**ASCCC RECOMMENDATIONS – 2020**

1. Every district must have an equivalency process.
2. Equivalency determinations should be made by an equivalency committee that is a subcommittee or standing committee of the academic senate.
3. The equivalency committee should include representatives appointed by the academic senate to ensure that the process is consistent and fair.
4. Equivalency should be determined with input from discipline faculty.
	1. Medrano - I think one way to do this would be for us to have a meeting with the hiring committee (or representative(s) from the committee). I would prefer for this to not just be a presentation made by the hiring committee; I would prefer there to be dialogue (we can ask each other questions and get answers, express our views on certain topics. What do they think about x, y, z?). Then the equivalency committee makes their determination.
5. Equivalency processes for part-time faculty and emergency hires should be no different from equivalency for full-time faculty.
6. Local academic senates must ensure that their district and college policies and processes do not allow for single-course equivalencies.
7. Academic senates should assure consistency of the equivalency process.
8. Equivalency decisions should be based on direct evidence of claims, such as transcripts, publications, and work products.
	1. Medrano - Using "publications" is support for us to use **"work experience"** in addition to coursework for degree programs requiring an MA. One publication or several publications on a specific topic can count as equivalent to one course on the same topic. For evidence that work experience can be counted towards equivalency for programs requiring an MA, please see page 10 of this document: <https://www.asccc.org/sites/default/files/EquivalencyF20.pdf>
	2. Medrano – Transcripts can be used as proof of equivalency. There has been discussion about what it “doing too much” on behalf of a candidate. If a candidate has taken a class that we can see on their transcript, and we think is equivalent to a class in the comparable degree program, I think we should be able to count it even if the candidate did not explicitly mention it.
9. The determination of equivalency should be documented and justifiable to an external review.
	1. Medrano - In our last meeting, we were debating whether or not to give documented feedback as to why someone gains or fails equivalency. It is very clearly stated here that**feedback is necessary.**The record sheet that we all sign provides documentation, but it does not provide justification. If we are audited, how can we prove that our methods are sound and consistent? Honestly, since we did not openly discuss the applications this last round, I have no idea why people voted the way they did. I only know my own interpretations. Without documentation, **this leaves us open to accusations**(from auditors, hiring committees, applicants) of **favoritism** (we like the discipline, know the applicant, or like the way it was professionally presented), **discrimination** (we dislike the discipline, dislike the applicant or their name, or dislike the unorganized way it was presented), and even **laziness** (someone did a cursory glance and decided to vote a certain way without doing a thorough review). I'm not saying that's how we do it, but how can we prove that we're **not** doing it that way? And now we have a complaint from an applicant that we're not doing things properly! (And I can't argue with him! He makes great points!)
	2. Medrano - Other things we can think about: the Soc hiring committee is using a rubric to assess applications AND we have an EEO rep on the committee.
10. Claims of equivalence must include how both general education and specialization requirements are met.
11. Human resources offices should not screen for equivalency but should maintain records of the outcomes and documentation of equivalency requests.
12. Local academic senates must never allow equivalency to be delegated to administration or classified staff or allow determinations to degenerate into a gathering of signatures without discussion.
	1. Medrano – Last year, determinations were made without discussion. Hopefully, now that we are meeting in person to review applications, there will always be discussion. Even if all members agree on a particular outcome, there should be discussion to understand why we all agree/disagree.
13. Equivalency policies should be reviewed regularly to ensure that the equivalency process aligns with the overall hiring process and that it promotes faculty diversification and affirms the college’s commitment to equity, diversification, and inclusion.
	1. Medrano – Our whole existence as a committee is to help further the hiring process. Therefore, we need to make sure we have processes in place to ensure that when we get applications, we review them in an efficient and appropriate manner. It should never take 4-5 weeks to reach a determination. And if it does, we need to re-evaluate how we function. For summer and holiday breaks, it needs to be made clear to hiring committees that either 1) the committee doesn’t work or 2) there will be some other way to make sure applications can still be vetted. Also, we should review other hiring practices like EEO reps, trainings, committee selection, etc to see if we might benefit from similar processes.
	2. Medrano - We have made some very good progress towards making the equivalency process clearer, but I think we still have some work to do. I'd like to come up with a PowerPoint that gives applicants tips, defines words, and gives concrete examples of how to file for equivalency. This is not a clear and easy process. Until we offer better "training" that is available on our website, then we may need to provide training on an individual basis. Helping/training applicants in the process is not babying them or treating them as "special needs" applicants (and to be clear, I find those types of comparisons offensive). Neither is it showing preferential treatment. **I think it is an equitable practice.**
14. Tools in the ASCCC’s Career Technical Education Faculty Minimum Qualifications Toolkit should be considered in reviews of equivalency policies.
	1. Medrano - The Toolkit gives us advice on how to evaluate life/work experience. We should review how to use it before vetting CTE applications.
15. Criteria for the acceptance of eminence as a means to establish equivalency should be clearly defined in hiring policy. Eminence must not be the sole basis for the determination of equivalency.
16. Once the local equivalency process has reached a recommendation regarding an individual applicant, Education Code §87359(a) requires that the governing board take action on the equivalency before hiring occurs.