



ACADEMIC SENATE

APPROVED MINUTES

September 8, 2005

DIVISION SENATORS: BUSINESS DIVISION, Jesse Saldana;
COUSELING DIVISION, Deidre Porter;
FINE ARTS DIVISION, Rob Johnson;
HEALTH SCIENCE DIVISION, Kathy Boettger;
LANGUAGE ARTS DIVISION, Kathy Llanos;
PHYSICAL EDUCATION DIVISION, Bill Pinkham;
SCIENCE/ENGINEERING/MATH DIVISION, Craig Tomooka;
SOCIAL SCIENCE DIVISION, Will Heusser;
VOCATIONAL TECHNICAL DIVISION, Dan Snook.

SENATORS-AT-LARGE: Cindy Alibrandi, Nancy Deutsch, Cherie Dickey, Pat Ganer,
Steve Gold, Beth Piburn, Doug Sallade, Randa Wahbe, Jane Wood.

ADJUNCT SENATOR: Catherine Whitsett,

LIAISONS: ASSOCIATED STUDENTS: Crystal Kroes; absent
CAMPUS DIVERSITY: Randa Wahbe;
CAMPUS TECHNOLOGY COMMITTEE: Rob Johnson for Gary Zager;
CURRICULUM COMMITTEE: Peggy Austin;
FOUNDATION: Beth Piburn;
IQA COMMITTEE: *Renee Ssensalo*;
SITE AND FACILITIES COMMITTEE: Mark Majarian;
STAFF DEVELOPMENT: Nancy Deutsch;
UNITED FACULTY: Linda Borla.

ACADEMIC SENATE PRESIDENT: Fola Odebunmi
ACADEMIC SENATE PAST-PRESIDENT: Michael Brydges
Guests: Margie Lewis, Randy Martinez, Greg Cavin, Michael Bird
Senators Absent: Doug Sallade

The meeting was called to order by President Fola Odebunmi at 3:02 p.m.

- I. M/S/U (Alibrandi/Llanos) to adopt the minutes of the August 25, 2005, meeting.

Fola welcomed Margie Lewis, President of Cypress College.

- II. Special Guest: President Margie Lewis

Margie expressed her appreciation at being invited to meet with the Senate and asked for any concerns that the Senate would like to have addressed. The position of IQA chair and

reassign time of 3 units was raised. Renee subbed for Carol and she felt that that wasn't enough release time. Margie stated that the issue of reassign time is difficult for many areas. If it's impossible to do the job within the 8 hours (3 units) of release time, then it should be looked at. Unfortunately, there is always more time that could be put into doing the job than the reassign time allows for.

Last year Margie brought to the Senate's attention the concern of low attendance of faculty at graduation. Margie wanted to thank everyone for the efforts that were put into increasing those numbers. At the beginning of the academic year's Opening Day, which is part of the faculty contract, there is a sense that a number of faculty members are not attending that meeting. Margie asked for Senate's ideas on how to help remedy the problem. Senators expressed their concerns and awareness of the need to address the problem.

Margie passed out (on file) a "Guide to Evaluating Institutions," August 2004 to share some issues to help us with responding to the accrediting team's suggestions. It's important to go through an evaluation and use the results to move forward and improve. We have a progress report due to the Accrediting Team in October of 2006.

III. Public Commentary: None

IV. Special Reports

A. Academic Senate President's Report: *Fola Odebunmi*

Fola will email her report to Senate (attached).

B. IQA Committee: *Renee Ssensalo*

Nancy, Staff Dev, and Heather Brown will have training starting next week for faculty to train on how to go through the IQA process. The committee is on target currently. By November the validation committee will be meeting again.

A question was raised about the need for training if faculty members have already worked on their department's IQA process. Nancy explained that the accreditation team observed that there doesn't seem to be much of a correlation between the Planning and Budget requests and a dept's IQA. The training is to help faculty know how it needs to be written so that there is a correlation.

Randy Martinez read a statement regarding the IQA process (attached).

Faculty members recommended that in the SLO process, we need to seriously look at our IQA process. It was suggested that we stop the process as it is currently run and come together and create a clear, systematic method of assessment. It is important that the process is based on good evidence and is scientifically valid.

Concerns were raised about stopping the current system while working on something new; the process of creating a new system would be long, and in the meantime, people would not be looking at their programs at all. It was suggested that we work on them in parallel. Concerns were also raised that we didn't have enough involvement from faculty when the IQA process was revamped a few years ago. The consistency of the numbers was supposed to have fallen on the Research person. Also important that if the IQA committee sees that there is a problem with the evidence that they give that feedback to the department rather than letting bad evidence through. Motion made (Deutsch/Alibrandi) that we have an IQA task force to investigate any needed changes in the IQA process. The motion will be discussed at

the next Senate meeting. It was suggested that anyone who has previously worked on their dept IQA report be resource persons for new faculty working on their IQA reports.

Fola thanked Renee and Brenda for carrying on the responsibility of IQA as we work through the process of selecting an IQA chair.

C. Treasurer's Report: *Beth Piburn*

A bill has been presented to Bursar's for plaques that were purchased

D. Adjunct Faculty Report: *Catherine Whitsett*

Deferred to next senate meeting.

E. Associated Students: *Crystal Kroes*, absent

F. Campus Diversity: *Randa Wahbe*

Deferred to next senate meeting.

G. Campus Technology Committee: *Robert Johnson* for *Gary Zager*

The committee hasn't met yet.

H. Curriculum Committee: *Peggy Austin*

Curriculum is moving along as scheduled. We have courses to take to the District at an extra meeting that we requested in order to get IGETC and UC transfer courses through.

I. Foundation Report: *Beth Piburn*

No report.

J. Site and Facilities Committee: *Mark Majarian*

The LLRC is due to be finished in January. The new student center is 4 million over budget, partly due to State mandates. Pond renovation: \$250,000 bid to clean up pond, so they are trying to reduce that to only a filtration system. Central Plant should be open by October 11 and the air conditioning should then be working in the Student Activities Center. Piazza renovation will be starting in December and will be an 18 month job. It is \$1.5 million over budget. District is looking for extra money to finish that job. A bond measure to fund community colleges is planned for the November 2006 state ballot. If this bill passes, as planned, then funds will be made available for the remodel of the Humanities building. Planning for that remodel would begin in Fall of 2007. If anyone has an issue regarding the remodel or construction, please let Mark know.

K. Staff Development: *Nancy Deutsch*

Deferred to next senate meeting.

L. United Faculty: *Linda Borla*

Deferred to next senate meeting.

V. Faculty Issues:

A. Equivalency Committee – Michael Bird

Sense of the senate that we want to emphasize communication between Senate and the Equivalency Committee. Michael Bird stated that he knows that certain factors in the equivalency process have been debated. Michael has been on the committee 6 years and, if senate allows, will be willing to take on a 3rd 3-year term. Steve Gold had emailed information to the Senate about the Ed Code's requirements re. the equivalency committee (attached). The District policy has been in effect for approximately 15 years. Michael provided an explanation of the process the committee follows.

The primary concern presented by Senate was the committee's procedural change by not allowing the faculty experts to remain during the entire equivalency meeting. Pat Ganer passed out the resolution regarding the District Equivalency Participation that the Senate had asked her to prepare for today's meeting (attached). Motion to suspend the second reading of the resolution (Gold/Deutsch) M/S/U. Motion to adopt the resolution (Alibrandi/Deutsch) M/S/U. Cypress Senate will be asking Fullerton Senate and SCE to adopt the same resolution.

Senate has asked that Michael Bird try to report to Senate as to the equivalency committee's work when new issues come up.

B. Program Discontinuance & The Aviation Program – Kathleen Reiland

In 2003, there was discussion about ending the Aviation program after the chair's retirement. Kathleen has been running both the AVIA and ATC programs since 2003. The enrollment for Airline and Travel has increased substantially. The aviation program has also been showing an increase in enrollment (on file). The chairs within the vocational programs do not receive release time. Kathleen explained that this is starting to take its toll with the increased enrollment, and she is hoping to get some support. Kathleen explained that there is potential for the Aviation program, but a full-time faculty member is needed to sustain it and help it grow. Also, instead of everyone on campus saying that aviation is being discontinued, that we say we are reconsidering that plan, and it is a program that will be stimulated. Important that Senate be able to spend its time on the important issues of what's going on on campus and the needs of faculty and its programs. Motion that Senate President investigate the administrative support for the Aviation program and report to Senate at the next meeting (Gold/Llanos) M/S/P (11/0/1).

Suggested that Senate start discussing the current practice to determine and allocate reassign time. Fola contacted United Faculty regarding the issue, and they said that there was nothing in their records showing a plan to investigate reassign time.

VI. Resolutions:

VII. Announcements:

VIII. Adjournment of the meeting at 5:30 p.m. M/S/U (Johnson/Boettger).

Respectfully submitted,

Cherie Dickey, Secretary

Summary of President Fola Odeunmi's Report for the 9/8/05 Senate meeting.

PBC met on 9/1/05.

Karen Cant reported that the State Budget was signed by the Governor on 7/31/05. Overall, the budget is said to be good for community colleges. Some of the high light of the budget include:

1. No increase in student fees.
2. A COLA of 4.23%
3. Enrollment growth funding of 3% foe standard enrollment growth.
4. Equalization funding of \$30,000 million (\$1.1 million to NOCCCD).
5. While PFE funding is now technically funded in each district's base revenue there is also a \$31.4 million restoration of PFE funds that had been cut in 04/05 (\$1 million to NOCCCD).

Discussion is expected this fall at the District Planning Council on NOCCCD's new and unallocated funding.

Karen also reported that there is \$1.3 million carry – over money, this item would be \$4.5 million in the District's report. The reason for the difference in figures, according to Karen's report is that CC is reporting \$1.3 million unallocated money, while the District would be reporting \$4.5 million of unspent money.

There was a funding proposal for PBC Budget Priorities, which included the re-introduction of the 'Campus Contingency Fund'. Especially for Spring one-time funding; scheduled Maintenance; Division needs; plus the fact that we no longer have PFE funds. The proposal was approved and recommended to PAC.

On Planning:

Nancy Byrnes reminded every member that the Accreditation Report is on the "J" Drive. One of the major requirements coming out of the accreditation report is the need for CC to put in place an 'Educational Master Plan'. This goal must be reached by October 2006, latest. To this end Nancy Byrnes proposed that there be a Task Force, to develop plan skeleton. The plan is to cover a 10 year period; keep integrity of Strategic Plan; and concentrate on Academic Plan only.

The Task Force is to be made up of the following members: Nancy Byrnes, Mike Kasler, Heather Brown, and 4 "suggested" faculty members working with Academic Senate President. Timeline of the Task Force: Task force to be formed in September; meets weekly through November or December. Present to Deans and Faculty in January. Faculty and Deans meet through Feb, March and April to accomplish each division's roles. Plans presented to Task Force, President's Staff, Planning and Budget, and PAC. Plan put together as one document over the summer. Plan distributed at opening day in August.

Report on June Planning Retreat: According to Nancy Byrnes's report, the following are areas which need improvement in the planning process:

- There is the need for broad representation of faculty across the 'Directions'; not just on 'Direction One'
- There is the need for people with knowledge of Tech. Budget, etc., on 'Direction #3'
- Budget requests should be reviewed first by PBC to see what's important for the campus
- There should be written commitments for Direction Committee members
- Written directions on how to allocate points on the budget proposal
- Safety issues should be addressed independent of the prioritization process

Below are the areas of success in the planning process:

- Direction One's' meetings on Friday at 1:00pm
- Set meeting time ahead of time so that members can plan to attend

On the whole there is a great need for training!! The suggestion for broad representation of faculty across the 'Directions', now necessitates the need to know who wants to continue on the directions they are in, or may want to move to another direction. This is to avoid over representation on some directions and not enough representation on other directions. The call therefore is for faculty to get back to their Direction Leaders to confirm their decisions in this regard.

A draft copy of the Direction Committees' Roles and Responsibilities for Fall & Spring was distributed.

PAC:

Margie introduced members of SLO committee: Nancy Deutsch, Heather Brown, and Randy Martinez. The committee presented a report which explained SLO, they stressed the need for 'Team Effort' in writing SLO and most especially in measuring SLO. The issue was raised on how to integrate IQA and SLO? (Hopefully, there'd be more info. from Nancy Deutsch.)

Budget Update: It was reported that one-time funding requests for 05/06 were prioritized last spring. It was known that not all the items on the list could be prioritized, but it was not know how far on the list the approval would go. \$700,000 had been set aside previously for this. It was mentioned that there was the possibility of needing to cover some Bond project deficit – as a last resort.)

Enrollment Update: Enrollment is down, not only at our institution but also at surrounding ones. High school enrollment is declining and that is our 'bread & butter'. Enrollment figures are down 378 bodies from last year.

Naming Buildings: Margie is comfortable with the idea, of naming buildings/rooms on campus after people. She wondered, if it could be an opportunity for fund raising. For example, an amount of \$25, 000 for a conference room. If people want to keep the names on the existing building, would they be comfortable with doing something different with the new building? The idea is however open for discussion, nothing is decided yet.

Management Hiring: The process is on for the following positions:

- Interim Dean, Student Support Services
- Director, Financial Aid
- Manager, International Students Program
- Dean, L/LRC

Proposed Health Fee Increase: The increase of \$1:00, from \$13 to \$14. Students with BOGW waivers are now required to pay the health fee. The District will not take decision on this until we hear from the legislature. This will be back on the agenda for the next meeting.

Student Services Organization Review (Draft): Mike Kasler proposed a committee be set up to review job descriptions for the Dean of Counseling and Student Development and Dean of Student Services and determine if modifications should be made. The Committee's composition:

Managers

Executive Vice President, Chair

- 1 Manager representing Counseling/Student Development
- 1 Manager representing Student Services
- 1 Manager (Instruction)

Faculty

- 1 Counseling/Student Development
- 1 Student Services
- 1 Instruction

Classified

- 1 Counseling/Student Development
- 1 Student Services

Student

- 1 AS

Tentative Timeline:

By September 16

Names provided by constituency groups to EVP

By September 30

EVP will contact and schedule meetings with committee

Month of October

Committee to meet to solicit input from areas supervised by Dean of Counseling and Student Development and Dean of Student Services.

EVP to meet with President to review and solicit input
Committee recommendations to be presented to President

November

Meet with President to review committee recommendations

November 17

Present recommendation to PAC

The "Draft" was approved by PAC.

The idea is to reshuffle the duties and not to merge the two positions. (This is being done because the two positions are currently vacant.)

Reminder: October 4 – Reception for Newly Tenured Faculty and New Managers – 2:30 – 4:00pm Food For Thought Dining Room.

Immediate Needs from Faculty:

1. Volunteers for the "Task Force" on Educational Master Plan
2. Volunteers on the Committee to review job descriptions for the Dean of Counseling and Student Development AND Dean of Student Services.
3. Get in touch with your Direction Leader (Strategic Plan) to give information on whether or not you're continuing, or would like to go to another Direction.
4. Submit comments/suggestions and recommendations on budget allocation process to me by wed. 9/14/05.

Thanks for your cooperation.

Fola.

Statement Read by Randy Martinez

The IQA process has undergone some revision over the past few years and the intent and work of the committee is commendable. Unfortunately many of the problematic issues inherent in the traditional process have not yet been addressed. Meaningful (or valid) measures of program effectiveness must be examined with systematic methods that are beyond the scope and capability of the current process.

For the following reasons, conclusions about the quality of any department or program reporting through the current Cypress College IQA process are ambiguous:

- The tradition on this campus that the completion of this report is tied to funding of a department or program is detrimental to the likelihood of faculty motivation to complete any assessment of quality in an unbiased manner. A lack of objectivity will certainly distort assessment results. It might be the perception that departments that report high levels of quality will lobby for more funds to maintain that level of quality. It might be that departments reporting low quality levels will lobby for more funds to elevate the quality of the department. In either case bias is an unwanted possibility. But either case presents a good case for funding. Dispersion of funds then becomes subjective.
- This report does little to actually study student learning, effectiveness of pedagogy, methods of instruction, effectiveness of learning environments, student motivational factors, student stress levels and success or a plethora of variables that might be related to, controlled by, or constrained within an instructional program.
- The concept of quality needs to be operationalized by the faculty within the specific discipline. In the current process no operationalization has occurred in the sense that appropriate measurements have not been made. Instructional quality will certainly mean various things to various departments and programs.
- Predictions concerning what will effectively impact students have not been set forth before an assessment of the program has been made. Without these types of statements, any inference of effectiveness cannot be made.
- Departments are mainly relying on anecdotal evidence and descriptive statistics to make very complex inferences concerning the impact of courses and programs on students.
- Systematic methods need to be designed for the valid acquisition, analysis and interpretation of data that would reflect stringently defined concepts of quality and effectiveness.
- Data from student and faculty surveys suffer from small sample sizes and the representative features of these samples is unclear.

Equivalence to the Minimum Qualifications

Spring 1999

1989 Educational Policies Committee

Revised by the 1998 - 99 Standards and Practices Committee

Standards and Practices Committee

Mark Snowwhite, Crafton Hills College, Chair

Kate Clark, Irvine Valley College

Edith Conn, Ventura College

Sally Flotho, Golden West College

Gary Morgan, Oxnard College

Joan Stroh, Southwestern College

... Title 5 directs districts to develop and maintain a policy jointly agreed to by its governing board and academic senate for granting equivalencies. Title 5 mandates "reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that each individual faculty employed possesses qualifications that are at least equivalent to the applicable minimum qualifications specified in this Division" (Title 5, 53430 (b)). Clearly, the faculty, through its academic senate, and with concurrence of its board, is responsible for defining equivalency and maintaining a process for determining equivalent status for individual applicants. ...

... As difficult as it can be to make the judgment of whether, for example, experience with computers really is the equivalent of academic preparation, it is clear that faculty in the discipline carry most of the responsibility for making such a decision. However, to ensure that colleagues in various disciplines function with some consistency across the campus, the process for determining equivalency should include a way for faculty from outside the discipline to have a role. ...

FACULTY RESPONSIBILITIES

Determination of equivalency is a faculty responsibility. Faculty possess the academic expertise and currency needed to determine necessary qualifications in any discipline. Thus, while the governing board may, indeed, ultimately provide the legal cachet for equivalencies, no one can reasonably argue that anyone besides faculty in a discipline is capable of determining whether a person possesses the equivalent of the published minimum qualifications.

The role of the human resources office should be limited, most appropriately, to collecting, date stamping, and forwarding applications and other pertinent information to the appropriate screening committee. A college that attempts to use its human resources office staff to establish equivalence not only risks creating a situation in which candidates are not evaluated appropriately but is out of compliance with the Education Code and Title 5 Regulations. ...

CONCLUSION

AB1725 is explicit concerning faculty responsibility: "Faculty members derive their authority from their expertise as teachers and subject matter specialists and from their status as professionals. As a result, the faculty has an inherent professional responsibility in the development and implementation of policies and procedures governing the hiring process."

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BOARD POLICY

SECTION 3000

ACADEMIC PERSONNEL

POLICY # 3009 DATE ADOPTED: 11/13/90

Equivalency

1.0 EQUIVALENCY PROCESS

1.1 An evaluation under the equivalency process shall be required:

1.1.1 where a person is claiming the equivalent of the minimum qualifications for a discipline, in which case the function of the process is to determine whether that is the case, subject to the equivalency criteria set forth in section 3.0;

1.1.2 where a person is claiming qualification on the basis of a credential and where the subject matter designation of the credential is not the same as the title of a discipline, in which case the function of the process is to determine the areas in which the person is qualified to serve by virtue of the credential and the appropriate discipline and/or Faculty Service Area designations.

1.2 Applications requiring a determination under section 1.1 shall be forwarded to the District Equivalency Committee for evaluation in accordance with the relevant provisions of the contract and/or hiring policy.

Applications shall not contain the name of the applicant or other identification with respect to gender, race, age, etc., unless embedded in the application in such manner as to make removal impossible without compromising other information.

1.2.1 In the case of an applicant for employment:

1.2.1.1 The District Equivalency Committee shall act expeditiously so as to accommodate the hiring process, and direct its decision, with justification, to the hiring committee.

1.2.1.1.1 In cases of "emergency" where the District Equivalency Committee is in recess and a determination is required under this policy, the Division Dean shall be authorized to act in place of the committee; however, the decision of the Dean shall be considered conditional and shall be submitted to the District Equivalency Committee at its next regular meeting for final determination.

1.2.1.1.2 A position filled on the basis of a decision by the Dean shall be temporary and of duration not longer than one semester.

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Equivalency

1.2.1.2 A determination under this policy shall not be construed as an indication that an applicant will be interviewed or hired.

1.2.2 In the case of a faculty member seeking a determination for purposes of qualifying for an additional discipline and/or Faculty Service Area, the District Equivalency Committee shall act upon the application by the last day of the semester in which the application is submitted and direct its decision, with justification, to the District Personnel Office, which shall notify the applicant of the decision.

1.2.2.1 Applications to be considered during the Fall semester shall be submitted to the committee not later than October 15.

1.2.2.2 Applications to be considered during the Spring semester shall be submitted to the committee not later than February 15.

1.3 It shall be the responsibility of the applicant to:

1.3.1 apply in accordance with established procedures;

1.3.2 supply all documents held in evidence for the determination;

1.3.3 be available for interview or examination.

2.0 DISTRICT EQUIVALENCY COMMITTEE

2.1 Composition

2.1.1 The District Equivalency Committee shall be comprised of a standing membership consisting of the following:

2.1.1.1 one tenured faculty member appointed by each senate for a three year term, except that for the initial appointments, the terms of the appointees shall be one, two and three years, respectively, to be determined by agreement of the senates;

2.1.1.2 one Chief Instructional Officer, to rotate annually between the campuses, with the initial appointment and order of rotation to be decided by

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Equivalency agreement of the campus presidents/provost, to serve as a voting member; the remaining chief instructional officers shall sit as ex officio members;

2.1.1.3 the Vice Chancellor of Human Resources or designee possessing expertise with respect to statewide minimum qualifications, disciplines and credentialing.

2.1.2 On a case-by-case basis, the standing membership shall be augmented to include one tenured faculty member from each campus whose primary assignment is in the discipline or area under consideration, and selected by the tenured faculty of the appropriate departments.

2.2 Committee Chair

2.2.1 The chair of the District Equivalency Committee shall be selected from among, and by a consensus of, the standing membership.

2.2.2 The term of the chair shall be one year, with no limit on the number of terms that may be served.

2.2.3 The chair shall serve in a nonvoting capacity, except when there is a tie, in which case the chair shall cast the deciding vote.

2.3 Policies and Procedures

2.3.1 The standing membership shall determine the operational procedures of the committee.

2.3.2 The committee shall establish a fixed and regular meeting schedule, and members shall be available to meet as required. Faculty members of the committee shall be afforded scheduling accommodations, if necessary.

2.3.3 A committee member shall not sit in consideration of his or her own case, or in any case that would otherwise involve a conflict of interest. In such case involving a standing member of the committee, the appropriate senate shall appoint an ad hoc replacement.

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Equivalency

2.3.4 The committee shall maintain thorough and accurate written records of its deliberations and decisions, which shall be preserved by the representative of the District Personnel Office.

2.3.5 The deliberations and records of the committee shall be confidential.

3.0 EQUIVALENCY CRITERIA

3.1 Equivalency is NOT a waiver of the minimum qualifications; rather, to be accorded equivalence, the applicant shall provide evidence, as specified herein, of qualifications that are at least equal to or greater than the prescribed minimum qualifications. A determination of equivalency will find qualifications that place the applicant in the same position as if he or she possessed the prescribed minimum qualifications.

3.2 For establishment of the equivalent of a required degree, the applicant shall be found to possess, by virtue of academic coursework, independent learning, experience, or a combination of these, at least the equivalent in level of achievement, breadth and depth of understanding and rigor of all of the following:

3.2.1 the general education required for that degree;

3.2.2 the major coursework required for that degree;

3.2.3 the coursework required for the area of emphasis or specialization, if specified within the minimum qualifications.

3.3 For establishment of the equivalent of required experience, the applicant shall be found to possess, by virtue of the quantity, quality and diversity of experience:

3.3.1 demonstrated and specific discipline-related skills mastery which will establish equivalence to the required experience;

3.3.2 extensive and diverse knowledge of the working environment of the discipline;

3.3.3 demonstrated mastery of the skills of the discipline, thoroughly enough for the specific assignment and broad enough to serve as a basis for teaching other courses in the discipline;

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3.3.4 certification and/or licensure equivalent to that required under the minimum qualifications.

3.4 In evaluating equivalency, the following may be considered:

3.4.1 transcripts providing evidence of appropriate courses successfully completed at an accredited college/vocational institution or through an appropriate foreign institution;

3.4.2 other evidence, of a clear and reliable nature, including, but not limited to, the following:

3.4.2.1 publications and other work products that show a command of the discipline and the major in question and that provide evidence of the general education and writing skills of the candidate;

3.4.2.2 resumes, employment statements, chronological listings or other evidence of work experience relative to the discipline;

3.4.2.3 other evidence of demonstrated skill or accomplishment.

3.5 Determinations of equivalency shall exhibit uniformity, within and between cases. It is expected that prior decisions will be utilized as precedents in order to effect consistency, unless new factors or conditions indicate that a past decision is no longer valid.

4.0 REVIEW AND REVISION

4.1 This policy is subject to review and revision at the request of any senate or the Board of Trustees. Changes in this policy shall require the joint agreement of the senates and the Board. Until there is joint agreement, this policy will remain in effect.