process as simple and clear as possible for potential applicants so that we do not lose talented candidates who are interested in serving our diverse student population.

**NEXT STEPS**

The review committee will work with both District administration and the District Academic Senate to both demonstrate the need for and implement the proposed changes to the Los Rios equivalency process. Revisions to R-5123 will be proposed in early Spring 2021 and presented to interested constituency groups for feedback. The regulatory revisions will ultimately be presented to the District Academic Senate, the Vice Presidents of Instruction and Student Services, the Chancellor’s Executive Staff, and the Chancellor’s Cabinet for approval. The review committee intends to have a new process approved and implemented by the end of the Spring 2021 semester.

1. <https://ethnicstudies.sfsu.edu/ace> & <https://www.asianprisonersupport.com/> [↑](#footnote-ref-1)
2. ETHNS 320 (Introduction to African American), 330 (Asian American Pacific Islander), 340 (Latino/a Studies), 350 (Native American Studies) [↑](#footnote-ref-2)