

TRANSCRIPT
August 27, 2021

45

00:24:58.950 --> 00:24:59.820

Julie Thompson: It is 130.

46

00:25:01.500 --> 00:25:06.210

Julie Thompson: So let's call this meeting to order and.

47

00:25:07.230 --> 00:25:08.670

Julie Thompson: Is and on again with us yet.

48

00:25:10.950 --> 00:25:15.870

Julie Thompson: And to keep us on schedule, can I ask someone else.

49

00:25:16.920 --> 00:25:23.940

Julie Thompson: To read the land acknowledgement statement it is on the current meeting materials page Brenda, can I ask you to do that.

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00:25:24.360 --> 00:25:25.950

Laura Aspinall- she/her: It looks like and just popped in.

51

00:25:26.130 --> 00:25:31.800

Julie Thompson: Excellent okay and perfect timing, we are at the land acknowledgement statement.

52

00:25:40.800 --> 00:25:41.910

Julie Thompson: And can you hear me.

53

00:25:42.120 --> 00:25:43.110

Dr. Brenda Flyswithawks (she/Ghigau ???) Ki/Pomo Land: you're muted and.

54

00:25:46.890 --> 00:25:52.980

Anne Donegan: i'm really sorry i'm having some technical difficulties someone else read the land i'm sorry Julie.

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00:25:53.340 --> 00:25:57.180

Julie Thompson: Not a problem thanks and i'm Brenda, can I ask you to do that, please.

56

00:25:57.600 --> 00:25:58.350

Dr. Brenda Flyswithhawks (she/Ghigau ???) Ki/Pomo Land: Yes, I will.

57

00:26:01.020 --> 00:26:03.300

Dr. Brenda Flyswithhawks (she/Ghigau ???) Ki/Pomo Land: Oh sorry I thought I was muted.

58

00:26:05.160 --> 00:26:08.400

Dr. Brenda Flyswithhawks (she/Ghigau ???) Ki/Pomo Land: We acknowledge the Center Rosa junior college.

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00:26:09.990 --> 00:26:26.550

Dr. Brenda Flyswithhawks (she/Ghigau ???) Ki/Pomo Land: campus is on the traditional territory and homelands, of the promo people and the petaluma campus is on the traditional territory and homelands, of the coast me walk people and honor with gratitude, the land itself and the people who have started throughout the generations, thank you.

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00:26:27.630 --> 00:26:30.600

Julie Thompson: Thank you very much Okay, and next.

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00:26:31.950 --> 00:26:38.940

Julie Thompson: i'm a word of welcome from both Dr frank Tang and Dr James I tanya tally Dr Chong.

62

00:26:39.600 --> 00:26:53.970

Frank Chong: Thank you, President Thompson and my cheryl I want to personally welcome you to Santa Rosa junior college, I wish you could be with us in person, I hope, you're doing okay up, at last, and I know you guys have been hit with a lot of.

63

00:26:55.260 --> 00:26:59.280

Frank Chong: Fathers and other challenges, so thank you for being with us and.

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00:27:00.360 --> 00:27:10.140

Frank Chong: As President of the College, you know the I fully recognize that the equivalency Committee and the work of the equivalency committee is really one of the 10 plus ones and.

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00:27:10.590 --> 00:27:26.850

Frank Chong: The College and the board and i'm myself rely primarily on our academic expertise of our faculty to develop recommendations to me for equivalency applications, and I think.

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00:27:27.630 --> 00:27:42.840

Frank Chong: Increasingly, they equivalencies have become much, much more complicated and much more challenging and I really applaud our academic senate for reaching out to you to try to get more training more clarification on how to.

67

00:27:43.470 --> 00:27:45.900

Frank Chong: Do equivalencies well and how to do them properly.

68

00:27:46.410 --> 00:28:00.000

Frank Chong: people's careers and applications are at stake when equivalency comes up it's a it's a huge deal, and I know that our faculty and our academic senate does not take their work lightly we've had numerous conversations.

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00:28:00.360 --> 00:28:08.880

Frank Chong: And also realize now in this new world of di work that equivalencies can be a very important in terms of.

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00:28:09.750 --> 00:28:19.290

Frank Chong: Working on diversity issues and try to increase diversity at California can mean colleges I don't square so there's a lot to be learned and.

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00:28:19.860 --> 00:28:34.800

Frank Chong: I really appreciate you being here, I think it's timely we have close to 19 full time faculty positions, I believe that have been approved as part of the new budget, and we want to do it right, we want to we're also in the process of.

72

00:28:35.820 --> 00:28:44.670

Frank Chong: Re doing our faculty hiring procedures, so I think all of this will be very, very helpful so once again show, I really appreciate.

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00:28:45.060 --> 00:28:55.860

Frank Chong: You taking the time to share with us your expertise and I know it can only help and moving us forward so i'll turn it back to a Julie thanks for asking me to welcome cheryl today and hello to you.

74

00:28:57.690 --> 00:28:58.530

Cheryl Aschenbach: as well, thank you.

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00:28:58.950 --> 00:29:13.830

Julie Thompson: yeah Thank you and before we move on to Dr James South on a tally I am noticing that are members of the equivalency committee or not here and i'm amy, can I ask you to just send a quick email to all the members of the equivalency committee.

76

00:29:14.850 --> 00:29:22.140

Julie Thompson: note here they are okay just want to make sure they had the link Okay, and it looks like they do i'm Dr Jane sounds on your tally.

77

00:29:23.460 --> 00:29:34.470

Dr. L Jane Saldana-Talley: Thank you, thank you, President of Thompson I am welcome everyone it's Friday afternoon to the second week of one of the craziest semesters that I think i've ever started so.

78

00:29:35.310 --> 00:29:55.740

Dr. L Jane Saldana-Talley: i'm so so grateful for your time and presence today i've been had the benefit of sitting a welcome cheryl I i've worked with cheryl in in many rooms and she is an incredible resource and as triple C i'm I think we are so blessed to be able to have such a.

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00:29:57.240 --> 00:29:59.250

Dr. L Jane Saldana-Talley: an organization that can help with.

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00:30:00.330 --> 00:30:10.440

Dr. L Jane Saldana-Talley: Help kind of clear the way and help us to kind of sort through and understand these really complicated issues, I was sitting with the Faculty equivalency committee.

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00:30:11.070 --> 00:30:20.490

Dr. L Jane Saldana-Talley: a tad let me sit in on their first meeting and and what I really was trying to relate to the committee is.

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00:30:20.970 --> 00:30:34.980

Dr. L Jane Saldana-Talley: Every year, every cycle of of equivalency reviews I it deepens my understanding about the importance of this function and and and how it is we, how we rely so heavily on our faculty to.

83

00:30:35.730 --> 00:30:57.660

Dr. L Jane Saldana-Talley: To do good work is in in this way, we have candidates out there that are really who don't don't meet the obvious check the box and you're in the door, so they're relying on us to really review their applications with care, we have committees who are really interested in hiring.

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00:30:59.370 --> 00:31:09.330

Dr. L Jane Saldana-Talley: These candidates and they're relying on this good work, and we have students were relying on equivalency and minimum qualifications and us doing.

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00:31:10.080 --> 00:31:23.160

Dr. L Jane Saldana-Talley: What we need to do, because we need to be hiring great faculty that are fully qualified so um there are a number of things that we rely on faculty to do for us.

86

00:31:23.820 --> 00:31:36.090

Dr. L Jane Saldana-Talley: And curriculum is one, but this is this looms large and I shared Dr chung's views about the fact that, now more than ever, we are looking at a very.

87

00:31:37.320 --> 00:31:44.010

Dr. L Jane Saldana-Talley: diversifying our faculty and inviting faculty into our institution that may not.

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00:31:45.270 --> 00:31:56.040

Dr. L Jane Saldana-Talley: Be spot on and it allows us to open our eyes and consider equivalency as a as a way of having them be part of our college faculty so.

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00:31:56.610 --> 00:32:06.990

Dr. L Jane Saldana-Talley: cheryl Thank you so much for being with us, I know that this is going to be a great session, and thank you, President Thompson for creating these conditions for us to be learning together so.

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00:32:07.500 --> 00:32:13.830

Dr. L Jane Saldana-Talley: Thank you so much, and also give me an opportunity to say hi to everyone it's always a pleasure, so thank you.

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00:32:14.220 --> 00:32:20.130

Julie Thompson: Thank you so much, Dr James donatelli i'm so at this point i'm going to turn things over to cheryl and.

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00:32:21.360 --> 00:32:28.080

Julie Thompson: And just to let you know she will take questions along the way, so if you have questions, please use the raise hand function.

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00:32:29.010 --> 00:32:35.730

Julie Thompson: And if you don't know where that is it's i'm in the little reactions thing if you click on that you have the raise hand option.

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00:32:36.090 --> 00:32:53.310

Julie Thompson: And, with the help of senate exact I will be keeping an eye on the participants list, and I will call on people, as we go and I will look for a way to gracefully kind of interrupt and let cheryl know that there are questions, and so I am now going to turn things over to cheryl Thank you.

95

00:32:54.210 --> 00:32:57.120

Cheryl Aschenbach: Thank you, Julian i'm going to go ahead and let me share my screen.

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00:32:58.440 --> 00:32:59.040

Cheryl Aschenbach: and

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00:33:00.930 --> 00:33:03.750

Cheryl Aschenbach: Let me kick things into.

98

00:33:05.700 --> 00:33:10.020

Cheryl Aschenbach: Presentation mode and then let me also get that setup so see.

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00:33:11.160 --> 00:33:15.930

Cheryl Aschenbach: You guys have something to say so on as Julie mentioned certainly welcome questions throughout.

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00:33:16.350 --> 00:33:25.110

Cheryl Aschenbach: As we start talking about men calls and an equivalency there's a lot of really technical elements legal language legal citations, and so the.

101

00:33:25.560 --> 00:33:33.540

Cheryl Aschenbach: More I can help you as we go clarify things, I think, the better it will work for you, and so, if something's unclear or you have a question.

102

00:33:33.990 --> 00:33:42.810

Cheryl Aschenbach: Please, please, you know as we're there don't hesitate to put something that we can raise questions through there or to raise your hands all all aimed to try to see the chat.

103

00:33:43.050 --> 00:33:47.040

Cheryl Aschenbach: Julian in your exact team are going to help try to see the raised hands and.

104

00:33:47.490 --> 00:33:54.900

Cheryl Aschenbach: You don't even need to worry about you know gently or gracefully interrupting just feel free as as we pause i'll look for questions i'm going to try to split this up so.

105

00:33:55.380 --> 00:34:03.240

Cheryl Aschenbach: As we go we're looking at about you know kind of seven different sections so it'll definitely work if we can't insert a question.

106

00:34:03.570 --> 00:34:11.670

Cheryl Aschenbach: or within any of the slides as we get a few you know, a couple slides later and hit a section divider it's a great place to kind of stop pause and make sure we're all ready to move forward together.

107

00:34:12.210 --> 00:34:17.400

Cheryl Aschenbach: i'm honored to be here with you today really glad that that you reached out, you asked, we always have.

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00:34:17.970 --> 00:34:21.630

Cheryl Aschenbach: Great questions that come up from the field, because you're in the process of applying equivalency and.

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00:34:22.410 --> 00:34:28.260

Cheryl Aschenbach: As Dr seldon anya tally mentioned, you know really every equivalency process you go through, and every time you consider applicants.

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00:34:28.650 --> 00:34:36.480

Cheryl Aschenbach: For equivalency I think you learn more about the process and the importance of it, as well as find that there's more nuance that needs to be considered as you go forward and.

111

00:34:36.930 --> 00:34:45.840

Cheryl Aschenbach: In talking with Julian tad this week I understand and Dr Chong mentioned that you're working on your faculty hiring process, and I think I understand part of that is by the spring to really be looking.

112

00:34:46.410 --> 00:34:56.550

Cheryl Aschenbach: Back at your equivalency process as well, so hopefully will give you some some foundation for the conversations you'll have both within your disciplines and then as a Senate and as an equivalency committee.

113

00:34:56.880 --> 00:35:04.440

Cheryl Aschenbach: As well as some things to think about as you think about examining and and perhaps reshaping your equivalency process down the road.

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00:35:06.180 --> 00:35:11.850

Cheryl Aschenbach: So feel free to jump in please when we have questions i'm going to start with the basics and that's really starting with minimum qualifications.

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00:35:12.300 --> 00:35:21.960

Cheryl Aschenbach: and recognizing you know where's the language where's the the regulation and statute for for minimum qualifications come from, why is it set up differently in our system than others.

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00:35:22.290 --> 00:35:32.400

Cheryl Aschenbach: I will say, remember that we are an outgrowth of the K 12 system and so until 1990 and really until maybe 1725 was passed in 1988 and signed by governor deukmejian.

117

00:35:33.060 --> 00:35:42.510

Cheryl Aschenbach: We used K 12 K 14 credentials, and so it was with the passing of ab 1725 that you know separated our system or clearly and cleanly.

118

00:35:42.900 --> 00:35:55.080

Cheryl Aschenbach: From the K 12 system and started the action to phase out those credentials as of June 1990 and into to what we now know as our process of minimum qualifications, using the disciplines list.

119

00:35:55.710 --> 00:36:04.320

Cheryl Aschenbach: As Dr Chong mentioned, you know, relying primarily upon the recommendation advice of the Senate on matters like minimum qualifications is not just good practice.

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00:36:04.650 --> 00:36:12.060

Cheryl Aschenbach: It is expected in this case the ED code language refers to the board of governors and the academic senate or the fact that they'll maintain the minimum qualifications.

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00:36:12.360 --> 00:36:21.270

Cheryl Aschenbach: Then, as we look a little bit further, it certainly applies both locally and statewide and so you know the Board of Governors relies on the Senate.

122

00:36:21.540 --> 00:36:27.390

Cheryl Aschenbach: The State academic Senate and the recommendations we make, which are entirely actions from the body.

123

00:36:27.900 --> 00:36:35.610

Cheryl Aschenbach: The delegates vote at usually a spring plenary to approve disciplines or discipline revisions and we'll talk about that process, a little bit later.

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00:36:36.000 --> 00:36:43.140

Cheryl Aschenbach: And then we rely primarily upon those make their way into this plans list and it's updated and eventually gets back out to us and and updated for our document.

125

00:36:43.800 --> 00:36:55.110

Cheryl Aschenbach: And then locally, the same thing happens using your processes I point out that the entitle five which helps to further kind of explain what's in statute in law.

126

00:36:55.620 --> 00:37:00.810

Cheryl Aschenbach: But can be amended by the Board of Governors so within our system it's an internal regulation.

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00:37:01.500 --> 00:37:05.520

Cheryl Aschenbach: We have the establishment of disciplines list is in 53407.

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00:37:05.910 --> 00:37:13.920

Cheryl Aschenbach: there's actually a chunk of sections 19 sections and all that really are everything that you need to kind of look for faculty minimum qualifications.

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00:37:14.220 --> 00:37:18.630

Cheryl Aschenbach: Another piece in there that's important to note is that, as we are considering.

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00:37:18.990 --> 00:37:26.640

Cheryl Aschenbach: degrees of applicants and coursework of applicants, it is expected that the coursework and the degrees that we're looking at and are considering.

131

00:37:27.030 --> 00:37:32.550

Cheryl Aschenbach: For equivalency or minimum qualification need to be from accredited institution is recognized by the US Department of Education.

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00:37:33.390 --> 00:37:45.570

Cheryl Aschenbach: You know, certainly could be an influence in experience type conversations hey they've got some coursework but we can't necessarily count that coursework unless it in fact is, from an accredited institution and that's entitle five.

133

00:37:48.030 --> 00:37:51.990

Cheryl Aschenbach: As we look at minimum qualifications, you know where do they come from.

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00:37:53.040 --> 00:38:01.470

Cheryl Aschenbach: mentioning the disciplines list and within those disciplines list there are I didn't look at the total tally but well over 100.

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00:38:01.950 --> 00:38:07.740

Cheryl Aschenbach: different disciplines that folks can be hired into within our system and, of course, this can then be assigned.

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00:38:08.400 --> 00:38:13.560

Cheryl Aschenbach: Within that there's three broad categories and one is disciplines requiring a master's degree.

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00:38:14.010 --> 00:38:21.930

Cheryl Aschenbach: i'm an English Professor it's a discipline that requires a master's degree, I have a master's in English, I also have a master's in physical education, so I qualify for that discipline as well.

138

00:38:22.860 --> 00:38:35.790

Cheryl Aschenbach: In that case, it can be a master's degree or beyond in a specific discipline it's sometimes that question comes up in biology or chemistry, in particular, someone maybe with an md or a ton of course work but not quite completed PhD.

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00:38:36.390 --> 00:38:42.330

Cheryl Aschenbach: may not have an actual masters, as long as they've got something beyond what's expected of a Masters that can be a consideration.

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00:38:43.140 --> 00:38:53.550

Cheryl Aschenbach: or in some of our disciplines it's a specific bachelor's degree, so in a specific discipline usually this when we're looking at chemistry, is an example and a master's degree in a related discipline, so a.

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00:38:54.750 --> 00:39:02.370

Cheryl Aschenbach: bachelor's degree in chemistry and a master's degree, perhaps in biology as a related discipline and those are delineated in the disciplines list.

142

00:39:03.510 --> 00:39:08.190

Cheryl Aschenbach: Or the key words here are the equivalent and not then forms the basis for conversation is about equivalency.

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00:39:09.360 --> 00:39:17.730

Cheryl Aschenbach: The other one of the other broad categories is disciplines requiring a specific bachelor's or associate degree, plus professional experience, biotechnology is one of these.

144

00:39:18.180 --> 00:39:27.240

Cheryl Aschenbach: That requires a specific bachelor's degree in two years of experience um there are a couple others and actually some of the non credit areas are specific bachelor's degree.

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00:39:27.720 --> 00:39:35.310

Cheryl Aschenbach: And then the associates degree I can't think what great example off top my head, but there's a few in there it's the smallest section or smallest list of the three different lists.

146

00:39:36.030 --> 00:39:47.700

Cheryl Aschenbach: And then majority of our disciplines, particularly those in trade career education CTE are requiring any degree and then professional experience with that professional experience really being critical to.

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00:39:48.150 --> 00:39:53.310

Cheryl Aschenbach: Someone applying the skills and teaching, you know future employees the skills and the discipline.

148

00:39:53.700 --> 00:40:01.470

Cheryl Aschenbach: And in that case it's associate degree or equivalent and six years of professional experience and bachelor's degree or equivalent and two years of professional experience.

149

00:40:02.310 --> 00:40:06.330

Cheryl Aschenbach: it's important to note to in this talk our system has to default.

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00:40:06.600 --> 00:40:15.360

Cheryl Aschenbach: dis or minimum qualifications, one is always the discipline related so that's what we're talking about today is using the disciplines list and deciding if someone's minimum quality or not.

151

00:40:15.600 --> 00:40:20.160

Cheryl Aschenbach: The other is always that sensitivity to an understanding of diverse academics socio economic.

152

00:40:20.490 --> 00:40:28.620

Cheryl Aschenbach: On ethnic backgrounds of Community college students, and so we as colleges all have applied that second and kind of test for that second qualification differently.

153

00:40:28.890 --> 00:40:38.400

Cheryl Aschenbach: For faculty and administrators sometimes it's just a checkbox are you sensitive to and other cases it's a question on application other times it's an important element in the interview.

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00:40:38.910 --> 00:40:44.220

Cheryl Aschenbach: But in the conversations we're having today we're really just looking at that discipline related minimum qualifications but I don't want.

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00:40:44.280 --> 00:40:47.130

Cheryl Aschenbach: to forget this was a really important second one as well.

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00:40:49.230 --> 00:40:53.490

Cheryl Aschenbach: So the disciplines list is where those minimum qualifications all are kept are housed.

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00:40:54.000 --> 00:41:01.920

Cheryl Aschenbach: We call it the mq handbook or the disciplines list it's formal title is the minimum qualifications for faculty administrators in the California Community colleges.

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00:41:02.190 --> 00:41:09.330

Cheryl Aschenbach: And faculty and administrators are included on there because administrators educational mentors for educational administrator specifically.

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00:41:09.780 --> 00:41:17.130

Cheryl Aschenbach: I have to meet the qualifications as a faculty Member plus then have leadership experience plus anything you might add as a requirement locally.

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00:41:17.580 --> 00:41:25.380

Cheryl Aschenbach: um and we have to keep in mind to this is minimum qualification, so it really is about what is the minimum that's expected to.

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00:41:25.830 --> 00:41:31.950

Cheryl Aschenbach: Teach in a discipline if we think about minimum qualifications really as the minimum preparation for a discipline.

162

00:41:32.250 --> 00:41:42.690

Cheryl Aschenbach: That helps sometimes in our conversations, as we move to equivalency so you know what is the minimum preparation to teach English in our system or to teach economics in our system, what is the minimum preparation.

163

00:41:43.170 --> 00:41:52.020

Cheryl Aschenbach: For automotive technology or welding it that's really what each of those disciplines equivalents to is what's the preparation, we expect someone to have in order to be prepared to teach it.

164

00:41:52.500 --> 00:41:58.710

Cheryl Aschenbach: And I say teach it it doesn't guarantee that they're actually effective teachers, it just means that they have the content knowledge to teach it.

165

00:41:59.910 --> 00:42:06.510

Cheryl Aschenbach: districts can establish additional qualifications and that can be you know, possibly required qualifications, it can be.

166

00:42:07.110 --> 00:42:14.280

Cheryl Aschenbach: desired qualifications and so that's something that can always be thought about as well, but again, the state list is a minimum.

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00:42:14.610 --> 00:42:18.900

Cheryl Aschenbach: And that's what we all rely on as a starting point and then you can have local conversations about anything else.

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00:42:19.680 --> 00:42:28.140

Cheryl Aschenbach: This list is updated annually, and I think that's really important to keep in mind, especially in the context of so much conversation right now but ethnic studies and recognition that.

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00:42:28.590 --> 00:42:35.100

Cheryl Aschenbach: We do not have disciplines that are specific enough to meet each of the four areas of ethnic studies that are being talked about.

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00:42:35.490 --> 00:42:38.670

Cheryl Aschenbach: And that we're expected to of course work in in order to have area.

171

00:42:39.180 --> 00:42:48.240

Cheryl Aschenbach: And so you know, really, the fact that this process is updated annually and that's only in the last four, I think it is maybe five years that that's become an annual process.

172

00:42:48.480 --> 00:43:01.560

Cheryl Aschenbach: It was originally a three year process, so if you had a revision to make or or a new discipline to propose it difficult to wait three years for that to happen, then it went to a two year process and now we're to an annual process, and I see we've got a couple of hands.

173

00:43:02.160 --> 00:43:02.490

Thanks.

174

00:43:03.690 --> 00:43:06.840

Julie Thompson: Dr Brenda place with hawks is first and then Laura aspinall.

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00:43:08.760 --> 00:43:13.410

Dr. Brenda Flyswithhawks (she/Ghigau ???) Ki/Pomo Land: Thank you, President Thompson and cheryl I want some clarification.

176

00:43:14.640 --> 00:43:25.200

Dr. Brenda Flyswithhawks (she/Ghigau ???) Ki/Pomo Land: On the first and discipline lists and your third bullet who are you do talk about that the districts may establish additional more rigorous qualification, so I just want to ask.

177

00:43:26.010 --> 00:43:44.520

Dr. Brenda Flyswithhawks (she/Ghigau ???) Ki/Pomo Land: So when I hear district I think of the district so Is this the area to, and when we say district that includes individual disciplines may also establish additional more rigorous qualifications so i'm in psychology so I our discipline.

178

00:43:45.720 --> 00:43:58.260

Dr. Brenda Flyswithhawks (she/Ghigau ???) Ki/Pomo Land: creates could create more qualifications beyond the minimum clause for the in the handbook Am I understanding that correctly, because I Okay, I just want to make sure, thank you very much.

179

00:43:58.290 --> 00:44:12.000

Cheryl Aschenbach: yeah potentially that is possible, I think there's always pros and cons is you consider having that conversation, it might mean that folks you know, Kate can narrow into a portion of your field, or have more experience in a certain way, you know, perhaps let's say within.

180

00:44:13.020 --> 00:44:22.140

Cheryl Aschenbach: Marriage family counseling license or you know qualification or something, but then it all look on the flip side potentially limits your pool a little bit when we think about teaching like intro to psychology.

181

00:44:22.410 --> 00:44:29.310

Cheryl Aschenbach: Is that additional requirement, you know absolutely critical for another course that's in that field um so something to think about but absolutely you can do that.

182

00:44:29.490 --> 00:44:31.860

Cheryl Aschenbach: The key is remembering, as you mentioned that it's at the district.

183

00:44:31.860 --> 00:44:35.280

Cheryl Aschenbach: level, and so you know disciplines can make that recommendation.

184

00:44:35.610 --> 00:44:42.270

Cheryl Aschenbach: And what that process looks like it's completely local sometimes that's through the academic senate sometimes it's specific to each hiring process.

185

00:44:42.540 --> 00:44:46.200

Cheryl Aschenbach: So you've got to decide, and you know, look at your processes to see where that happens.

186

00:44:46.680 --> 00:44:52.290

Cheryl Aschenbach: The other is that applies to any hiring within the district, and the same is going to be true, as we talk about minimum qualifications.

187

00:44:52.560 --> 00:45:02.880

Cheryl Aschenbach: And then, when we talk about equivalency, especially since Santa Rosa has two sites, you have the petaluma site and you might even have others I don't even realize about, but I know the big ones are petaluma and then the as our JC campus.

188

00:45:03.300 --> 00:45:12.810

Cheryl Aschenbach: in Santa Rosa you know any actions taken it one it's a district action ultimately when it goes to the board and so it's applicable to anyone being hired at the other site as well.

189

00:45:13.170 --> 00:45:20.490

Dr. Brenda Flyswithhawks (she/Ghigau ???) Ki/Pomo Land: Yes, thank you sure, because we have been asked at this institution to send as disciplines our.

190

00:45:21.480 --> 00:45:39.390

Dr. Brenda Flyswithhawks (she/Ghigau ???) Ki/Pomo Land: Guidelines for minimum calls to the equivalency committee to inform them, and especially if there are additional one, so thank you for that answer, I appreciate, I want to make sure that everyone that's listening that this might be new to understand that as well, so thank you sure.

191

00:45:39.750 --> 00:45:40.470

Cheryl Aschenbach: You go thank.

192

00:45:41.070 --> 00:45:44.130

Julie Thompson: Thank you next in the queue is Laura espanola.

193

00:45:45.540 --> 00:45:58.380

Laura Aspinall- she/her: I Cheryl at MIT hi i'm a dsp as faculty and also on the Executive Committee in the Senate um my question for those of us that are mq exists in both title five and the disciplines list.

194

00:45:59.910 --> 00:46:06.870

Laura Aspinall- she/her: If you and I can also, we can also I know I realize i'm in the minority but there may be a few others here to were in that situation.

195

00:46:07.380 --> 00:46:11.730

Laura Aspinall- she/her: So you can also you know follow up with me offline about this too I don't want to take up all of our time.

196

00:46:12.180 --> 00:46:30.450

Laura Aspinall- she/her: But a recommendations or policies for how to go about changing those because I feel like we get stuck in this place of we can change it on the disciplines list but title five usurps the disciplines list so if we don't change it in Title five it doesn't really matter.

197

00:46:31.560 --> 00:46:36.450

Cheryl Aschenbach: So you raise a great point and I think it's good for everyone to understand the disciplines list is where everything is housed.

198

00:46:37.020 --> 00:46:46.380

Cheryl Aschenbach: In terms of reference, but there are some disciplines in there that have a note that they're found either in educational code which is true for the non credit disciplines, I believe, in particular.

199

00:46:46.710 --> 00:46:53.160

Cheryl Aschenbach: And then, some are found elsewhere and Title five that they're they're distinct up in St SPS.

200

00:46:54.540 --> 00:46:55.800

Cheryl Aschenbach: There are others, but those are the.

201

00:46:55.800 --> 00:46:56.820

Cheryl Aschenbach: terms that I encounter.

202

00:46:56.850 --> 00:47:07.080

Laura Aspinall- she/her: haven't heard them yeah there's a few that like I think even like engineering isn't there there's some oddball ones too that you think you wouldn't think necessarily would would I don't i'm sure there's a backstory but yeah.

203

00:47:07.440 --> 00:47:15.270

Cheryl Aschenbach: Right, and so I think ideally The good thing is when they're in total five that can be changed for the Board of Governors, and so it could mean.

204

00:47:15.600 --> 00:47:22.020

Cheryl Aschenbach: That, if we go through the disciplines list to you know amend something let's say for the SPS.

205

00:47:22.320 --> 00:47:29.250

Cheryl Aschenbach: Then before that you know totally lands as a recommendation and an action taken to add it to the disciplines list officially.

206

00:47:29.580 --> 00:47:36.660

Cheryl Aschenbach: The chancellor's office Legal Office would probably also then work on making that amendment to Title five very nice and those two would go together.

207

00:47:37.410 --> 00:47:40.830

Cheryl Aschenbach: We haven't seen changes, and I know the conversation comes up on occasion.

208

00:47:41.310 --> 00:47:44.730

Cheryl Aschenbach: For the SPS as well as for European so that's why i'm most familiar with those.

209

00:47:45.030 --> 00:47:59.070

Cheryl Aschenbach: And, but I think the intent is still to try to follow the traditional disciplines process, but then recognize there's a whole nother step that either parallel to or after become effect, the recommendation becomes effective that there has to be title five changes as well.

210

00:47:59.460 --> 00:48:11.070

Laura Aspinall- she/her: Okay, so we would start with our you know our as triple C disciplines list process, and then the as triple C and chancellor's office would then take it to the next level as far as the Board of Governors.

211

00:48:11.100 --> 00:48:13.200

Cheryl Aschenbach: My understanding, so I can ask.

212

00:48:13.830 --> 00:48:21.090

Cheryl Aschenbach: folks to the chancellor's office to see if that's their understanding as well, but you know that, with the process is consistent for everybody.

213

00:48:21.360 --> 00:48:28.710

Cheryl Aschenbach: yeah you know, since, and then we just add in that other layer, and you know with the elements of the regular disciplines this process for everybody.

214

00:48:28.920 --> 00:48:38.370

Cheryl Aschenbach: You know, it includes like organizational recommendations and so you've got statewide organizations for those that can either say yeah we back this or we don't and that would be a key element of also changing.

215

00:48:38.670 --> 00:48:40.110

Cheryl Aschenbach: Right five language yeah.

216

00:48:40.500 --> 00:48:41.010

Laura Aspinall- she/her: Thank you.

217

00:48:41.340 --> 00:48:42.960

Cheryl Aschenbach: You bet you bet great questions.

218

00:48:46.140 --> 00:48:52.590

Cheryl Aschenbach: So again, the response has been updated annually I it does involve public hearings, I see another question.

219

00:48:55.170 --> 00:48:56.430

Julie Thompson: At Tara Johnson, please.

220

00:48:58.650 --> 00:49:11.700

Tara Johnson: I just to follow up on laura's question as well if you um has there been discussion about removing minimum falls from title five and having them only on the disciplines list that's my question.

221

00:49:12.390 --> 00:49:15.600

Cheryl Aschenbach: yeah some of that conversation goes back quite a while I am.

222

00:49:16.350 --> 00:49:23.490

Cheryl Aschenbach: I think my first service on an academic senate executive or even on just a committee when they're standing committees was back in 2011 or 12.

223

00:49:23.790 --> 00:49:32.520

Cheryl Aschenbach: And I think there was a resolution passed that year or the year after that asked that it happened, and you know why it hasn't i'm not too sure I think it's really the complication.

224

00:49:32.850 --> 00:49:41.190

Cheryl Aschenbach: of working with the organizations in particular that represent those disciplines that are in Title five rather than only the disciplines list and getting agreement to.

225

00:49:42.720 --> 00:49:52.260

Cheryl Aschenbach: relinquish is the word that comes to mind, but i'm not totally true that's the best word it just you know, try to I think there's some feeling that, if it lands entirely in the disciplines list that there's a loss of control.

226

00:49:53.460 --> 00:50:01.320

Cheryl Aschenbach: And so I think just maybe in time helping folks to understand that, again with that organizational recommendation and then the opportunity for public hearings.

227

00:50:01.800 --> 00:50:09.750

Cheryl Aschenbach: Really there's you know always that opportunity to slow things down or stop them and say this this isn't what the organization as a whole, wants, you know when you might have.

228

00:50:09.990 --> 00:50:15.060

Cheryl Aschenbach: And the system we've tried to create it through the Senate and amended over the year so that it doesn't respond to.

229

00:50:16.980 --> 00:50:26.940

Cheryl Aschenbach: Individual interest it's really got or i'll say rope that's not quite but really just individual interests, a single college problem we tried to have you know regional agreements and and sign on and support and then.

230

00:50:26.940 --> 00:50:29.070

Cheryl Aschenbach: The professional organization and so.

231

00:50:29.280 --> 00:50:37.590

Cheryl Aschenbach: You know, trying to really build it in so that there's we've got to make sure there's broad support and broad thought about potential ramifications of you know, revising or adding.

232

00:50:39.510 --> 00:50:41.220

Tara Johnson: Thank you Cheryl sure.

233

00:50:43.980 --> 00:50:53.010

Cheryl Aschenbach: Those proposals public hearing can also include both written at will, or public spoken when we're in person or even call in testimony so and.

234

00:50:53.310 --> 00:51:01.980

Cheryl Aschenbach: that's a portion of plenary that is always open meeting and so even you don't even have to be a plenary attendee really is meant to be anyone who has a comment and traditionally.

235

00:51:03.030 --> 00:51:09.990

Cheryl Aschenbach: i've seen very really very it's summer so well supported we get you know the originator and then a folk or two saying you know yeah I support this.

236

00:51:10.590 --> 00:51:15.570

Cheryl Aschenbach: Often you'll get a couple more saying you know help me better understand this and then we can have some conversation about the context.

237

00:51:15.900 --> 00:51:19.770

Cheryl Aschenbach: And it's only been in a few over the years that folks have kind of really been speaking up.

238

00:51:19.980 --> 00:51:25.860

Cheryl Aschenbach: And it's usually because there's something in it that needs to change, and then we see that come back a little bit later in a revised form in a subsequent year.

239

00:51:26.190 --> 00:51:34.770

Cheryl Aschenbach: I and then move it through an example of that even this last year was media and film studies, it was it was initially proposed a year ago well now almost two years ago.

240

00:51:35.250 --> 00:51:49.260

Cheryl Aschenbach: And it was unclear, where there was really strong organizational support the organizations weren't necessarily they were interest organizations, but not necessarily professional organizations, and so it was pulled partway through the process based on a wide mix of.

241

00:51:50.550 --> 00:51:57.450

Cheryl Aschenbach: dissent, as well as support, and you know all that feedback was given to the originator our office worked with the originator our staff.

242

00:51:57.720 --> 00:52:05.430

Cheryl Aschenbach: And our faculty and you know they came back and had a much stronger proposal, the second year, and then we saw that go through the New Year of.

243

00:52:06.270 --> 00:52:15.900

Cheryl Aschenbach: hearing process and it was approved by the delegates and will be in the next printed edition, or you know document updated document of the disciplines list so we see that happen.

244

00:52:20.430 --> 00:52:27.690

Cheryl Aschenbach: disciplines lose process is handled by the academic Senate, as it should be as so since we relied upon.

245

00:52:28.170 --> 00:52:36.600

Cheryl Aschenbach: and any senate any discipline or any professional organization can submit a proposal, the call for proposals goes out traditionally by the end of February.

246

00:52:36.870 --> 00:52:47.280

Cheryl Aschenbach: And it lasts, all the way through the end of Sep tember so September 30 annually, is the deadline, and I know I haven't seen the specific seven to see exactly what's being proposed, but I know there's work.

247

00:52:47.790 --> 00:52:53.490

Cheryl Aschenbach: being done how proposals in multiple ethnic studies disciplines or emphases within ethnic studies.

248

00:52:53.880 --> 00:53:02.550

Cheryl Aschenbach: I There was also talk there was another one that i'm blanking on now, but I think we may see a few to take through the process this year.

249

00:53:03.090 --> 00:53:08.310

Cheryl Aschenbach: And again, so we get them by the end of Sep tember our standards and practice chair works with the originator.

250

00:53:08.640 --> 00:53:20.550

Cheryl Aschenbach: to clear up any questions and set up a summary which then goes to a plenary in November opportunity for public hearing and then you know any follow up, based on that and then second hearing in.

251

00:53:21.180 --> 00:53:25.050

Cheryl Aschenbach: April at spring plenary to either voted up or voted down.

252

00:53:25.560 --> 00:53:37.920

Cheryl Aschenbach: disciplines if you've been to an academic senate plenary, you know that we debate resolutions and commend and can amend resolutions through the process disciplines list proposals cannot be amended, they are either a vote up or a boat down.

253

00:53:42.180 --> 00:53:49.440

Cheryl Aschenbach: So any more questions about just you know where do mq come from and how do we potentially make changes to the mq list.

254

00:53:50.700 --> 00:53:59.100

Cheryl Aschenbach: It disciplines lists see you know hands so i'm assuming we're in good shape so let's talk about kind of that link between minimum calls and equivalency.

255

00:53:59.880 --> 00:54:04.590

Cheryl Aschenbach: As I mentioned, even just in the way the languages and the disciplines list you know each discipline.

256

00:54:05.070 --> 00:54:13.860

Cheryl Aschenbach: Has you know the the required degree or degree options and then or the equivalent and it starts in ED code that every district must have an equivalency process.

257

00:54:14.220 --> 00:54:21.270

Cheryl Aschenbach: And that that process once that process determines recommendations, the Governing Board must take action before somebody is hired.

258

00:54:21.660 --> 00:54:28.080

Cheryl Aschenbach: And so it's not something that we can determine after the fact, before someone is officially hired as a faculty employee of a district.

259

00:54:28.380 --> 00:54:37.320

Cheryl Aschenbach: If they're applying through equivalency that equivalency action has to be taken it's often taken in concert with higher, but just formally, you can see the head code language.

260

00:54:37.920 --> 00:54:45.120

Cheryl Aschenbach: And then equivalencies in Title five a little bit of reference just making clear that those are for those that don't clearly possess the required file qualifications.

261

00:54:45.450 --> 00:54:51.030

Cheryl Aschenbach: I always thought, this is a little bit misleading language, because it sounds like you know it, it suggests, maybe they're not qualified know they just don't.

262

00:54:51.720 --> 00:55:01.890

Cheryl Aschenbach: hold the degrees or really even more specifically the degree titles that are expected and and that's where equivalency I think really serves a purpose is because degree titles have morphed over time.

263

00:55:02.190 --> 00:55:12.570

Cheryl Aschenbach: I mean a lot of them in this list we're in the early 1990s, and while we've had new ones along the way titles have certainly changed one is an example is is you know, one of my fields of physical education.

264

00:55:13.050 --> 00:55:21.780

Cheryl Aschenbach: It changed in in the late 90s early 2000s into kinesiology in practice and, at the degree granting institutions so then we.

265

00:55:22.140 --> 00:55:32.700

Cheryl Aschenbach: had to adjust in some way to recognize that a degree in kinesiology master's degree could also serve as equipped as minimal call for physical education or in substitution for.

266

00:55:33.180 --> 00:55:37.710

Cheryl Aschenbach: Rather than having to go through an equivalency process because of the degree title was different so we see that.

267

00:55:38.640 --> 00:55:53.430

Cheryl Aschenbach: It process equalising processes need to be greed jointly between the Board and the academic Senate and that the board i'll rely primarily upon us us the academic senate when approving recommendations and that's really for both the.

268

00:55:54.810 --> 00:56:04.320

Cheryl Aschenbach: The agreed upon jointly really means that the board certainly could have input and and ultimately both need to agree rely primarily is really acting on the advice of the Senate completely.

269

00:56:09.330 --> 00:56:14.670

Cheryl Aschenbach: So there's that link, I mean that's really it's established, and it goes back even enter the language of 1725.

270

00:56:15.390 --> 00:56:20.040

Cheryl Aschenbach: That that created the ED code language that you know, there will be minimum qualifications and the disciplines list.

271

00:56:20.370 --> 00:56:26.520

Cheryl Aschenbach: And that, then those for those for those who do not clearly hold those minimum qualifications or shall be an equivalency process.

272

00:56:26.970 --> 00:56:32.100

Cheryl Aschenbach: And so that's where we get a dive a little bit more in equivalency and I would really say up to this point, most of men qualls.

273

00:56:32.550 --> 00:56:40.350

Cheryl Aschenbach: is pretty black and white, like really it's clear someone either meets the quality qualifications as scripted through the disciplines list.

274

00:56:41.010 --> 00:56:55.050

Cheryl Aschenbach: or they don't, but when they don't, then we can start talking about whether someone's equivalent or not and that's where we really get into a lot of that you know Gray area, a lot of broad interpretation possible um so it's important to really understand the intensity equivalency.

275

00:56:56.250 --> 00:57:04.590

Cheryl Aschenbach: it's equivalency it kind of refers to two things, the possibility of hiring faculty who don't have those exact qualifications, as well as the process we refer to both.

276

00:57:04.890 --> 00:57:14.010

Cheryl Aschenbach: On the process for determining whether someone is at least equivalent to the when we say equivalent, the key is equal, or at least equivalent or equal.

277

00:57:14.550 --> 00:57:23.340

Cheryl Aschenbach: Not nearly equal and you know again that's really subjective when we start thinking about you know one degree versus another or one body of coursework versus.

278

00:57:23.610 --> 00:57:37.380

Cheryl Aschenbach: An expected body of coursework I and then even potentially you know life experience professional experience and what that might look like in comparison to expected coursework, particularly in the associates degree and so lots of subjectivity.

279

00:57:39.630 --> 00:57:44.580

Cheryl Aschenbach: Most of the time equivalents policies right recognize that a policy will be determined.

280

00:57:45.210 --> 00:57:59.970

Cheryl Aschenbach: On one or a combination of all three coursework work experience and Eminence and I looked in in your policy certainly lays it out clearly what coursework is what work experiences and what Eminence is, and I would say it's much more clear than it is at other colleges I looked at.

281

00:58:00.990 --> 00:58:06.960

Cheryl Aschenbach: It use of one element like just looking at coursework let's say or a combination of the three.

282

00:58:07.410 --> 00:58:13.440

Cheryl Aschenbach: may vary depending on which degree you're looking at equivalency for if we're talking about equal nc to a master's degree.

283

00:58:14.160 --> 00:58:19.260

Cheryl Aschenbach: How you decide to apply those three areas is totally up it's a local decision it's up to you.

284

00:58:19.920 --> 00:58:25.770

Cheryl Aschenbach: It looks like at Santa Rosa it's primarily looking at coursework when you're looking at equivalency to a master's degree.

285

00:58:26.010 --> 00:58:30.990

Cheryl Aschenbach: So it's a matter of looking do they have a just an alternate degree title, but the body of coursework is similar.

286

00:58:31.320 --> 00:58:37.650

Cheryl Aschenbach: Or is it potentially they have a body of of course work and just don't don't maybe have a degree title but they've got you know plenty of units.

287

00:58:38.190 --> 00:58:50.460

Cheryl Aschenbach: that's sometimes where we see masters level discussion, well, we talked a little bit more about the associates level degree, particularly when the qualification is any associates degree, plus plus six years of professional experience.

288

00:58:51.090 --> 00:58:57.990

Cheryl Aschenbach: That any associates degree really we're talking about some discipline knowledge 18 units or so and then.

289

00:58:58.410 --> 00:59:03.600

Cheryl Aschenbach: Some general education 18 units or so, and then a bunch of electives which could be just about anything.

290

00:59:03.960 --> 00:59:10.290

Cheryl Aschenbach: And so, in that case more likely that common that conversations could include you know, do they have any coursework that could be.

291

00:59:10.530 --> 00:59:21.030

Cheryl Aschenbach: You know at least plugged into spots, we would expect to see to complete a degree and do they have work experience that you know not only says that they're well qualified in a discipline ideally to this point they're being hired in right.

292

00:59:21.690 --> 00:59:31.980

Cheryl Aschenbach: But at perhaps is you know, an equivalent to major preparation, but then also how does their other work experience or other training outside of academia, perhaps align with.

293

00:59:32.400 --> 00:59:38.340

Cheryl Aschenbach: The kinds of course work or outcomes we'd expect to see in general education and so that can be a much broader conversation, perhaps.

294

00:59:39.000 --> 00:59:49.230

Cheryl Aschenbach: Eminence is the tough one it's never legally defined, and I will say, if you have a definition in your policy which again is more than a lot of colleges, a lot of colleges refer to it and they don't know what to do with it.

295

00:59:50.100 --> 00:59:55.620

Cheryl Aschenbach: But the key is the Senate has recommended, it was in a paper, as well as the resolution years like 2009 ish.

296

00:59:56.130 --> 01:00:05.340

Cheryl Aschenbach: The Eminence not be the sole determinant of equivalency so you know it certainly could be a piece of it, but then you could still be looking at what coursework have they completed.

297

01:00:05.640 --> 01:00:17.760

Cheryl Aschenbach: What work experience alliance with expected coursework and major prep and so that's a much broader conversation, but you know, so how you look at these three may vary within each of those three and it appears a little bit within your process that may be the case.

298

01:00:20.610 --> 01:00:26.100

Cheryl Aschenbach: As we think about particularly that associates or that you know any associates or any bachelor's degree.

299

01:00:27.810 --> 01:00:34.350

Cheryl Aschenbach: The key is really thinking about what's that breath of coursework that we expect for general education that that you know broad exposure.

300

01:00:34.860 --> 01:00:41.460

Cheryl Aschenbach: And then what's the depth of knowledge specific to the discipline that they're seeking qualification and ultimately will be teaching in.

301

01:00:41.910 --> 01:00:47.280

Cheryl Aschenbach: And so, keeping that in mind it's you know really easy to say that someone is a you know world renowned.

302

01:00:48.000 --> 01:00:58.380

Cheryl Aschenbach: coral performer and might have a little bit of course work but do they have the breadth of exposure to coursework and experience and outcomes that would align with your general education that's often the question.

303

01:00:59.370 --> 01:01:06.840

Cheryl Aschenbach: For non masters disciplines, so those that require the professional experience they have to have the professional experience, there is no.

304

01:01:07.290 --> 01:01:12.630

Cheryl Aschenbach: substitute for that through coursework i'm an example, I have a master's in physical education.

305

01:01:13.110 --> 01:01:20.400

Cheryl Aschenbach: there's also the discipline of coaching which requires a day and six years of experience or any or any BA and six years of experience.

306

01:01:20.730 --> 01:01:24.660

Cheryl Aschenbach: Well, my master's is higher than that, so I should be fine on the education side.

307

01:01:25.080 --> 01:01:35.220

Cheryl Aschenbach: But if I were applying for a position and looking for coaching qualification do I have two or six years of related professional experience I happen to, and I have that discipline on my list but.

308

01:01:35.640 --> 01:01:41.280

Cheryl Aschenbach: You know, sometimes folks don't they just simply have the coursework and so that's something to keep in mind those that require professional experience.

309

01:01:41.670 --> 01:01:50.700

Cheryl Aschenbach: The personal experiences a key aspect of that minimum qualification it's important no to that equivalencies cannot should not be provisional.

310

01:01:51.240 --> 01:02:01.410

Cheryl Aschenbach: Someone either you know you make the recommendation that either they are equivalent or they are not the key is you know if you were to say well they're equivalent if they do this.

311

01:02:02.190 --> 01:02:08.490

Cheryl Aschenbach: Once action is taken to hire somebody and equivalencies action is taken, you know prior to that or alongside it.

312

01:02:09.120 --> 01:02:19.020

Cheryl Aschenbach: you're saying they're qualified there's no recognition of provisional and so once someone is determined qualified through traditional men calls or through equivalency they are qualified.

313

01:02:19.470 --> 01:02:31.650

Cheryl Aschenbach: For that discipline and that cannot be revoked and so you know really important to think about that it also brings up you know a lot of times that pressure for kind of a provisional is when we have you know, last minute.

314

01:02:32.310 --> 01:02:40.890

Cheryl Aschenbach: staffing needs for some of our class sections, or maybe an emergency situation, a faculty members out, and we really need to substitute in and don't have somebody in that discipline.

315

01:02:41.190 --> 01:02:46.740

Cheryl Aschenbach: You know, it could be a matter of you know, pulling someone in and saying i'm pretty sure they're equivalent they don't meet them in false clean.

316

01:02:47.460 --> 01:02:54.240

Cheryl Aschenbach: pretty sure they're equivalent so can we just put them into the class and we'll we'll check later no because, once you put them in the class you're hiring them.

317

01:02:54.720 --> 01:03:00.780

Cheryl Aschenbach: And you're making a promise to pay them and giving them a contract, which also means you're saying that they're qualified.

318

01:03:01.170 --> 01:03:09.300

Cheryl Aschenbach: And you know if we're going to do that we've got to make sure that that faculty Member has gone through the equivalency process and that a formal recommendation is made from the academic Senate.

319

01:03:10.200 --> 01:03:25.950

Cheryl Aschenbach: No, nobody else it can't be the action of the Dean or HR saying you know we're pretty sure this person is equivalent it's really got to go through the regular process, whether it's you know, a long plan tire or a rapid emergency hire it's important to recognize that.

320

01:03:27.240 --> 01:03:27.930

Cheryl Aschenbach: I see john's him.

321

01:03:28.320 --> 01:03:29.940

Julie Thompson: yeah thanks thanks Julie.

322

01:03:30.570 --> 01:03:34.470

John Stover: I Cheryl I have two questions that have come from the floor.

323

01:03:34.950 --> 01:03:42.090

John Stover: That i've put in the chat The first question is how do the members of the college's equivalency committee determine expertise.

324

01:03:42.390 --> 01:03:57.270

John Stover: In the discipline or field when they themselves are not discipline experts and the follow up question or second question is, do equivalency committee members consult with outside discipline area experts in making their determinations thanks so much.

325

01:03:57.630 --> 01:04:02.100

Cheryl Aschenbach: You bet thanks for thanks for bringing those they were tucked behind my faces on the screen.

326

01:04:02.730 --> 01:04:03.450

Cheryl Aschenbach: So.

327

01:04:03.720 --> 01:04:08.190

Cheryl Aschenbach: If they're not discipline experts themselves, then they really should be relying on discipline experts and.

328

01:04:08.490 --> 01:04:16.530

Cheryl Aschenbach: You know you'll find and I think is the case with you it's a small equivalency committee and there's no way represent every single discipline in that committee.

329

01:04:16.980 --> 01:04:26.250

Cheryl Aschenbach: I would say, traditionally, a small equivalency committee can can represent that broad general education philosophy, but can also rely on on broader general education faculty input.

330

01:04:26.550 --> 01:04:32.280

Cheryl Aschenbach: But then critical that they reach out and rely on discipline input on somebody's professional preparation.

331

01:04:32.790 --> 01:04:38.040

Cheryl Aschenbach: I'm really important on that and I'll bring that up a little bit when I talk about you know the the makeup of equivalency committees.

332

01:04:38.280 --> 01:04:46.410

Cheryl Aschenbach: And I think you know yours is pretty close to the model that that we've recommended and worked with across to the Association of Chief human resources officer, is to.

333

01:04:46.770 --> 01:04:52.770

Cheryl Aschenbach: recommend as well and that's really you know, a core group of faculty that you know some portion of stays consistent over time.

334

01:04:53.100 --> 01:04:59.700

Cheryl Aschenbach: If I remember right you appoint folks ideally for a three year period to help with some of that and aim to stagger term so you have that consistency.

335

01:05:00.300 --> 01:05:07.170

Cheryl Aschenbach: But then there's got to be reached out, you know again I'm in English, I can't determine whether someone is well qualified and fire technology.

336

01:05:07.410 --> 01:05:15.660

Cheryl Aschenbach: I really need to ask my fire technology faculty about that, and so you know have part of your process, the ability of your chair or your committee members, as representatives of the committee.

337

01:05:15.930 --> 01:05:23.250

Cheryl Aschenbach: To reach out to the discipline experts, you know, ask for their input get their recommendation and then bring that back to the equivalency committee for.

338

01:05:23.700 --> 01:05:30.240

Cheryl Aschenbach: Dialogue conversation, and hopefully still no relying on the discipline recommendation for for the discipline part of it.

339

01:05:30.510 --> 01:05:37.140

Cheryl Aschenbach: And then the broader equals MC decision, perhaps, having that that conversation around general education and degree equivalency overall.

340

01:05:37.770 --> 01:05:49.440

Cheryl Aschenbach: um, so I think that probably speaks a little bit to both of those questions and if I didn't capture both quite well enough, you know, whoever raised him go please ask an expandable and more and what you need.

341

01:05:55.140 --> 01:06:00.900

Cheryl Aschenbach: All right, so you know determining equivalent to the associate degree in particular again.

342

01:06:01.380 --> 01:06:08.040

Cheryl Aschenbach: That tends to be the area where we struggle, the most as colleges, not necessarily the only area we struggle in but it.

343

01:06:08.460 --> 01:06:15.240

Cheryl Aschenbach: tends to be the the origin of many struggles and challenges, because we have a lot of folks who are very accomplished in in a field.

344

01:06:15.750 --> 01:06:24.120

Cheryl Aschenbach: You know, in a field of employment, but and now want to teach for us are being asked to come in and teach for us, but may not have that associates degree that that we're expecting them to have.

345

01:06:24.510 --> 01:06:31.320

Cheryl Aschenbach: And so, when they don't that's where we are required, we have to have that process and you're meeting the letter of the law, because you have a process.

346

01:06:31.590 --> 01:06:37.560

Cheryl Aschenbach: And you actually utilize your process there's been challenges in the past where colleges say they have a process and don't really use it.

347

01:06:38.010 --> 01:06:42.720

Cheryl Aschenbach: And then you've got to consider all the aspects of a degree and, as I mentioned, and especially when you're evaluating.

348

01:06:43.050 --> 01:06:50.010

Cheryl Aschenbach: Potentially for the equivalence to an associates degree, you know thinking about what what does an equivalence, what does an associate degree look like.

349

01:06:50.760 --> 01:06:55.620

Cheryl Aschenbach: what's its structure and you know what are the different inputs of it major general education electives.

350

01:06:55.920 --> 01:07:02.430

Cheryl Aschenbach: As well as the competence that we expect within our system in the areas of reading written expression and mathematics or quantitative reasoning.

351

01:07:02.970 --> 01:07:10.140

Cheryl Aschenbach: And so, given some thought to somebody preparation in those areas if they don't have that that really clear stamp on their transcript same they have an associate's degree.

352

01:07:13.620 --> 01:07:23.520

Cheryl Aschenbach: So Questions just on kind of equivalency biggest picture you know what is it in some degree, what does it not what's it intended to accomplish for applicants and for us.

353

01:07:24.300 --> 01:07:32.700

Cheryl Aschenbach: Seeing no more hands, so will kind of keep going so talk a little bit about process processes should absolutely be as fair, transparent and consistent as possible.

354

01:07:33.270 --> 01:07:41.400

Cheryl Aschenbach: That way, you know someone who applied, five years ago and we determine equivalent with a set of course work experience and maybe even Eminence.

355

01:07:41.970 --> 01:07:46.170

Cheryl Aschenbach: would be that the the standards would be consistently applied with someone applying now.

356

01:07:46.620 --> 01:08:01.440

Cheryl Aschenbach: Although obviously your process can can morph over time as but as long as we're consistent within the process that we have in place now that that's really key it's easier to work with a consistent process it's also easier for folks who are the.

357

01:08:03.360 --> 01:08:13.500

Cheryl Aschenbach: recipients of those decisions, the applicants themselves when they might be able to better understand first how that process was supposed to work and, second, you know what the outcome as a result of that actual process was.

358

01:08:14.280 --> 01:08:22.140

Cheryl Aschenbach: Its key and HR folks will tell you this repeatedly that our equivalency processes are documented and the recommendations provided with a justification.

359

01:08:22.770 --> 01:08:28.770

Cheryl Aschenbach: The key is you know we've got to make sure that that equivalencies clear that it's understandable and ultimately that it could be reviewed.

360

01:08:29.160 --> 01:08:38.430

Cheryl Aschenbach: talk to your HR folks and they will often say like hey we've got to make sure that if someone walks in here, it opens a file, but it doesn't just say their equivalent but it's there's grounds for explaining.

361

01:08:38.850 --> 01:08:42.870

Cheryl Aschenbach: What process was used and what was the justification for this equivalency.

362

01:08:43.320 --> 01:08:51.660

Cheryl Aschenbach: And that doesn't need mean that we need to have you know, a paragraphs of justification, it might just be that you know their transcript good coursework.

363

01:08:51.960 --> 01:08:59.730

Cheryl Aschenbach: In you know degree X is, in fact, equivalent to the expected coursework, for you know degree, why the minimum qualification.

364

01:09:00.180 --> 01:09:09.270

Cheryl Aschenbach: That might be part of it, or it might be that their professors professional licensure has been deemed by the committee to be equivalent to the recommended coursework or expected coursework.

365

01:09:09.690 --> 01:09:12.390

Cheryl Aschenbach: um so you know, trying to keep that succinct enough.

366

01:09:12.930 --> 01:09:24.210

Cheryl Aschenbach: That it does provide that justification without feeling like it needs to you know dive deep into a lot of detail I think can be a safe space for both HR being happy about having documentation for the Faculty.

367

01:09:24.600 --> 01:09:28.890

Cheryl Aschenbach: Being able to you know repeatedly be able to define what their justification was.

368

01:09:30.420 --> 01:09:38.550

Cheryl Aschenbach: I might have to consider the potential of proactive, as well as responsive equivalencies and, in time, responsive equivalencies may become proactive So when I say responsive.

369

01:09:38.850 --> 01:09:46.110

Cheryl Aschenbach: That may be the applicants to a position announcement that are that you're seeing are.

370

01:09:46.800 --> 01:09:51.450

Cheryl Aschenbach: kind of consistently degree titled or have consistent preparation, but don't meet the minimum calls.

371

01:09:51.750 --> 01:10:00.120

Cheryl Aschenbach: And so you know that's responsive when someone applies they're part of the process and now you're asked to do an equivalency review and make a recommendation that's responding to the need.

372

01:10:00.780 --> 01:10:13.830

Cheryl Aschenbach: The proactive is talking as a discipline in advance to say with our discipline what might we consider as equivalent like hey, we know that Santa Rosa says yes sonoma state is now producing.

373

01:10:15.000 --> 01:10:27.720

Cheryl Aschenbach: degree holders with this title degree, instead of the basic psychology degree let's say, and since Brenda mentioned that earlier, and since that psychology degree coming out of sonoma state right now is.

374

01:10:28.200 --> 01:10:32.520

Cheryl Aschenbach: You know the coursework matches what we expect in psychology but it's not on the list of.

375

01:10:32.910 --> 01:10:42.960

Cheryl Aschenbach: Acceptable degrees, you know we can establish in advance at any candidate with this title degree is automatically equivalent to so that can be more proactive i've got some.

376

01:10:43.500 --> 01:10:49.830

Cheryl Aschenbach: Equal resources at the end of the slides and there are a couple of colleges that are good example for their committees have gone through and.

377

01:10:50.070 --> 01:10:56.700

Cheryl Aschenbach: Really, in advance, determine what they would consider to be equivalent and it's often based on alternate alternate degree titles.

378

01:10:57.240 --> 01:11:04.290

Cheryl Aschenbach: licensure or, I think, mostly those two kenyon college of the canyons comes to mind I think it's one of those examples.

379

01:11:05.220 --> 01:11:19.500

Cheryl Aschenbach: Real know might be Rio hondo is a mount San Antonio college I think there's another one of them, but they really work on proactive and then in time that might cut down the number of responses equivalencies that you have to look at and change that workload so something to think about.

380

01:11:21.390 --> 01:11:27.840

Cheryl Aschenbach: When we think about process we've got to think about equivalency committees, the folks who are really shepherding that process and and participating in that process.

381

01:11:28.590 --> 01:11:35.370

Cheryl Aschenbach: they've got to use the process determined by the academic Senate to determine if the preparation is at least equivalent equal or at least equal to.

382

01:11:35.970 --> 01:11:41.580

Cheryl Aschenbach: And, and you know when we say for a discipline that that really includes the minimum qualification.

383

01:11:42.000 --> 01:11:47.790

Cheryl Aschenbach: Plus, I would say, any required disciplines that you may have added locally, you know any of the desired qualifications.

384

01:11:48.090 --> 01:11:56.670

Cheryl Aschenbach: that's you know i'd separate that's really more usually determine within the hiring committee it's really just what are the required minimum qualifications for the position that you flown.

385

01:11:57.480 --> 01:12:03.180

Cheryl Aschenbach: On they've got to review the transcript that's a really important part of reviewing particularly that coursework elements.

386

01:12:03.960 --> 01:12:08.940

Cheryl Aschenbach: we've got to have documentation of what someone is has completed at least you know academically.

387

01:12:09.210 --> 01:12:18.600

Cheryl Aschenbach: To us, and then you know that often involves you know pulling multiple examples of that degree from from universities, where perhaps your folks are coming from your applicants are coming from.

388

01:12:19.050 --> 01:12:30.000

Cheryl Aschenbach: And then, comparing that expected coursework and and some with my college sometimes we'll go back and we'll look at degrees, a little bit over time, to see if they've changed so that you know, a degree expected now isn't.

389

01:12:30.690 --> 01:12:42.780

Cheryl Aschenbach: You know, completely different than the degree that was granted 15 years ago, although it should be a little bit different right and then compare the two and do they have the type of content within their coursework that we'd expect within that that expected degree.

390

01:12:44.160 --> 01:12:52.710

Cheryl Aschenbach: we're making determinations based on work experience again there's got to be evidence and so there's got to be employer verification as part of that process it's not enough to.

391

01:12:53.010 --> 01:13:00.600

Cheryl Aschenbach: You know, simply ask an applicant, do you have the personal experience expected, I mean, I think that is an important part of the application you already have in place.

392

01:13:00.960 --> 01:13:10.200

Cheryl Aschenbach: And then, when the committee's evaluating that that validated work experience you know thinking a little bit about how does the skills and knowledge and competency is expected in that work experience.

393

01:13:10.560 --> 01:13:20.220

Cheryl Aschenbach: Particularly in the in the disciplines work and associates degree is expected How does that perhaps align with the outcomes of the expected coursework that that they don't have, I see a hand yeah.

394

01:13:20.460 --> 01:13:22.350

Julie Thompson: yeah we have a question Laura thanks Hello.

395

01:13:22.770 --> 01:13:32.700

Laura Sparks: hi Thank you, I had a question about validating work experience how has that worked at it when we have transcripts it's really easy for the committee to look at that and and.

396

01:13:33.390 --> 01:13:50.070

Laura Sparks: It just seems a lot trickier with work experience, so we do have other colleges handled this today, do they just verify the years that the person was working at workplace or do they try to get a more granular detail with the employers about the sorts of job tasks that they had.

397

01:13:50.130 --> 01:14:06.000

Cheryl Aschenbach: Your question it's probably a place to have a conversation with HR I can I don't remember seeing if you have a separate form outside the equivalency transcript like a verification of employment form which honestly would probably be needed in some way, even when someone meets the.

398

01:14:06.270 --> 01:14:07.980

Cheryl Aschenbach: degree, qualifications and then.

399

01:14:08.010 --> 01:14:11.250

Cheryl Aschenbach: You know they gotta prove that that professional experience.

400

01:14:11.850 --> 01:14:22.980

Cheryl Aschenbach: But my code uses a verification of employment form and that's can be you know initially filled out by the applicant, but it has to be signed in submitted by pastor pastor former employer or pastor present employer.

401

01:14:23.490 --> 01:14:31.200

Cheryl Aschenbach: So that there's you know some external validation and and on that at least with the form that we've put together, you know we asked what kind of workers as person, and doing so.

402

01:14:31.410 --> 01:14:37.230

Cheryl Aschenbach: We, and you know how many hours so, then we can also judge you know, is it full time or is it part time is it contract versus.

403

01:14:37.440 --> 01:14:44.400

Cheryl Aschenbach: You know full time 40 hours a week that's the expectation when we say two years or six years is that it's full time or full time equivalent.

404

01:14:44.760 --> 01:14:58.290

Cheryl Aschenbach: And so, getting that that kind of detail in a verification is important and I didn't look deep enough into your HR documents to see if there's a form like that in use, but i'm can point to a couple that that colleges that have something.

405

01:14:59.100 --> 01:14:59.430

Laura Sparks: To give.

406

01:14:59.550 --> 01:14:59.940

A tip.

407

01:15:01.200 --> 01:15:03.210

Tad Wakefield: All right, I just had a question um.

408

01:15:04.350 --> 01:15:10.800

Tad Wakefield: Is it normal or does this happen, where candidates provide documentation when they don't need a.

409

01:15:12.060 --> 01:15:21.060

Tad Wakefield: degree in terms of somebodies there is somebody vouching for them some written document that says, you know.

410

01:15:21.630 --> 01:15:38.670

Tad Wakefield: they've done it i'm i'm imagining a PhD program that doesn't that just kind of assumes a master's after two years, but but maybe not maybe something different i'm just curious is has that does that come up.

411

01:15:39.840 --> 01:15:50.370

Cheryl Aschenbach: It may come up i've certainly seen the the PhD program that hasn't reached completion, but wants that that masters determined, or at least that masters level qualification determined.

412

01:15:50.850 --> 01:15:57.570

Cheryl Aschenbach: And, in those cases that we at least in what i've been involved in firsthand is we've relied entirely on the transcripts.

413

01:15:57.900 --> 01:16:05.850

Cheryl Aschenbach: And really looked primarily at units towards the PhD they may not have that granted PhD but you know, do they have 30 plus units in.

414

01:16:06.540 --> 01:16:12.090

Cheryl Aschenbach: You know graduate level units in the discipline that we're expecting that you know we're looking for them to be qualified in.

415

01:16:12.360 --> 01:16:24.720

Cheryl Aschenbach: And that's really the determinant and then our justification is usually you know graduate level course work within a PhD program you know 30 plus units equivalent to master's degree, you know some sort of language like that would be our our justification.

416

01:16:26.970 --> 01:16:29.640

Cheryl Aschenbach: You may have had two questions in bed in there, I may have only gotten one of.

417

01:16:29.640 --> 01:16:37.230

Tad Wakefield: them no that's what I was thinking, but I was also thinking about maybe like a different discipline, you know, closely related.

418

01:16:37.890 --> 01:16:48.960

Tad Wakefield: But somebody could sit like a professor could write a letter this is, they would this person this person might would be great at teaching X i'm just wondering if that has ever come up.

419

01:16:49.680 --> 01:16:59.850

Cheryl Aschenbach: It probably has I haven't as much of that that may be in the employment elements and verifications but you know, especially with kind of degree or subject preparation.

420

01:17:00.510 --> 01:17:06.360

Cheryl Aschenbach: Really, relying for that coursework alignment really looking entirely at the transcript rather than than word of mouth.

421

01:17:06.690 --> 01:17:10.590

Cheryl Aschenbach: And, and you know, trying to determine, you know, and sometimes even looking into.

422

01:17:10.860 --> 01:17:14.040

Cheryl Aschenbach: You know the university and their course descriptions for a particular course because.

423

01:17:14.250 --> 01:17:22.140

Cheryl Aschenbach: You start breaking apart degrees and of course titles can be all over the place and trying to figure out, you know what was the content of a particular course because it's not clear or you know.

424

01:17:22.560 --> 01:17:29.190

Cheryl Aschenbach: Part of it too is applicants I think it's asked for on yours too, but to provide justification for the elements that they believe are equivalent.

425

01:17:29.520 --> 01:17:38.550

Cheryl Aschenbach: And so you know, asking for an explanation of you know how did this course me this thing that we would usually expect to see within a degree, and you know or diving into it.

426

01:17:40.710 --> 01:17:43.080

Cheryl Aschenbach: Certainly, again, it can be challenging.

427

01:17:44.670 --> 01:17:47.310

Julie Thompson: Thank you, and next in the queue of the River miles, please.

428

01:17:48.390 --> 01:17:48.810

Cheryl Aschenbach: Hello.

429

01:17:49.620 --> 01:17:57.660

La Reva Myles: Hello um Thank you Julie um so I have a question which, which is really specific to my situation.

430

01:17:58.140 --> 01:18:12.120

La Reva Myles: um let's say that I want to come back and teach at Sri JC and I have a bachelor's degree from Berkeley and I have associate degrees in the subjects that I want to teach in which, at this point, our filmmaking.

431

01:18:12.810 --> 01:18:26.580

La Reva Myles: Journalism and say film studies and I go and I get a Masters and I come back and i'm taking a look at your equivalency and requirements, does that mean that.

432

01:18:27.150 --> 01:18:44.340

La Reva Myles: um I will need to have certain amount of experience out in the filmmaking world as well as teaching at a Community college like Sri JC before I can have what could be considered equivalency to be able to teach here.

433

01:18:45.120 --> 01:18:55.440

Cheryl Aschenbach: Good question and you know picking up on filmmaking because i'm pretty sure there's that's an a plus six years of experience that professional experience can include both.

434

01:18:56.070 --> 01:19:06.630

Cheryl Aschenbach: Occupational professional experience related to the discipline and teaching related within that discipline and and that that teaching within the discipline doesn't necessarily have to be in a college environment.

435

01:19:08.160 --> 01:19:17.220

Cheryl Aschenbach: In most cases, it really just refers to you know, have you been immersed professionally six years full time equivalents.

436

01:19:17.820 --> 01:19:22.650

Cheryl Aschenbach: In that discipline that you're you're seeking qualification in plus have that a degree.

437

01:19:23.190 --> 01:19:33.780

Cheryl Aschenbach: You know filmmaking is one you don't even have to have a specific filmmaking a or associates degree, you simply need an associates degree it's a matter of you know what's the field of professional experience that you have.

438

01:19:34.800 --> 01:19:40.080

La Reva Myles: Okay, and so, if I get my masters in a journalism slash filmmaking.

439

01:19:41.520 --> 01:19:43.950

La Reva Myles: You know area would that help.

440

01:19:44.940 --> 01:19:56.700

Cheryl Aschenbach: Journalism journalism, in particular as a master's level qualification, so it would help with that one for sure, and again i'd have to go back and look if the there's the new one, media and film studies.

441

01:19:57.210 --> 01:20:11.070

Cheryl Aschenbach: Is a I believe a master's level qualification and then you know whether or not there's you know what's in the what's in the a list versus the the requiring a master's degree list it's a matter of where the discipline you're you're seeking fits.

442

01:20:11.850 --> 01:20:13.020

Cheryl Aschenbach: Okay we'll be able to answer that.

443

01:20:13.500 --> 01:20:33.960

La Reva Myles: Okay, so I was hoping by having associate degrees in filmmaking journalism and film studies and a master's in a journalism, as well as filmmaking capacity would give me the opportunity to teach in communications in those three areas so that's i'm just telling you where i'm heading.

444

01:20:33.960 --> 01:20:38.700

Cheryl Aschenbach: Right and so i'd like to get the information in advance, so I know what I need to do.

445

01:20:38.970 --> 01:20:41.100

La Reva Myles: In order to accomplish my goal to teach at.

446

01:20:41.490 --> 01:20:42.420

La Reva Myles: Sri JC.

447

01:20:42.510 --> 01:20:47.220

Cheryl Aschenbach: And so my advice when i've had you know candidates locally asked that specific question is.

448

01:20:47.460 --> 01:20:54.540

Cheryl Aschenbach: You know, if you want to end up in that communications discipline, the key is to go and see what degrees are listed in that communications discipline.

449

01:20:54.810 --> 01:21:04.260

Cheryl Aschenbach: I don't believe journalism is in there, maybe I don't think film studies, is it doesn't mean they're not relevant, the key then is recognizing you'd probably have to apply through equivalency.

450

01:21:04.530 --> 01:21:08.580

Cheryl Aschenbach: If that's the degree you're going to earn journalism slash film studies or some combination of that.

451

01:21:08.880 --> 01:21:20.040

Cheryl Aschenbach: And then it's a matter of you know, really thinking through how you're going to justify the coursework that's in this degree has in fact prepared you to teach the equivalent of what's expected in a communications degree um.

452

01:21:20.130 --> 01:21:25.920

Cheryl Aschenbach: it's really I always and that's The challenge is folks in our system might be aware of the disciplines list.

453

01:21:26.190 --> 01:21:38.850

Cheryl Aschenbach: And those specific minimum qualifications but outside our system or or you know outside even faculty who have dealt with it all on sentence and equivalency committees or through their own hiring process it's really an unknown that those exist in our as.

454

01:21:39.960 --> 01:21:44.910

Cheryl Aschenbach: prescriptive, as they are, and then understanding that the equivalent location processes for that.

455

01:21:45.420 --> 01:21:47.310

La Reva Myles: Okay, thank you cheryl you bet thank.

456

01:21:47.400 --> 01:21:55.890

Julie Thompson: You and john silver has our Executive Secretary has a couple of more questions that I think may have come from the from the chat.

457

01:21:57.480 --> 01:22:03.180

John Stover: I share all these might be coming up later in the presentation, but I just wanted to get them out there, the first question is.

458

01:22:03.510 --> 01:22:21.030

John Stover: Are equivalency committees required to produce notes and or aggregate data after the fact per brown act and or other standards and the second question was can applicants who have been down for one see review any of the results of the committee's assessment thanks so much.

459

01:22:21.300 --> 01:22:28.170

Cheryl Aschenbach: Good you bet thanks for bringing those forward um are going to see committees required to produce notes or you know, considering the brown actor.

460

01:22:28.650 --> 01:22:33.870

Cheryl Aschenbach: really depends on whether you're a quality committee have set up as a subcommittee of the Senate, or as a separate committee.

461

01:22:34.500 --> 01:22:40.260

Cheryl Aschenbach: If it's a subcommittee of the Senate, then there does need to be agendas and then minutes produced from that meeting.

462

01:22:40.770 --> 01:22:54.330

Cheryl Aschenbach: And it may not mean that the Minutes specifically say you know we approved an equivalency and communications for la Riva, but it could say that you know that the committee took action to approve and equivalency and communications.

463

01:22:54.780 --> 01:22:57.930

Cheryl Aschenbach: The committee took action to deny and equivalency.

464

01:22:58.200 --> 01:23:05.790

Cheryl Aschenbach: In early childhood education wraps so those broad actions that's if it's a subcommittee because then it is subject to the brown act.

465

01:23:06.150 --> 01:23:11.220

Cheryl Aschenbach: If it's not subject to the brown act I think it's still a good idea to be transparent and have you know at least a.

466

01:23:11.730 --> 01:23:21.000

Cheryl Aschenbach: plan, an agenda here we're going to consider equivalencies and these disciplines and then you know some sort of summary afterwards saying you know recording the actions and then.

467

01:23:21.360 --> 01:23:30.690

Cheryl Aschenbach: Perhaps even recording the justifications that then end up going into i'm sure documentation within each candidates file in response to their request for equivalency.

468

01:23:32.670 --> 01:23:42.450

Cheryl Aschenbach: And then the second one can applicants who have been turned down for equivalency review that's really dependent on what's in your local process and and off the top my head, I think you had an appeals element in your process.

469

01:23:42.870 --> 01:23:48.150

Cheryl Aschenbach: And if you don't then it'd be something to think about as you review your process in the spring.

470

01:23:51.300 --> 01:24:01.500

Cheryl Aschenbach: In fact i'm pretty well I can't be certain I after reading yours, I also was reading our equivalency handbook and some other stuff so I can't say for sure hey Andrew how are you.

471

01:24:02.580 --> 01:24:13.950

Ann Foster: i'm good cheryl Thank you so much for being here great to see you um my question, I think I know the answer, but I just want to confirm so say that this year, somebody applies.

472

01:24:15.120 --> 01:24:35.460

Ann Foster: They obtain equivalency to a position or for a position and they make it through you know, maybe the first round of interviews and they make it to the round, but they ultimately are not chosen for the position does that equivalency still stand, because an equivalency cannot be revoked.

473

01:24:36.840 --> 01:24:48.570

Ann Foster: So if that person came back five years from now, for the same position with the equivalency we granted them for this hiring year still be in place.

474

01:24:50.580 --> 01:24:59.250

Cheryl Aschenbach: that's it's a tricky answer that's probably most dependent on your process and your documentation, I would say the process because.

475

01:25:00.570 --> 01:25:01.680

Cheryl Aschenbach: Is every.

476

01:25:03.120 --> 01:25:10.410

Cheryl Aschenbach: equivalency recommendation going to the board for action or only if the person is hired is it going to the board.

477

01:25:12.270 --> 01:25:22.680

Cheryl Aschenbach: Like my college every qualification every equivalency recommendation goes to the board, whether a person is hired or not, because we see that as even as an advocate that you know they could be eligible in our part time pool.

478

01:25:23.040 --> 01:25:28.620

Cheryl Aschenbach: And so you know, in that case, yes, because the Board has taken action on it that equivalency stands.

479

01:25:30.150 --> 01:25:38.610

Cheryl Aschenbach: that's what cannot be revoked if it's a matter of the process that equivalency was reviewed they move along in the process, because they're deemed equivalent.

480

01:25:38.880 --> 01:25:43.680

Cheryl Aschenbach: But no formal board action is taken, then it's a little bit grayer and I think it would have to be a local decision.

481

01:25:44.100 --> 01:25:54.450

Cheryl Aschenbach: On you know, is it in some way documented, you know somewhere that they were already reviewed, and you know, based on these grounds, were deemed equivalent it could certainly save time if they apply again in five years.

482

01:25:55.050 --> 01:26:07.470

Cheryl Aschenbach: But it could potentially pose problems if they reviewed again in five years and and different committee makeup says now they're not and you don't know that they were decided, yes, five years ago, so tricky question, but I think dependent mostly on props can.

483

01:26:07.470 --> 01:26:12.090

Ann Foster: I ask a quick follow up, based on what Sarah just posted in the chat Thank you Sarah for that.

484

01:26:13.440 --> 01:26:16.230

Ann Foster: So Sarah if somebody hired.

485

01:26:17.310 --> 01:26:30.690

Ann Foster: For a part time position and and they have equivalency that equivalency has gone to the board So then, if they were to come back around and apply for full time there that equivalency still stand correct.

486

01:26:32.070 --> 01:26:32.910

Cheryl Aschenbach: Yes.

487

01:26:33.510 --> 01:26:35.970

Sarah Hopkins: it's assuming that it's for the same discipline.

488

01:26:36.810 --> 01:26:38.400

Sarah Hopkins: So, and it has occurred.

489

01:26:38.400 --> 01:26:47.760

Sarah Hopkins: Previously, where candidates have been approved for other disciplines and that obviously does not transfer over, but if it's from adjunct to full time for the same exact discipline, then yes it's.

490

01:26:48.810 --> 01:26:49.920

Okay, great Thank you.

491

01:26:51.720 --> 01:26:51.990

Thanks.

492

01:26:54.690 --> 01:26:58.320

Cheryl Aschenbach: Julia saw you kind of raising your hand was that to bring in sarah's.

493

01:26:58.380 --> 01:27:01.890

Julie Thompson: response exactly yes, thank you okay cool.

494

01:27:02.190 --> 01:27:03.180

Cheryl Aschenbach: Then we'll go on.

495

01:27:04.290 --> 01:27:14.280

Cheryl Aschenbach: So john's question about whether or not brown applicable certainly speaks to you know decisions about whether your sentence a subcommittee or a separate committee.

496

01:27:14.670 --> 01:27:21.660

Cheryl Aschenbach: And then you know again reminding us that the process needs to be a player fairly and consistency and it's really up to the equivalency committee to do that.

497

01:27:22.050 --> 01:27:29.640

Cheryl Aschenbach: And we have to step outside, sometimes even our own disciplines look at the big picture, when we're members of an equivalency Committee, and you know really make sure that.

498

01:27:30.300 --> 01:27:36.690

Cheryl Aschenbach: You know, we can advocate ideally for the candidate to be equivalent but based on evidence at it and clear justification.

499

01:27:37.080 --> 01:27:47.970

Cheryl Aschenbach: And we always want to our decisions to be you know sensible upon review and not questioned it's really not it's pretty i'd say really rare that.

500

01:27:48.450 --> 01:27:56.850

Cheryl Aschenbach: You know anyone's going to come in, except, perhaps through accreditation and look at your hiring files and and even then they may not dive deep enough to see you know this person's.

501

01:27:57.450 --> 01:28:05.550

Cheryl Aschenbach: It was deemed equivalent on what grounds, but you know you never know when that could happen something could be challenged and we've got to make sure that that we have that documentation in that that.

502

01:28:05.880 --> 01:28:09.600

Cheryl Aschenbach: You know, adequate justification it's not just like hey I know this is a great guy.

503

01:28:09.870 --> 01:28:20.880

Cheryl Aschenbach: or Great Gal and I can't wait to they've got a bunch of lived experience, and I want them to teach in our department like that's not enough what's the evidence that it's being based upon and what tangible produce evidence, rather than just my opinion in that case.

504

01:28:22.320 --> 01:28:27.330

Cheryl Aschenbach: committees need to meet regularly and and especially be available during peak hiring seasons, you know when.

505

01:28:27.600 --> 01:28:33.420

Cheryl Aschenbach: You know 19 positions to go out and hire faculty that's fantastic that means your equivalency committee is probably going to get a little bit of work to.

506

01:28:33.930 --> 01:28:42.270

Cheryl Aschenbach: Because with each of those you know you're bound to have applicants that that need equivalency review and so you know, making sure that your committees regularly meet regularly, for that is helpful.

507

01:28:42.750 --> 01:28:50.190

Cheryl Aschenbach: Also, keeping in mind the very beginning of the semesters you know, in August in January and the December, even before we head out for break.

508

01:28:50.460 --> 01:28:58.770

Cheryl Aschenbach: You know, really being available for those emergency type hiring decisions when we have someone who may be equivalent or and needs that review.

509

01:28:59.190 --> 01:29:04.080

Cheryl Aschenbach: And then also meeting regularly gives lots of opportunity to to you know, review the process talk through.

510

01:29:04.650 --> 01:29:14.520

Cheryl Aschenbach: You know potentials hypotheticals as well as to regularly train the equivalency committee and make sure that everybody's you know adequately prepared to have the conversations and make the decisions that they're asked to make.

511

01:29:17.100 --> 01:29:23.640

Cheryl Aschenbach: This comes from both in the sentence equivalency paper and then in the system CTE mq toolkit.

512

01:29:24.120 --> 01:29:30.420

Cheryl Aschenbach: That the recommended it membership of any equivalency committee includes faculty given discipline really a breath of disciplines.

513

01:29:30.840 --> 01:29:37.680

Cheryl Aschenbach: And then faculty within the discipline, this can sometimes be those folks you refer to, you know hey I really need input on automotive technology.

514

01:29:37.950 --> 01:29:44.190

Cheryl Aschenbach: It would be responsible for us to make a decision or recommendation on automotive technology without involving the auto tech folks.

515

01:29:44.430 --> 01:29:56.370

Cheryl Aschenbach: And so you know reaching out to the discipline experts getting their input getting their recommendations specific to the discipline and then having the committee consider that, in combination with preparation as a whole.

516

01:29:58.260 --> 01:30:02.670

Cheryl Aschenbach: And so that that next bullet about you know regular Members might be a small core group.

517

01:30:03.060 --> 01:30:15.030

Cheryl Aschenbach: But then, inviting discipline experts in are reaching out between meetings to get there, get them to review applicant files and make their recommendation and documenting that either support or or you know non support for.

518

01:30:15.510 --> 01:30:25.500

Cheryl Aschenbach: is really important, and then making sure it's consistent when our Members are on the committee, a little bit longer and like I mentioned it looks like you aim to a point for three years and staggered terms.

519

01:30:25.770 --> 01:30:29.100

Cheryl Aschenbach: So that you're not losing everybody all at once that that's an important element of it.

520

01:30:30.300 --> 01:30:34.290

Cheryl Aschenbach: Because I mean the situation and mentioned comes up, I certainly I was.

521

01:30:35.070 --> 01:30:40.050

Cheryl Aschenbach: A senate President, for a long time at Lawson and worked closely with our equivalency chair and we did see.

522

01:30:40.410 --> 01:30:48.000

Cheryl Aschenbach: You know, a handful of folks come through a couple three times, especially they were denied once they get a little bit more coursework and come back and try again and.

523

01:30:48.300 --> 01:30:59.730

Cheryl Aschenbach: You know, we would try to be as helpful as we could, and maybe make some suggestions on the side, but you know you do see similar situations or something similar candidates and you want to be able to be consistent in those decisions.

524

01:31:01.260 --> 01:31:07.500

Cheryl Aschenbach: HR having an HR liaison which I noticed, you have, as a member of your committee really as a key partner it's.

525

01:31:08.070 --> 01:31:17.280

Cheryl Aschenbach: You know, yes it recommendations come from the Faculty and in our responsibility, the Faculty but really having our HR partners as part of that conversation.

526

01:31:17.820 --> 01:31:27.630

Cheryl Aschenbach: they're great at that they usually have the most contact with the applicants can help to pull that the documentation that we need to for consideration and then, can you know also help a little bit with that that.

527

01:31:29.250 --> 01:31:32.790

Cheryl Aschenbach: I particularly anyone who served for a little bit longer Julia saw your hand start to go up.

528

01:31:35.970 --> 01:31:51.330

Julie Thompson: Sorry, I was muted there's a question in the chat from Sarah wiley what is the state academic sentence position on the reality of the workload for faculty who participate and i'm assuming that means participate on the committee.

529

01:31:51.360 --> 01:31:51.840

Cheryl Aschenbach: On the Committee.

530

01:31:53.070 --> 01:31:54.270

Julie Thompson: on how they should be handled.

531

01:31:55.350 --> 01:32:07.170

Cheryl Aschenbach: Good question i'm gonna have to i'll look into that it if if it's anywhere it's an equivalency paper or in a resolution and I don't know the answer to that offhand but if I can help to point.

532

01:32:07.740 --> 01:32:13.650

Cheryl Aschenbach: If we have that in one of our documents, and I can point you to that i'll send it to Julian have reported on you.

533

01:32:15.240 --> 01:32:16.050

Julie Thompson: And thanks.

534

01:32:18.480 --> 01:32:23.670

Cheryl Aschenbach: um, so I think we got most of that so anything else on committees or process.

535

01:32:26.370 --> 01:32:35.730

Cheryl Aschenbach: i'll say one thing that came up in my conversation with Julian to the other take other day, too, is you know at what point do you review equivalency requests and um it's my understanding that.

536

01:32:36.180 --> 01:32:46.740

Cheryl Aschenbach: folks are entered into the screening process and it's only if they're recommended for advancement to interview that they're pulled out, then and go through the inner will go through the equivalency review process.

537

01:32:47.190 --> 01:32:53.820

Cheryl Aschenbach: that's one way to do it, some colleges review everybody for equivalency on the front end before they're actually entered into a pool.

538

01:32:54.360 --> 01:32:59.250

Cheryl Aschenbach: You know there's pros and cons to both, and as you, you know, think about how lawyers, is working.

539

01:32:59.670 --> 01:33:08.370

Cheryl Aschenbach: I might be something you know, want to know a little bit more about later I can share that, but there are different points in a process in the hiring process where the equivalency review can happen.

540

01:33:09.630 --> 01:33:12.450

Cheryl Aschenbach: The earlier, the more Labor intensive generally you're going to review, a lot more.

541

01:33:13.980 --> 01:33:20.910

Cheryl Aschenbach: So a few minutes, just to go back and remind you a few things that pop up frequently is like hey we can do this right and generally on these the answer's no.

542

01:33:21.600 --> 01:33:27.810

Cheryl Aschenbach: Conditional provisional equivalencies can be created, you know we talked about that no it's really important that the process be followed for everybody being.

543

01:33:28.170 --> 01:33:32.520

Cheryl Aschenbach: approved for equivalency and at the recommendations always come from the equivalency committee and your Senate.

544

01:33:33.480 --> 01:33:36.300

Cheryl Aschenbach: You once once equivalencies granted you can't revoke it.

545

01:33:37.110 --> 01:33:42.300

Cheryl Aschenbach: human resource officers should not be involved in equivalency processes, yes, they should their partners in that work.

546

01:33:42.630 --> 01:33:49.140

Cheryl Aschenbach: um you know really important folks and, as I mentioned, they can help to separate the process, they can help with some of the documentation.

547

01:33:49.890 --> 01:33:56.790

Cheryl Aschenbach: On the front end what invitation, do we need for our decisions, as well as making sure that the decisions and the recommendations are being documented.

548

01:33:57.030 --> 01:34:01.770

Cheryl Aschenbach: and put into personnel files as needed, and so it really important partner discount that work.

549

01:34:02.250 --> 01:34:07.650

Cheryl Aschenbach: And then, sometimes, the question will come up what about single course equivalencies I need someone to teach my.

550

01:34:07.980 --> 01:34:17.010

Cheryl Aschenbach: medieval literature class and can I just get someone qualified for that class the answer's no all of our qualifications are for the discipline as a whole.

551

01:34:17.460 --> 01:34:28.890

Cheryl Aschenbach: And you know well, yes, I might have an expertise in a particular area of my field, I technically wasn't qualified I should be able to teach any portion of our coursework in that discipline.

552

01:34:29.550 --> 01:34:39.120

Cheryl Aschenbach: You know whether I teach to my strength, or have to develop new strains is really a matter of scheduling and working with my department chairs division deans and and Vice Presidents and so.

553

01:34:39.420 --> 01:34:42.270

Cheryl Aschenbach: I know we can't you know, certainly can make a note in a file.

554

01:34:42.810 --> 01:34:49.440

Cheryl Aschenbach: You know the schedulers can whether that's the the department chair or a Dean that says, you know hey cheryl's best when she's not teaching.

555

01:34:49.710 --> 01:35:00.780

Cheryl Aschenbach: freshman composition put her in our lives requires like that's a matter of preference, or perhaps experience but unqualified for both so it's a matter of you know where might I fit best, along with the streets of my department hi Laura.

556

01:35:01.770 --> 01:35:06.570

Laura Sparks: I think you, I have another question related to a single course equivalencies in the.

557

01:35:07.620 --> 01:35:07.860

Laura Sparks: The.

558

01:35:09.600 --> 01:35:18.480

Laura Sparks: SEC minimum calls White Paper, and it has an entry listed for vocational short term non credit.

559

01:35:18.930 --> 01:35:31.890

Laura Sparks: Where the minimum call his bachelor's degree in two years of occupational experience related to the subject of the course taught so, is it the case that it in that particular field, you can do single course equivalencies.

560

01:35:32.220 --> 01:35:39.870

Cheryl Aschenbach: it's still more discipline it's misleading because that language comes right out of Title five or i'd code it's not part of the regular.

561

01:35:40.620 --> 01:35:52.170

Cheryl Aschenbach: disciplines list but it's still would reply to it to the discipline that that courses being taught in so you know, is it being taught in automotive technology or in you know auto body as a separate element of of automotive technology.

562

01:35:52.560 --> 01:35:57.990

Cheryl Aschenbach: On it it's you know what, what are the other disciplines that might apply great question and Nice job catching that detail.

563

01:36:01.710 --> 01:36:10.440

Cheryl Aschenbach: i'm there was also in regard to single course equivalencies I have the ED code reference here that it really is about the discipline approval, there was also in 2009 I think it was a.

564

01:36:10.950 --> 01:36:18.750

Cheryl Aschenbach: chancellor's office legal opinion that That said, there are no single course equivalencies It really is, and that was at the request that that was granted at the request of the academic Senate.

565

01:36:18.990 --> 01:36:28.440

Cheryl Aschenbach: and resolutions you know kind of inquiring do we have single course equivalencies the answer through the chancellor's our Legal Office was no, it was you know you're approved for a discipline anything else is a function of scheduling.

566

01:36:30.810 --> 01:36:33.690

Cheryl Aschenbach: Alright, so looking quickly at hiring processes and equivalencies.

567

01:36:34.590 --> 01:36:41.850

Cheryl Aschenbach: Just a reminder that when we're talking about a proven equivalency it really only means that someone meets the minimum calls and it puts them into that pool of potential hires.

568

01:36:42.120 --> 01:36:46.740

Cheryl Aschenbach: You know whether that's early in the pool of your process or whether that's you know now they remain in the pool.

569

01:36:47.160 --> 01:36:54.030

Cheryl Aschenbach: With the the opportunity to interview, but it certainly doesn't guarantee employment, we also in equivalency need to make sure not to.

570

01:36:54.450 --> 01:37:00.420

Cheryl Aschenbach: Try to start evaluating based on their preparation to teach that's not part of the minimum qualification for any discipline.

571

01:37:00.750 --> 01:37:10.890

Cheryl Aschenbach: Nor, for regular minimum qualification, again, I have a master's In English it doesn't guarantee I can teach English it just says, I have the preparation, the content knowledge preparation to teach English.

572

01:37:11.310 --> 01:37:13.020

Cheryl Aschenbach: It doesn't speak to my teaching skills at all.

573

01:37:13.470 --> 01:37:19.290

Cheryl Aschenbach: And so you know a lot of times i've seen an equivalency conversations, as well as an equivalency presentations at conferences.

574

01:37:19.530 --> 01:37:26.520

Cheryl Aschenbach: You know, it comes up like well hey yeah We might say that they're that they have the equivalent to a degree, but we don't know that they really can teach.

575

01:37:27.000 --> 01:37:36.630

Cheryl Aschenbach: nope, the key is equivalency to the degree expectations that academic preparation that the rest of it is another part of the the conversation through the hiring a screening process.

576

01:37:38.040 --> 01:37:45.720

Cheryl Aschenbach: Reviewing an applicant qualifications and and considering them for equivalency is one step in a multi step hiring process and we've got to keep that in mind.

577

01:37:46.050 --> 01:37:50.580

Cheryl Aschenbach: i'm Dr Chong mentioned, you know really would dei and are interested in hiring diverse faculty.

578

01:37:50.910 --> 01:37:58.260

Cheryl Aschenbach: You know, we want to open our pools as as broad as we can and make sure that we have a diverse pool of candidates and then we aren't screening folks out.

579

01:37:59.250 --> 01:38:03.300

Cheryl Aschenbach: You know, through the fact that the degrees are definitely title or they have slightly different.

580

01:38:03.990 --> 01:38:13.500

Cheryl Aschenbach: Academic preparation than we would expect it doesn't mean, though, that we are the as equivalency committees and the senate's are the sole keepers of creating that diversity.

581

01:38:13.830 --> 01:38:17.310

Cheryl Aschenbach: You know what kind of recruitment is happening to get diverse pool what's the outreach.

582

01:38:18.120 --> 01:38:32.070

Cheryl Aschenbach: that's one function, just to broaden the pool, to begin with equivalency you know, it is good to have that mindset of trying to find folks equivalent, but again it's got to be justifiable based on coursework work experience or Eminence so keep that in mind as well.

583

01:38:33.540 --> 01:38:35.970

Julie Thompson: We have another question from the rebbe.

584

01:38:36.180 --> 01:38:36.450

yeah.

585

01:38:39.090 --> 01:38:47.400

La Reva Myles: Thanks Julie i'm so i'm a little confused because I heard you say earlier that sometimes the equivalency process happens to beginning.

586

01:38:47.640 --> 01:38:58.770

La Reva Myles: Sometimes, after so let's say there are three positions, open and you have 10 to 15 people who are applying for that position at what point.

587

01:38:59.130 --> 01:39:09.150

La Reva Myles: Does equivalency come into it, it wouldn't that be something that you need to look at at the front end to be able to see if to widen your category of.

588

01:39:09.840 --> 01:39:16.980

La Reva Myles: You know, or being able to look at as many possible you know people or is i'm just kind of wondering.

589

01:39:17.370 --> 01:39:30.360

La Reva Myles: Where where is the cutoff because i've heard of people applying and who felt that they were qualified for position, and not even getting an interview so How does that first cut happen so that something like that would happen.

590

01:39:30.750 --> 01:39:34.230

Cheryl Aschenbach: that's a good question and sorry for the confusion I That was my fault but.

591

01:39:35.100 --> 01:39:43.650

Cheryl Aschenbach: The difference is really a local difference, so one college might choose to screen equivalency at the point of application to put people into the broader pool.

592

01:39:44.100 --> 01:39:52.050

Cheryl Aschenbach: Another college, based on their equivalency and hiring process might say, you know we're not going to screen for equivalency we're going to assume qualification.

593

01:39:52.320 --> 01:40:03.090

Cheryl Aschenbach: Until the recommend till the initial screenings done and they recommended for interview, and at that point we're going to go ahead and screen to make sure that they their academic discipline is qualified or equivalent.

594

01:40:03.660 --> 01:40:14.220

Cheryl Aschenbach: And it's my understanding, looking at at Center roses policy in particular that the the quality screening folks are in the pool with the assumption that they're qualified it looks like.

595

01:40:14.520 --> 01:40:22.860

Cheryl Aschenbach: They continue through the initial screening, which is usually just a review of applications and an application materials against the job description, you know.

596

01:40:24.150 --> 01:40:30.150

Cheryl Aschenbach: Really, what are some of the key terms popping out and key functions of that job you know how to what degree is someone prepared and those ways.

597

01:40:30.360 --> 01:40:37.320

Cheryl Aschenbach: And then that academic discipline review for minimum qualifications happens only for those that are recommended for interview, so the pool stays big.

598

01:40:37.860 --> 01:40:41.400

Cheryl Aschenbach: Until we get to the point of recommending for interview, and then the equivalency committee only.

599

01:40:42.030 --> 01:40:48.930

Cheryl Aschenbach: has to evaluate those that are recommended for interview that don't have the clear qualification that need to be considered for equivalency.

600

01:40:49.710 --> 01:40:55.620

Cheryl Aschenbach: that's that that Santa Rosa process, conversely, my my college is process is when you apply.

601

01:40:56.610 --> 01:41:05.040

Cheryl Aschenbach: You are screen for equivalency every single person that that doesn't mean to clear on cue goes through the equivalency chair and equipment see committee determinations are made.

602

01:41:05.400 --> 01:41:12.930

Cheryl Aschenbach: And then entered into the pool or not even entered into the pool and then it's a matter of they go through initial screening potential for interview recommendation.

603

01:41:13.230 --> 01:41:20.430

Cheryl Aschenbach: And down, so it happens at different points based on local process and it can be confusing because colleges all may do that slightly differently.

604

01:41:21.210 --> 01:41:23.220

La Reva Myles: Okay, thank you cheryl for answering their question.

605

01:41:23.700 --> 01:41:26.880

Julie Thompson: hi Jenny next in the queue is Joe fast lawyer.

606

01:41:27.630 --> 01:41:38.310

Joe Fassler: I think you related to that I feel like the way our process works it actually can work to disadvantage, a candidate, if they are not already approved for a minimum calls once they get into the.

607

01:41:38.790 --> 01:41:50.220

Joe Fassler: screening process, because the Committee will look at them and say well we're not sure they meet minimum calls, so we will not we want to advance them to an interview or or they just won't look at them fighters favorably I feel like if.

608

01:41:51.000 --> 01:42:05.430

Joe Fassler: If a if a candidate were pre approved for equivalency and that decision we're already made before the screening is done, then I feel like they would have a better shot at getting an interview, so I just want to sort of put that in there as a as a thought in our process.

609

01:42:05.490 --> 01:42:19.230

Cheryl Aschenbach: So it's a great point is you think about your process in the spring that's something to keep in mind and I mentioned earlier there's pros and cons to reviewing early versus reviewing later in the process, and that that certainly that potential for bias in that initial.

610

01:42:20.280 --> 01:42:27.870

Cheryl Aschenbach: Screening committee review hiring committee review without having gone through equivalency certainly could could put a candidate, a disadvantage.

611

01:42:28.440 --> 01:42:42.330

Cheryl Aschenbach: You know, again on the flip side you know it it's a lot less work when you're reviewing one or two potentially for position rather than 30 it's never quite that many, but it sometimes can feel that way um so yeah it's all things to think about thanks for.

612

01:42:43.230 --> 01:42:48.390

La Reva Myles: Joe thanks for that thanks for that question because that goes a little deeper into what I was talking about as well.

613

01:42:50.340 --> 01:42:56.550

Joe Fassler: Can I follow up with them and ask one more question would be, is it is there any college that has a process for someone to just.

614

01:42:56.880 --> 01:43:09.810

Joe Fassler: apply for equivalency even as a separate from a job application just say i'm applying now for equivalency and I would like to know kind of down the road, I will apply for a job, but I want to get the equivalency figured out now is that ever something colleges do.

615

01:43:10.260 --> 01:43:14.880

Cheryl Aschenbach: what's a good question I haven't seen that it doesn't mean it's not happening I just haven't crossed paths with it um.

616

01:43:15.240 --> 01:43:27.630

Cheryl Aschenbach: I can ask around and see if I can come up with any examples of that, and you know, Sarah may have some knowledge of that as well from the HR perspective and her access to colleagues, but if I can come up with any examples all again shoot it to Julian she can share.

617

01:43:29.730 --> 01:43:30.450

Cheryl Aschenbach: that's a great question.

618

01:43:32.160 --> 01:43:33.870

Cheryl Aschenbach: talk a little bit more about process.

619

01:43:34.950 --> 01:43:40.110

Cheryl Aschenbach: We want to make sure that we are on our websites making information available to candidates about equivalency and.

620

01:43:40.350 --> 01:43:45.870

Cheryl Aschenbach: And Sarah was part of the CTE toolkit group and and I came in and worked with her a little bit towards the tail end of that.

621

01:43:46.140 --> 01:43:53.940

Cheryl Aschenbach: As part of the larger group, and that was a big topic of conversation we've got to realize that equivalency is a Calvin Community college term.

622

01:43:54.270 --> 01:44:03.990

Cheryl Aschenbach: and California Community college we're pretty unique in that, and so, in that sense if you're in the system, you might have an idea but but also many folks in our system don't.

623

01:44:04.500 --> 01:44:13.560

Cheryl Aschenbach: If you're outside the system, you probably have no idea what equivalency means, and so you know, having a good explanation for what it is on your website providing examples of you know what a.

624

01:44:14.460 --> 01:44:21.720

Cheryl Aschenbach: Good strong completed equivalency application looks like versus maybe even what a weaker one looks like, and you know, also including perhaps with the decisions are made.

625

01:44:21.990 --> 01:44:35.880

Cheryl Aschenbach: Of course, all you know blind and removed have any identifiers, but you know, helping outside folks to process through equivalency is really important to having those strong pools and getting more folks outside our system into our system so something to keep in my Julia see.

626

01:44:36.630 --> 01:44:49.680

Julie Thompson: I yes another question in the Q, I mean in the chat and how many California Community colleges have equivalency committees and how to colleges that don't have these committees handle and q's.

627

01:44:50.760 --> 01:44:52.260

Cheryl Aschenbach: I think every community college.

628

01:44:52.710 --> 01:45:01.080

Cheryl Aschenbach: At least at the district level has an equivalency committee some and those maybe not all those that don't have equivalency committees.

629

01:45:01.680 --> 01:45:09.540

Cheryl Aschenbach: Do equivalency review as part of the screening selection process which isn't recommended, because then you've got a different group of folks.

630

01:45:10.050 --> 01:45:16.260

Cheryl Aschenbach: You know you're hiring committee doing the equivalency review and it's different every single you know time you're hiring a position and so.

631

01:45:16.650 --> 01:45:23.190

Cheryl Aschenbach: That consistency we're looking for doesn't exist it's really hard to have, and so you know you may have cases like that.

632

01:45:23.760 --> 01:45:34.050

Cheryl Aschenbach: Some do it separate as an equivalency committee others do it as a function of the academic Senate, with an equivalency chair i've seen that as well, so it exists in a few different ways okay.

633

01:45:34.320 --> 01:45:42.540

Julie Thompson: We have a comment from Sarah Hopkins in the chat and then it looks like Courtney Schultz has a question so first from Sarah Hopkins.

634

01:45:43.170 --> 01:45:58.020

Julie Thompson: Our current equivalency procedures only allow for equivalency cases to be reviewed when a candidate is selected for interview so that's an answer to the earlier question about when, in the process, and whether it could be done kind of generically in advance and Courtney.

635

01:45:59.700 --> 01:46:00.030

Julie Thompson: According.

636

01:46:00.600 --> 01:46:05.550

Cortney Schultz: hi I was wondering if you'd ever heard of any committees who.

637

01:46:07.560 --> 01:46:21.240

Cortney Schultz: meet with a candidate and person or talk to them in person, just because some of some of the time you know the candidates don't know exactly what to submit in their application and so have you ever heard of that.

638

01:46:21.870 --> 01:46:22.380

Cheryl Aschenbach: um.

639

01:46:22.650 --> 01:46:24.480

Cheryl Aschenbach: i've heard of cases where it's you know.

640

01:46:24.480 --> 01:46:32.820

Cheryl Aschenbach: A certain technician in the HR office that has some of that interface with candidates, sometimes it's the equivalency chair that might have that interface.

641

01:46:33.210 --> 01:46:39.630

Cheryl Aschenbach: or a representative of the committee I necessarily heard or seen cases where you know someone might meet with the whole committee.

642

01:46:40.350 --> 01:46:49.470

Cheryl Aschenbach: But i've seen case you know HR communicates with the equivalency chair or Committee, you know might be able to field questions and get information back to a candidate.

643

01:46:49.920 --> 01:47:00.660

Cheryl Aschenbach: But I think, at least in most cases, having access to someone in HR and then and i've seen it both where they have access to the equivalency chair or not, they only could contact hr.

644

01:47:01.140 --> 01:47:06.090

Cheryl Aschenbach: You know both again pros and cons different local decisions based on how they're using their personnel, but.

645

01:47:06.840 --> 01:47:10.320

Cheryl Aschenbach: You know, certainly, I agree that that communication back to candidates can be really helpful.

646

01:47:11.190 --> 01:47:15.960

Cheryl Aschenbach: Especially when they don't understand our process rather than just saying nope not equivalent they didn't fill out the form right.

647

01:47:16.290 --> 01:47:21.750

Cheryl Aschenbach: it's a matter of you know, and I think HR plays as part A lot is really helping them make sure the form gets filled out and that they understand.

648

01:47:22.080 --> 01:47:28.770

Cheryl Aschenbach: Really what's needed, and you know again some HR officers do that with them others, you know pulling the equivalency chair and have them help do that with them.

649

01:47:33.510 --> 01:47:37.020

Cheryl Aschenbach: I pulled this this as an image right off your website so I just wanted to point out like.

650

01:47:38.040 --> 01:47:42.750

Cheryl Aschenbach: You have a pretty good explanation for what equivalency is and when folks might need to use it, because again.

651

01:47:43.170 --> 01:47:53.310

Cheryl Aschenbach: If we don't tell them when they might need to use it, they may not understand often don't understand i'll say um and so you know just making that kind of communication really clear to potential applicants as important.

652

01:47:56.460 --> 01:48:03.900

Cheryl Aschenbach: As we wind down a time and certainly still some time for questions, but some resources, I think you all need to be aware of your own equivalency process.

653

01:48:04.260 --> 01:48:13.230

Cheryl Aschenbach: And so that's in your board policy documents and minimum qualifications for faculty administrators, this is a link to a pretty sure the most up to date, one the.

654

01:48:14.880 --> 01:48:25.920

Cheryl Aschenbach: There should be at some point at 2021 because we've added on the book that I linked to includes behavioral tech, I think it is, and this spring, the Senate approved.

655

01:48:26.400 --> 01:48:40.620

Cheryl Aschenbach: industrial technology, I think, and then film and media studies so there's two more to be added the CTE faculty men qualifications toolkit can be really helpful in those conversations around a equivalency equivalency to the associates degree in our trades.

656

01:48:41.700 --> 01:48:48.270

Cheryl Aschenbach: We have a paper requirements to the minimum qualifications that can be a good resource, I definitely suggest if you're coming to the committee hasn't taken a look at it yet.

657

01:48:48.570 --> 01:49:03.030

Cheryl Aschenbach: To give some thought to it could also be really helpful in framing your conversations, as you prepare to to look at your process in the spring and then we've got some article just tied into a equivalency as as a general element and Julie, I see.

658

01:49:04.560 --> 01:49:06.450

Cheryl Aschenbach: Nancy asking the question about the presentation.

659

01:49:06.750 --> 01:49:11.160

Cheryl Aschenbach: yeah i'll send it to Julie, as we finish I tweaked a couple more little things before we started today.

660

01:49:11.460 --> 01:49:17.280

Cheryl Aschenbach: And so i'll send it to Julian and Julie feel free to share it wherever you'd like it's your resource after this.

661

01:49:19.050 --> 01:49:20.490

Cheryl Aschenbach: And then I mentioned to.

662

01:49:21.600 --> 01:49:28.230

Cheryl Aschenbach: Politics, in particular, I thought had both pretty good explanations of what equivalency is on their page, as well as some cases.

663

01:49:28.710 --> 01:49:37.650

Cheryl Aschenbach: That proactive equivalency I talked about like hey are this discipline is decided they will accept you know these degree titles or degrees as equivalent.

664

01:49:37.980 --> 01:49:52.170

Cheryl Aschenbach: And so that might give you some additional things to think about with your process or with just equivalency in general mirror kosta in particular there's it's part of a prospective employees faq but question number eight specifically deals with faculty equivalence.

665

01:49:53.280 --> 01:50:02.850

Cheryl Aschenbach: So that's that's all the good stuff Now I know you probably still got more questions so i'm happy to continue to answer questions for a little bit okay.

666

01:50:03.390 --> 01:50:19.080

Julie Thompson: um First, I just want to say thank you, that was a mountain of information, and I know will be really helpful to all of us going forward so thank you for that um questions yeah I see applause Thank you um.

667

01:50:19.530 --> 01:50:29.010

John Stover: If anybody has a question that hasn't been asked chat or you haven't spoken, if you want to go first we could start there.

668

01:50:32.670 --> 01:50:38.700

Cheryl Aschenbach: don't be shy go free raise hands ask questions it's it's complicated there's a lot of nuance and.

669

01:50:40.110 --> 01:50:41.160

John Stover: I say julie's hand.

670

01:50:41.460 --> 01:50:42.240

Julie Thompson: yeah Julie has.

671

01:50:44.430 --> 01:50:53.040

Julie Thompson: hi so one of the things I was wondering is um so the committee works, according to the policy and the procedure right that the Senate has created.

672

01:50:53.550 --> 01:51:10.170

Julie Thompson: What should happen, ideally, if a committee and comes up against a situation that the policy in the procedure are silent on what what is a recommended practice what should they go to the Senate for advice to I.

673

01:51:12.090 --> 01:51:17.250

Cheryl Aschenbach: Think that's a great question I don't know that I have a solid answer for you i'd say you know, to some degree.

674

01:51:17.610 --> 01:51:24.120

Cheryl Aschenbach: what's your local practice and sense of with your Senate and your campus as a whole, like when there isn't a clear.

675

01:51:24.720 --> 01:51:31.470

Cheryl Aschenbach: thing to follow in process or in procedure you know what do you do in and kind of stick with that tradition, the other would be.

676

01:51:31.800 --> 01:51:36.120

Cheryl Aschenbach: You know, consider maybe you know what recommendation would you make to the Senate to handle that moment.

677

01:51:36.660 --> 01:51:43.230

Cheryl Aschenbach: You know hey we're finding we don't have any guidance on this, you know either here's a couple of options for how we could handle this on it, what do you want us to do.

678

01:51:43.800 --> 01:51:53.850

Cheryl Aschenbach: It, and again I think probably doing that hand in hand with HR thinking that through or even saying you know we we should probably do this, what do you think and bouncing it off your senate might be a good idea.

679

01:51:54.630 --> 01:52:06.750

Julie Thompson: I mean it I don't want to borrow trouble i'm create a problem where when doesn't exist and that the equivalency equivalency process and the need for decision is is a really compressed deadline.

680

01:52:07.560 --> 01:52:18.930

Julie Thompson: Because we're trying to get those people, scheduled for interviews and seems to me that we'd have something in place ahead of time to guide the committee in such situations, so that we're not trying to make it up in the moment.

681

01:52:19.350 --> 01:52:21.930

Cheryl Aschenbach: Right and sometimes they may just need to act.

682

01:52:21.930 --> 01:52:28.290

Cheryl Aschenbach: And then you know come back and you know figure out how to solve that problem in the future and get it into process.

683

01:52:29.640 --> 01:52:31.830

Julie Thompson: Thank you i'm in there's a question from Dave lemer.

684

01:52:32.160 --> 01:52:38.550

Cheryl Aschenbach: yeah I know you said you already did equivalency or learned equivalency this morning was I consistent with what you learned I hope.

685

01:52:38.760 --> 01:52:41.040

David Lemmer: i'm yeah i'm gonna get on the plus.

686

01:52:41.430 --> 01:52:42.300

Cheryl Aschenbach: Are awesome.

687

01:52:42.570 --> 01:52:49.410

David Lemmer: Okay, good yeah my question was relating to the diversity prompt aspect of.

688

01:52:50.430 --> 01:52:57.540

David Lemmer: Of equivalency and what I found on serving with committees and and posing that.

689

01:52:58.710 --> 01:53:05.910

David Lemmer: That question to people either on the application itself or during the interview is that there's a wide.

690

01:53:06.600 --> 01:53:24.030

David Lemmer: range of what people interpret that to mean it all in mostly the responses i've witnessed his like they haven't got a clue what that what they what we mean by diversity and sensitivity to people of.

691

01:53:24.210 --> 01:53:26.490

David Lemmer: different cultural backgrounds and whatever and.

692

01:53:27.180 --> 01:53:40.320

David Lemmer: If it's going to be part of the men clause It really should be stated out pretty specifically what that means and what are we looking for an answer to that is that anything that's going on at the state level.

693

01:53:40.800 --> 01:53:45.600

Cheryl Aschenbach: it's a good question, there is some work being done around that at the state level more in the context of.

694

01:53:46.860 --> 01:53:51.360

Cheryl Aschenbach: kind of focus areas and competencies to consider for evaluation because there's.

695

01:53:51.870 --> 01:54:02.520

Cheryl Aschenbach: Some push to have us all for all employee groups considering an element of dei in our evaluation processes, and you know, maybe it's just a self reflective element, maybe it's a more.

696

01:54:02.940 --> 01:54:13.140

Cheryl Aschenbach: You know, value added, you know truly evaluated component, but I think those competencies and those conversations, as they come out in models, I think, from the chancellor's office fairly soon.

697

01:54:13.560 --> 01:54:29.220

Cheryl Aschenbach: Within the next month or two I think those could certainly provide some grounds for setting context for folks around what we expect when we asked that question, even when it's asked on on either on applications as part of the process, or in the interview process.

698

01:54:29.700 --> 01:54:41.220

David Lemmer: So in the in the meantime, is that left up to us department by department or school wide or I guess i'm looking for guidance here because there's a.

699

01:54:41.220 --> 01:54:54.240

Cheryl Aschenbach: Good question it probably comes up more like hiring committee by hiring Committee, you know, based on whatever orientation HR provides for you to kind of set the groundwork for your work within a hiring committee.

700

01:54:54.570 --> 01:55:00.420

Cheryl Aschenbach: yeah i'm gonna that group is doing the evaluating right of an applicant both their paperwork and their.

701

01:55:00.630 --> 01:55:08.010

Cheryl Aschenbach: Their potential interview, and so you know I think that's really where it kind of happens at least through the hiring process.

702

01:55:08.430 --> 01:55:13.650

David Lemmer: yeah I think that's gonna fall far short and maybe that's something we should look at as the Senate.

703

01:55:14.700 --> 01:55:20.850

David Lemmer: A question for Julie, because maybe get a response, like oh yeah I had a black friend in high school.

704

01:55:20.910 --> 01:55:25.860

David Lemmer: Right and and that's their that's their answer right i'm not kidding.

705

01:55:26.790 --> 01:55:27.570

Cheryl Aschenbach: Oh i've seen plenty.

706

01:55:27.990 --> 01:55:32.310

Cheryl Aschenbach: yeah yeah no I think that's a great point to to raise and have.

707

01:55:32.880 --> 01:55:41.520

Cheryl Aschenbach: Your your department your Senate, you know more broadly think about because it's not even just faculty on that that question applies to it does in the sense that it's usually a faculty or an admin.

708

01:55:41.910 --> 01:55:51.330

Cheryl Aschenbach: Question it's not the same question being required to have other applicants or other, you know constituent group applicants, but it does impact our college culture as a whole right, we want to have.

709

01:55:51.540 --> 01:55:58.350

Cheryl Aschenbach: Young across our campus regardless of role be have a sensitivity and understanding of our diverse students absolutely.

710

01:56:00.180 --> 01:56:01.650

David Lemmer: Thank you you're welcome.

711

01:56:05.070 --> 01:56:13.380

Julie Thompson: Sorry, I just want to say thank you again, we are like right on the money for ending on time and Cheryl Thank you.

712

01:56:13.920 --> 01:56:23.190

Julie Thompson: You won't really appreciate this, and thank you for the PowerPoint as well, and we will follow up with questions with a stroke policy.

713

01:56:24.150 --> 01:56:34.980

Cheryl Aschenbach: yeah anytime and if any of you have questions you know after was like Oh, I should have asked this, as you have time to think about things a little bit more, you know send your questions to Julie and she can share them with me and i'll get you some answers okay.

714

01:56:36.060 --> 01:56:39.300

Cheryl Aschenbach: A couple of things, I made a note of that, I said I follow up on i'll see what I can find.

715

01:56:39.930 --> 01:56:44.070

Julie Thompson: OK Sharon thanks again thanks to everyone for attending making time for this.

716

01:56:44.130 --> 01:56:46.620

Cheryl Aschenbach: yeah thanks for joining us everybody nice to meet you all good.