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**FACULTY SENATE COUNCIL MEETING**  
**February 21, 2011**  
**APPROVED**

**PRESENT:** Laurie Lema (President), Beth McBrien (Vice President), Rick Godinez (San Ramon Campus), John Freytag (Corresponding Secretary), Milagros Ojermark (Applied and Fine Arts), Tom Barber (English), Marva DeLoach (Library), Theresa Flores-Lowry (Physical Education, Athletics and Dance), Buzz Holt (Social Sciences), Katrina Keating (Math/CompSci), Peter Churchill (Business Education), Catherine Machalinski (Biology and Health Sciences), Doug Dildine (Part-time Faculty Representative), Lisa Orta (Faculty Development Coordinator), Nicole Hess-Diestler (Representative-at-Large), Maria Dorado (Counseling), Ann Patton (Faculty Senate Administrative Secretary)

**ABSENT:** Craig Gerken (Physical Science/Engineering)

**GUESTS:** Susan Lamb, Pat Gilbert, Jason Mayfield, Bill Oye

The meeting was called to order at 2:00 p.m.

**1. APPROVAL OF THE AGENDA OF FEBRUARY 21, 2012, AND THE MINUTES OF FEBRUARY 7, 2012.**

**It was MSC to approve the revised agenda of February 21, 2012 as revised. All in favor. Approved.**

**It was MSC to approve the minutes of February 7, 2011 with corrections. All in favor. Approved.**

**2. PUBLIC COMMENT**

Nick Holmes, a DVC student, informed Council about the Students for a Democratic Society (SDS) that meets every Thursday at 2:00 in LA 107. He said they are presenting a Panel Discussion on “War, Poverty, and Injustice: A Black History” on February 27 at 12:30 in the Student Union Conference Room.

**3. COUNCIL COMMENT**

Keating told Council she had missed the meeting when they discussed the Scheduling Task Force and members’ terms. She said in talking to several faculty members they are under the impression there are no term limits at all. She said her understanding is there is no cap on how long a member can serve but there are minimum terms. She told Council this needs to be clarified for all faculty.

Keating said she is hearing concerns that the minutes of the Scheduling Task Force are not widely distributed.

Godinez said the SRC division discussed the Scheduling Task Force terms and recommend whatever the length of the term, it should be in sync with the Integration Council since that is where most of the membership comes from.

Godinez said he recalls about a year ago the Senate Council had a discussion about funds for the Arts and Lectures Committee and wondered if there are any available now. Lema informed Council there are no funds available for that committee.

**4. APPOINTMENTS**

**Scheduling Committee**

Peter Churchill (replacing Carolyn Sefer-Business)

**Approved.**

## 5. ANNOUNCEMENTS

Hess-Diestler announced she accompanied 30 students to a Theater Festival in Colorado the previous week. She said she was very proud of our students as many of them advanced to the final round in several categories. She reminded Council our students were competing with students not only from community colleges but 4-year schools and graduate students. Hess-Diestler asked Council to help inform the college of these accomplishments.

Orta announced Brown Bag Lecture on retention strategies for students, on February 23 from 12:30-1:30. She said this is for students but it would be good information for faculty to hear.

Orta announced the Retention Strategy Teacher Inquiry Group is scheduled on February 22, from 12:30-1:30, and on February 23 from 3:30-4:30 in the Staff Development Center.

Lema announced the Spring Dinner Theater is scheduled on March 16 for the opening night of "The Crucible".

Lema announced there are three nominees for this year's Faculty Lecturer. She will appoint a Selection Committee and the final selection will be announced soon.

## 6. STRATEGIC PLANNING (Appendix A)

Lema shared with Council Juan Lopez's biography. She told Council she, Emily Stone and Despina Prapavessi are contacting his references. Lema said she contacted Dr. Jackie Reza at DeAnza College. Lema said she asked Dr. Reza what Lopez's assignment was for them, what impressed her, and would they hire him again. Dr. Reza said Lopez worked on diversity with a focus on hiring and a commitment to equity/social justice issues. She said he assisted the college with getting a handle on hard issues and helped create a culture shift. He worked with them to incorporate operational components into strategic planning and to implement their college plans over the next 5 years. Dr. Reza said what impressed her most about Lopez was he holds the college accountable to its committed priorities and helped change their trajectory. She said they have seen the difference over time. She also said he is kind but made of steel, and has very good facilitation skills. She said it was a good process and they got a good product. She said there were no negatives and they would hire him again in a heartbeat.

Lema reminded Council this is listed as an action item on the agenda but they do not have to vote today if they are not clear and want more information.

Machalinski said she wants evidence if Lopez worked with DeAnza on their overall Strategic Plan or just the diversity piece. Lema clarified that it was a Diversity Strategic Plan.

**Holt moved to approve this proposal to move forward. Keating seconded the motion.**

McBrien said she is concerned the Institutional Planning Committee is moving forward with their definition of what our strategic plan should be.

Lema told Council neither the IPC nor Lopez is actually writing the plan.

Churchill reminded Council President Garcia had said there is no rush as he wants to make sure there is buy-in across the college. Churchill said Garcia had also said he would find the money if we decide to move forward.

Lema said the cost to hire Lopez depends on how much we decide he will do for us.

Barber said he is worried about giving a blank check for this and wants to know more about the cost.

Stone told Council the IPC is working on a FAQs document and will have it out in about a week. She said they will get information out as we move forward. Stone also said it is not yet decided how much Lopez will be involved in the process.

Freytag suggested amending the motion to say we like the idea but want more details on the relationship and cost before final approval.

Machalinski said she wants to wait until after the FAQs before voting on a motion. She thinks the Integration Council is moving towards being able to write the plan and we don't need an outside consultant.

Keating said she would like the Senate to support the IPC to move forward on making a recommendation on the process.

Pat Gilbert asked if there is a decided need to do this.

Lema responded that for 4-5 years faculty have been asking for a discussion about our college priorities. She said DVC can write plans but we are not good at implementing them.

Stone added that all college bodies have a piece of the plan but IPC has the charge to facilitate the process and that is what they are trying to do with this proposal.

Lema said the IPC is not writing the plan or even planning the process but they are charged to make sure it happens. Lamb added that the plan has to represent the college as a whole. She said Lopez would go across the spectrum to help facilitate a whole college process and the discussion about which committee should do it is why we need Lopez or some outside facilitation.

Lema reminded Council that because we have another Accreditation report due soon and we will be starting our next Accreditation Evaluation in the near future. Consequently we have a lot to do in the near future and hiring a consultant to help facilitate the strategic planning process would be helpful. If we don't hire a consultant, then who is going to facilitate this process.

Multiple Council members requested clarification on the motion. After much discussion Lema suggested Council wait to vote until they have more clarity on the motion.

**Barber called the question.**

**Machalinski moved to table the motion. Motion seconded. The question was called.**

**13 Yes**

**2 No**

**1 abstention**

**Motion approved to table the vote.**

## **7. FOCUS MID-TERM REPORT**

Lema asked Council if they have any feedback on the Focused Midterm Report.

Freytag asked if there had been any editing done since the last time they saw the report.

Lamb responded that evidence had been added and some brief statements for updating but no substantial changes.

Lema will report to Wieden there is Council support to submit the report.

## **8. PROFESSIONAL DEVELOPMENT (Appendix B)**

Orta told Council the Faculty Development Committee charge is old and out of date. She said the charge is mostly about distributing funds and we don't have any funds to speak of any more. She told Council the Committee worked on a proposed revision to the charge. She said the proposed charge expands on the committee's role in Flex and Nexus. She said the proposed membership is the same except to include at least one SRVC member and specifies the Staff Development Coordinator will serve on the Faculty Senate Council, and the District-Wide Professional Development Committee.

Lema said faculty need to make sure the Professional Development Coordinator is a faculty member. Orta clarified the Professional Development Coordinator, the Flex Coordinator and the Nexus Coordinator are all separate jobs but at this time it is one person by coincidence. She said the Professional Development Coordinator and the Flex Coordinator job descriptions are one at this time.

Lema said all Professional Development Committee members should be appointed by the Faculty Senate President and approved by the Faculty Senate Council including the Union Executive Board members.

Keating said the proposed charge does not list the Flex and Nexus coordinators as members. She said the charge should also include that the committee report back to the Senate.

The suggested changes to the proposed charge and membership will be incorporated into the document and brought back to Council.

## **9. EQUIVALENCIES (Appendix C)**

Lema reviewed for Council the motion on the floor is to adhere to the State Academic Senate Guidelines on minimum qualifications. She said if faculty want to change the minimum qualification requirements, they must follow the State Academic Senate process. She informed Council the process and guidelines were sent to Council to share with their faculty.

**The question was called.**

Machalinski said she is concerned because it sounds like when proposed changes get to the state level, they approve them without a lot of thought. Lema said that is why she reminds faculty to look at state resolutions that apply to their disciplines to make sure that does not happen. Keating added that at the Plenary Sessions before they vote there is opportunity to debate if someone feels a resolution is bad for their college. Machalinski said she is concerned there is not enough faculty from the disciplines at the state level discussions.

**Council voted. All in favor. 1 abstention. Motion approved.**

## **10. VP OF INSTRUCTION REPORT (Appendix D)**

Lema shared with Council a list of all the colleges put on sanctions at the January ACCJC Board meeting. She reminded Council the ACCJC is still using a heavy hammer. She said she has received a call from the Academic Senate President at College of the Redwoods, which was put on show/cause.

Lema said we need to get as many people as possible trained on the Accreditation Standards to assist us in so we stay in compliance and off any level of sanctions.

Freytag recently attended the State Senate Accreditation Institute. He said it was very informative, and helped to demystify what is to be included in the report. He said they were told many times accreditation should be happening at colleges every day, everywhere, all the time especially in committee work. He reminded Council we should be starting now on the processes for our next Accreditation Self-Evaluation. He also said Barbara Beno recommended colleges should divert any funds they can for the process.

Machalinski said the standards have turned into a “spaghetti monster” and asked how we can get them put back in the can.

Lamb said she just went through training as a team member and explained a lot of the directives started back in the Bush era when the Department of Education started coming down on the Accreditation Commissions for not doing their jobs and applied enforcement and compliance conditions on them, who in turn started doing the same to the colleges. She said we also have to deal with the ACCJC telling us how to do our business as well as the State Chancellors Office but the ACCJC does not have anything to do with the State Chancellor’s Office.

Lamb explained we used to have eight standards and then they were condensed to four. She said they are now being changed again in how they are organized and what evidence will be required. She said she wants to develop a document that shows the standards and what types of evidence they will be looking for in each standard.

Lema said this discussion will come back to the Senate again.

Lamb suggested to Council she discuss with them one standard per meeting.

## **11. SCHEDULING COMMITTEE**

McBrien reported the Scheduling Committee has finished making cuts to the summer schedule and will next work on the fall schedule. She said they are working to find the middle ground depending on the results of the November ballot initiatives, and they are trying to find out what the district will do for us if we guess incorrectly to our detriment.

Lema said the colleges are strongly requesting the Governing Board use some of the reserves.

McBrien informed Council they will be looking at the 5% and 10% possible cuts put forward by the departments but they will not use courses that don’t fit the criteria. She said the committee members while keeping a global view of the college, do share history and knowledge of their areas on why certain courses were recommended for either scheduling or cuts.

## **12. THREATENING BEHAVIOR ON CAMPUS**

Lema told Council she invited Bill Oye and Police services Lt. Chad Wehrmeister to this meeting to address concerns that arose as a result of an incident of threatening emails. Lt. Wehrmeister was not able to attend this meeting. Lema will invite him to another meeting. Bill Oye will address the issue from his perspective.

Oye said that while he does not want to speak for Police Services about an open investigation he said one of the dilemmas of this incident was the identity of the sender was not clear because they were not a registered student. He said it is difficult to get subpoenas from off campus email providers.

Oye said his role is to coordinate action when these things come up with students. He encourages all employees to call Police Services first and they will determine if this person is a student. If they are a student, he and Police Services will look at their history of violence or other issues. He said they can suspend a student if warranted under the Student Code of Conduct. He said sometimes they may expel a student from one class if that is where the student is a problem. If they are a broader problem, a bigger response would be implemented.

Machalinski would like to see a way for faculty to be warned when they have a student in their class that has had previous issues for disruptive behavior, violence or even academic integrity.

Oye said he can disclose past issues to faculty if they are having problems with a student. He said also if someone says there is a concern with a student and he has previously dealt with that student, it lets him know his intervention before did not work

Lema added that faculty need to report so they can know if there is a pattern for that student. Hess-Diestler said she understands the privacy issue but asked if there is a way we can do a warning without naming the student. Something general like "Someone in your class displays x behavior". Oye said we have to be careful we are not profiling or branding a student. He said he meets with hundreds of students over issues and most don't have any additional problems beyond a single incident. Freytag said every semester faculty have to figure out their student's histories and learning styles. Hess-Diestler said she has had several incidents and asked if this is common all over. Oye said incidents are increasing. Oye told Council a student can start out as a problem and get better through intervention. He said also, a student might click with one faculty member and another incites them. Dildine said he has not had this problem but in his discipline there is student to student intimacy to a lot of their work and some students may be uncomfortable. He would like guidelines on how to deal with situations. Lamb told Council everyone needs to err on the side of caution and let her or Bill Oye know of incidents to make sure they are addressed if needed.

## **12. ADJOURNMENT**

There being no further business, the meeting was adjourned at 4:00 p.m.

*Respectfully submitted,  
Ann Langelier-Patton  
Administrative Secretary*

## ***Amistad Associates***

### ***Juan T. Lopez, CEO***

#### **About Amistad Associates**

Amistad Associates is a management-consulting firm that offers executive briefings, seminars, leadership development, training, executive coaching, organizational development and consulting services in the areas of *Managing Diversity*. We facilitate individual programs as well as large-scale strategic planning to address changing employee/client demographics, shifts in the organizational culture, and women and people of color moving into management and senior leadership positions.

Juan Lopez and Giselle Sanchez co-founded Amistad Associates in 1982, in Oakland, California. In 1985, Amistad Associates became a full time venture; in 1988, it relocated to Sebastopol, California, and in 1997, opened its second office in southern California.

Amistad Associates approaches each organization as a unique system. In its many years of providing consultation and training to organizations on diversity interventions, Amistad had gained a reputation for quality and for customizing its programs to meet a client's specific needs.

#### **About Juan T. Lopez**

Juan T. Lopez began his consulting career in diversity in 1980. For five years, he worked with Dr. Price Cobbs, founder of Pacific Management Systems, a nationally recognized firm and one of the first to provide diversity training. His work in diversity began with race relations, and he was part of a small group of diversity pioneers who worked on expanding diversity beyond race relations and affirmative action into managing diversity, diversity awareness, and working with a diverse workforce.

In 1982, Juan Lopez began providing one of the first Latino Leadership programs to Fortune 50 companies. In addition to this program, he initiated multicultural leadership programs for NASA Johnson Space Center in Houston, Texas.

Juan and Rick Morales are co-founders of LLEAD, which is a premier, intensive, leadership program for Latinos in senior-level positions. They have offered this program to a wide group of corporations over the last 12 years. Rick and Juan are currently collaborating on a book about Latino Leadership that will be published in 2011.

Since 1985, Juan has focused on organizational change and development, leadership, managing diversity, innovation and reinvention. In addition, Juan has worked with many private and public organizations to create hospitable work environments that value and practice diversity. In addition, he consults on strategic design of organizational change to help recruit and retain talent in order to survive and compete in a global market.

Juan currently works with PepsiCo leaders on diversity and leadership development and sits on their Global Diversity & Inclusion Governance Council. He also provides multicultural leadership programs for top talent and future leaders of Lawrence Livermore National Laboratories. Juan is responsible for Johnson and Johnson's, Crossing the Finish Line: Global Multicultural Leadership Program. In addition, he co-facilitated a Hispanic Leadership program for Wal-Mart's top managers, as part of Price Cobb's senior team.

Juan has his M.S.W. from the University of California at Berkeley, School of Social Welfare, where he emphasized organizational planning/administration and community health services. He holds a Bachelor of Arts Degree, in Psychology and in Latin-American Studies, from Sonoma State University. He is also an alumnus of Diablo Valley College.

Juan co-created Diversity 2000, a national think tank that meets annually to work on compelling diversity issues. Thus far, the group has produced 17 reports of innovative ideas and programs. In addition, Mr. Lopez was the co-chair for three years of the National Diversity Conference, which had been one of the premier national events addressing diversity issues. He has been a member of the Collegium since 1993, a diversity think tank of diversity pioneers who develop diversity concepts and leadership models. He recently was featured in *The Diversity Journal* as one of the *Diversity Pioneers*. He is a co-author on a chapter in The ASTD Leadership Handbook coming out in September of 2010.

### **Amistad Associates – Partial Client List**

#### ***Corporations***

AT&T Bell Laboratories Avon  
AT&T Communications AT&T Information and  
Network Systems Circle K Corporation Comsat  
Mobil  
Digital Equipment Corporation Dupont  
Fannie Mae Frito Lay  
Hewlett Packard Johnson & Johnson  
Kaiser Permanente Kelling, Northcross, and  
Nobriga Kodak Levi Strauss and Company

Lucent Technologies Lucky Stores  
McDonalds Pacific Bell  
Pinole Point Steel Pepsi Co.  
Sara Lee Southern California Edison  
Sierra West Electronics Southland Corporation  
S.C. Johnson Wax TRW Space & Electronic  
Group  
Wal-Mart Wells Fargo Bank

#### ***Government***

Berkeley School District City of Los Altos  
City of Long Beach City of Napa  
City of Palo Alto City of Petaluma  
City of Riverside City of Yuba City  
Contra Costa County Health Center Department of  
Energy  
Housing Authority of the City of Los Angeles  
League of California Cities  
L.A. Co. Community Development Merced  
County Public Health  
Municipal Treasurer's Association Stanislaus  
Housing and

NASA Johnson Space Center National Park  
Service  
Port of Long Beach Port of Oakland  
Riverside County Maternal and Child Health Santa  
Clara Drug and Alcohol  
Sacramento County Housing and Redevelopment  
San Francisco Fire Department  
San Mateo County Health Services State of Ca.  
Maternal and Child Health Visalia Fire Department  
Visalia School District

#### ***Non-Profit Organizations***

Anti Defamation League Berkeley YWCA  
Hispanic Corporate Council Katz Foundation  
National Hispanic University Tiburcio Vasquez  
Health Center  
Oakland YWCA Planned Parenthood

Saint Mary's College Salvation Army  
Self-Help Enterprises San Francisco Linking  
Program  
Project Change DeAnza College  
UC Berkeley City University of New York

## Appendix B

DRAFT  
2/21/12

### Faculty Development Committee Charge

#### 1. Responsibilities

A. The Committee shall oversee the faculty allotment of development funds including developing procedures and guidelines for the disbursement of faculty conference/travel funds, reviewing and ranking applications, and monitoring the disbursement of funds.

B. The Committee shall develop, oversee and coordinate Flex activities and other development activities that comply with the Flex mandates of the State Chancellor's Office and support the mission and strategic plan of the college.

C. The Committee shall contribute queries to the district-wide development survey and respond to faculty development needs identified in the survey results in their Flex and development activity planning.

D. The Committee shall work closely with Professional Development and Nexus Coordinators in their development of survey questions, Flex planning, and programs.

#### 2. Membership

A. Four (4) faculty members appointed by the Faculty Senate President and confirmed by the Faculty Senate Council. One of these members will be elected by the Committee and confirmed by Senate to serve as chair.

B. Two (2) faculty members selected by the faculty collective bargaining organization

C. One (1) part-time faculty member appointed by the Faculty President and confirmed by the Faculty Senate Council.

D. One (1) faculty member of the Committee will be a representative from SRVC.

E. The Staff Development Coordinator shall serve on the Faculty Senate Council and the District-wide Professional Committee (DWPD) as the DVC faculty representative to (DWPD).

## FAQs on Minimum Qualifications (MQs)

The following list of Frequently Asked Questions (FAQs) has been compiled to assist individuals in better understanding and interpreting the rules and regulations governing the minimum qualifications (MQs) for faculty and administrators in the California Community College system. The FAQs were collaboratively developed with members of the Standards and Practices Committee of the State Academic Senate and staff from the Chancellor's Office of the California Community Colleges.

Q#1: Who has the responsibility for establishing and maintaining the Disciplines List and enforcing the regulations relating to the MQs?

A. The Academic Senate for California Community Colleges, in conjunction with the Chancellor's Office, shares that responsibility. The Academic Senate is responsible for reviewing and revising the Disciplines List. A list of Academic Senate papers on minimum qualifications and the Disciplines List is included at the end of this document. An overview of the disciplines list process can be found at:

<http://www.asccc.org/Archives/DisciplineList/DisciplinesList.htm>

Staff from the Chancellor's Office of the California Community Colleges has the responsibility of ensuring that colleges comply with the regulations governing MQs. The regulations can be found by accessing the "Minimum Qualifications for Faculty and Administration in California Community Colleges" document posted at:

[http://www.cccco.edu/Portals/4/minimum\\_qualifications\\_jan2008.doc](http://www.cccco.edu/Portals/4/minimum_qualifications_jan2008.doc)

Q#2: Can a California Community College Credential be used to apply for a faculty position at a California Community College?

A: Yes. The issuance of Community College credentials was discontinued in 1990, but lifetime credentials issued before 1990 are "grandfathered" into the MQ process and accepted as meeting the MQs for faculty positions. As a result of Assembly Bill 1725 (1988), MQs are now determined on academic preparation (for both master's and non-master's disciplines) and relevant work experience (for non-master's disciplines) when qualifying individuals for faculty positions---according to the Disciplines List and local equivalency processes.

Q#3: Can a Community College Teaching Certificate issued by a four-year institution (several CSU campuses offer such credentials) be used to apply for a faculty position at a California Community College?

No. The Community College Teaching Certificate, while commendable, has no bearing on meeting the MQs for faculty in the community colleges.

Q#4: What if someone has a single-subject discipline credential, has taught high school in that discipline for 14 years, and recently received a Master's in Educational Administration. Would he/she qualify to teach part-time in the discipline?

A: No. The single-subject and multiple-subject credentials are issued by the California Commission on Teacher Credentialing and are only valid within the K-12 public education system. To be eligible to teach (full- or part-time) that discipline at any of the California community colleges, a person needs to meet the requirements for the discipline as noted in the Disciplines List. The credential, high school teaching experience and the master's degree (not in a discipline subject) could be used as factors in determining equivalency to the requirements of a discipline listed in the Disciplines List. Equivalent qualifications are determined by faculty representing their academic senate at the local level and approved by the local governing board

Q#5: Are the MQs for part-time faculty different than those for full-time faculty?

A: No. The MQs for all faculty members are the same, whether they are full-time or part-time. Note also that MQs are established for a discipline and not a single course. A part-time faculty member, when hired by the

college, is hired to teach in the discipline under which a particular course has been assigned. Therefore, it is important that the college ensures the candidate is meeting the MQs in the discipline when hiring both full and part-time faculty.

Q#6: What happens when an academic degree held by an applicant for a faculty position is not listed in the Disciplines List?

A: One of two processes can occur---determination of an equivalency to an existing discipline, or proposal of a revision to the Disciplines list, either by proposing a new discipline or adding a degree to an existing discipline.

For any degree that is not currently covered in the Disciplines List, follow the guidelines for establishing an equivalency to a discipline as provided in Title 5, Section 53410, Minimum Qualifications for Instructors of Credit Courses, Counselors, and Librarians, which reads as follows:

The minimum qualifications for service as a community college faculty member teaching any credit course, or as a counselor or librarian, shall be satisfied by meeting any one of the following requirements:

- (a) Possession of a master's degree, or equivalent foreign degree, in the discipline of the faculty member's assignment.
- (b) Possession of a master's degree, or equivalent foreign degree, in a discipline reasonably related to the faculty member's assignment and possession of a bachelor's degree, or equivalent foreign degree, in the discipline of the faculty member's assignment.

Title 5 states that, in addition to a master's degree in the specific discipline, a master's degree in a "reasonably related" discipline can satisfy the MQs requirement. Since the Disciplines List does not currently include the degree of the applicant, the district is able to determine the equivalent academic degree that may also fulfill the MQ to the discipline listed in the Disciplines List.

Revisions to the Disciplines List (addition of a new discipline or addition/deletion of an academic degree to an existing discipline) are based upon the recommendation of the Academic Senate to the Board of Governors. Consult the guidelines as listed in the Disciplines List Process of the Academic Senate at:

<http://www.asccc.org/Archives/DisciplineList/DisciplinesList.htm>

Q7: What are good practices in determining an equivalency to the MQs for a discipline?

A: To maintain the academic integrity of the community colleges and their faculty, equivalency to those minimum qualifications for hire must be granted with careful consideration. The Academic Senate has the following recommendations (from Equivalence to the Minimum Qualifications, 2006):

- Equivalency must be at least equivalent to the minimum qualifications for a discipline.
- Equivalency must be determined primarily by discipline faculty.
- Equivalency processes for part-time faculty and "emergency hire" should be no different from equivalency for full-time faculty.
- Local senates must ensure that their district and college policies and processes do not allow for single-course equivalencies.
- Academic senates should assure consistency of the equivalency process.
- Equivalency decisions should be based on direct evidence of claims (e.g., transcripts, publications, and work products).
- Claims of equivalence must include how both general education and specialization are met.
- Human resources offices should NOT screen for equivalency.
- Local senates must never allow equivalency to be delegated to administration or classified staff.

- Equivalency policies at each district and college should be reviewed every few years.
- Criteria for the acceptance of eminence as a means to establish equivalency must be clearly defined in hiring policy.
- Once the local equivalency process has reached a recommendation regarding an individual applicant, Education Code §87359(a) requires that the governing board include action on the equivalency as part of its subsequent hiring action.

Q#8: Is an equivalency granted by one district transferable to another district?

A. No. Each district is allowed to establish its own equivalency minimum qualifications for each discipline taught in its jurisdiction. Section 53430 of Title 5 states that:

“A district may hire a person who possesses qualifications different from, but equivalent to, those listed on the disciplines list, according to criteria and procedures agreed upon by the governing board and the academic senate.”

Q#9: Does an equivalency granted by one college in a multi-college district apply to all the colleges in that district?

Yes. An equivalency established by one college in a multi-college district is applicable to all colleges in that district. In order to maintain consistency, colleges in multi-college districts are encouraged to work together on a common equivalency process.

Q#10: What are the parameters by which a district would use eminence when determining whether an applicant for a faculty position meets the MQs for the listed position?

A: The current MQs regulations and disciplines list are silent in defining or referencing the term “eminence.” The State Academic Senate’s Standards and Practices Committee is currently in the process of developing resources to assist local colleges in making an eminence determination. Access the current paper on minimum qualifications and equivalencies at

[http://www.asccc.org/Publications/Papers/Equivalence\\_2006.html](http://www.asccc.org/Publications/Papers/Equivalence_2006.html)

Q#11: Isn’t the course designation under the TOP code the same as the disciplines in the Disciplines List?

No. Colleges need to be cautious that the course designation under the Taxonomy of Programs (TOP) is not confused with the Disciplines List developed in establishing MQs for faculty to meet when being hired for a position. TOP is a system of numerical codes used at the state level to collect and report information on programs and courses in different colleges throughout the state that have similar outcomes. It is used for purposes other than identifying disciplines for the purposes of hiring and assignment of faculty.

Q#12: How do I go about having a discipline included on the disciplines list?

A: The Disciplines List is updated every two years through a collaborative process involving the State Academic Senate and the Chancellor’s Office of the California Community Colleges. An overview of the process can be found on the following web page:

<http://www.asccc.org/Archives/DisciplineList/DisciplinesList.htm>

Q#13: Are the MQs for distance education faculty different those for a traditional classroom instructor?

A. No. The MQs for all faculty members, regardless of the course delivery mode, are the same. MQs are established for a discipline and not the specific mode of delivery. A faculty member is hired to teach courses in a discipline, regardless of the technological modality by which the course content is delivered.

Colleges may establish desirable qualifications for faculty to have in order to teach courses as distance education; however, the MQs remain unchanged based solely on the mode of delivery.

Q#14: Are the MQs for instructors of noncredit courses the same as for instructors of credit instruction.

Not necessarily. The MQs for instructors of noncredit courses are listed in section 53412 of Title 5. Many of the MQs for noncredit courses are the same as the MQs for credit instruction, but there are important exceptions that are noted in this section of Title 5.

Q#16: What is the difference between an FSA (Faculty Service Area) and the Disciplines List (MQs)?

A. The Disciplines List and Faculty Service Areas serve two completely distinct purposes---one for hiring and one for layoffs. In order to be hired as a faculty, one must meet the minimum qualifications (MQs) for one of the disciplines listed in the Disciplines List. The MQs in the Disciplines List are established through the Education Code and Title 5 and apply to all faculty throughout the state. Faculty Service Areas are established by each district and serve as the basis for making decisions in the event of a layoff or reduction in force (RIF). Some districts construct their FSAs by designating each discipline listed in the Disciplines List as an FSA. Other districts combine several disciplines into an FSA. And other districts combine all disciplines into one single FSA. Upon hire, a faculty member is placed in the FSA that includes the discipline for their position. If your FSA includes more than one discipline, it does not mean that you are qualified for service in each of the disciplines listed in that FSA, but only for those in which you meet the MQs.

Q#17: Is it possible to teach at a community college as a faculty intern?

A. Yes. The governing board of any community college district may establish a faculty internship program. A full description of the requirements and MQs that apply in this type of a situation can be found in Sections 53500 through 53502 of Title 5, California Code of Regulations. These sections of the regulation can be found by accessing the Minimum Qualifications for Faculty and Administration in the California Community Colleges document posted at:

[http://www.cccco.edu/Portals/4/minimum\\_qualifications\\_jan2008.doc](http://www.cccco.edu/Portals/4/minimum_qualifications_jan2008.doc)

Q#18: Does the Coaching discipline listed under the section "Disciplines in Which a Master's Degree is not Generally Expected or Available" permit an individual who is hired as a coach, and does not possess a master's degree, to teach physical education classes?

A. No. The discipline of coaching permits an individual to coach in a sport, but not to teach the activity classes in a sport. For example, an individual with the coaching MQ could coach the swim team, but would not have the MQs to teach swimming classes---those courses would most likely have been assigned to the discipline of Physical Education (which requires a master's degree) by the college curriculum committee.

Q#19: If someone earned a professional degree, such as J.D., M.D., L.L.B., D.V.M, D.O., or other recognized degree, what courses can that individual teach at the community college?

A: The MQ to teach in the Law discipline within the community colleges is the possession of a J.D. or L.L.B. So, an individual with a J.D. or L.L.B. could teach any course that has been assigned the discipline of Law by the curriculum committee. Additionally, the MQ guidelines note that courses in aspects of law for applications to a particular discipline may be classified, for minimum qualifications purposes, in the discipline of the application - i.e., Business Law.

A person with an M.D. or D.V.M or D.O. would not be recognized as meeting the MQs for the discipline of Biology simply through his or her professional degree coursework. The college equivalency committee would need to examine the person's pre-professional degree coursework to see if the total amount of coursework was equivalent to the MQs for the Biology discipline.

Q#20: Is it true that in order to teach a class listed under two disciplines that the instructor only has to be qualified in ONE of the disciplines to teach it, not both. For example, if HIST 177 and ECON 177 are cross-listed, then the instructor needs a master's in History OR Economics?

A: Yes. Some courses may be appropriately assigned to more than one discipline. For example, a course entitled "Economic History of the United States" may be appropriately placed in both the *economics* and *history* disciplines. Such a placement means that a faculty member with minimum qualifications in *either* discipline would be qualified to teach this course, provided that he or she also possesses any additional qualifications established by the governing board in conjunction with its academic senate.

Q#21: What is the Interdisciplinary Studies discipline? Does that mean that anyone can teach a course using that discipline?

A: No. Some courses may not clearly fall within a single discipline, but must combine the academic preparation from two or more disciplines to such a degree that they need to be taught by someone with some preparation in the constituent disciplines. These courses are designated as *interdisciplinary*. The entry for Interdisciplinary Studies is as follows:

Master's in the Interdisciplinary area **OR**

Master's in one of the disciplines included in the interdisciplinary area **and** upper division or graduate course work in at least one other constituent discipline[s].

Therefore the *interdisciplinary* designation requires more specialized minimum qualifications than courses cross-listed under two or more disciplines. Someone who has a master's degree in one of its component disciplines and upper division or graduate course work in at least one of the other constituent disciplines is also eligible to teach this course (exactly how much coursework in a second discipline is not specified in the Disciplines List). Agreement on qualifications to teach any such course should be made by the college curriculum committee and based on the course outline of record.

Q#22: Can someone with a degree from a foreign country teach at a community college?

A: Possibly. Within the United States, no government agency monitors the establishment of foreign credential evaluation services. Prior to becoming employed as an instructor with any California community college, the college would need to have an evaluation conducted of the education and degree completed at the foreign college/university to inform the equivalency process. The community college would generally refer transcripts from the foreign college/university to an organization that evaluates foreign credentials.

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You can access the full document specifying the California Community Colleges' Minimum Qualifications for Faculty and Administrators (commonly known as the **Disciplines List**) by going to the following URL:

[http://www.cccco.edu/Portals/4/minimum\\_quals\\_jan2008.doc](http://www.cccco.edu/Portals/4/minimum_quals_jan2008.doc)

**This FAQ will be reviewed on a regular basis by the Academic Senate and the Chancellor's Office.**

Academic Senate documents on Minimum Qualifications and the Disciplines List process:

Disciplines List Review Process. (adopted Fall 2004).

<http://www.asccc.org/Publications/Papers/DisciplinesListReview2004.html>

Equivalence to the Minimum Qualifications. (adopted Fall 2006).

[http://www.asccc.org/Publications/Papers/Equivalence\\_2006.html](http://www.asccc.org/Publications/Papers/Equivalence_2006.html)

Qualifications For Faculty Service In The California Community Colleges: Minimum Qualifications, Placement Of Courses Within Disciplines, And Faculty Service Areas. (adopted Spring 2004).

<http://www.asccc.org/Publications/Papers/QualificationsFacultyService.htm>

## Appendix E

February 7, 2012

MEMO TO: Chief executive Officers, Accreditation Liaison Officers, Interested Others

FROM: Barbara Beno

SUBJECT: Report on January 10-12, 2012 Commission Meeting

The Accrediting Commission for Community and Junior Colleges met on January 10-12, 2012, at the Hyatt Regency SFO Hotel in Burlingame, California. Actions were taken on 44 institutions, including comprehensive evaluations, initial candidacy, midterm reports, follow-up reports, eligibility report, closure report, and special reports. The list of institutional actions is appended to this memorandum.

Corrected ACJC Report of Institutional Actions  
From the January 10-12, 2012 Commission Meeting

At its meeting, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, took the following actions:

Reaffirmed Accreditation on the Basis of a Comprehensive Evaluation

DeAnza College

Foothill College

Lake Tahoe Community College

Mt. San Jacinto College

Placed on Warning on the Basis of a Comprehensive Evaluation

Columbia College

Fresno City College

Reedley College

Solano Community College

Placed on Probation on the Basis of a Comprehensive Evaluation

Modesto Junior College

Shasta College

Placed on Show Cause on the Basis of a Comprehensive Evaluation

College of the Redwoods

Initial Candidacy Deferred

Willow International Center

Eligibility Denied

Community Christian College

Placed on Show Cause on the Basis of a Follow-up Report with Visit

Cuesta College

Placed on Probation on the Basis of a Follow-up Report with Visit

Moorpark College

Removed from Warning and Placed on Probation on the Basis of a Follow-up Report and Visit  
Oxnard College  
Ventura College

Continued on Probation on the Basis of a Follow-up Report with Visit  
Northern Marianas College  
San Jose City College

Placed on Warning on the Basis of a Follow-up Report with Visit  
College of Marin

Continued on Warning on the Basis of a Follow-up Report with Visit  
Evergreen Valley College  
San Diego Miramar College

Removed from Warning and Reaffirmed on the Basis of a Follow-up Report with Visit  
Irvine Valley College  
Saddleback College  
Taft College

Placed on Probation on the Basis of a Special Report on Fiscal Condition  
Palo Verde College

The Commission Required institutions to resubmit the following reports:

Resubmit Focused Mid-term Report  
Diablo Valley College

Resubmit Midterm Report  
American Samoa Community College

The Commission received the following reports:

Focused Mid-term Report  
Contra Costa College  
Losa Medanos College

Midterm Report  
College of the Canyons  
Crafton Hills College  
El Camion College  
Long Beach City College  
Rio Hondo College  
San Bernardino Valley College  
Santa Ana College  
Santiago Canyon College

Follow-up Report  
Citrus College  
Monterey Peninsula College  
San Joaquin Valley College  
Sierra College

Special Report  
Mira Costa College

Closure Report  
National Polytechnic College of Science

Actions taken by the Substantive Change Committee between June 2011 and January 2012 to approve the following:

American Samoa: to offer a Bachelor of Arts in Education/400 level courses

Antelope Valley College: for 1) the expanded Antelope Valley College Center in Palmdale, CA, and 2) eight certificates and twelve associate degrees offered at 50% or more via a mode of distance education or electronic delivery

Bakersfield College: offering 75 associate degrees and 16 certificate programs at 50% or more via a mode of distance education or electronic delivery

Canada College: to offer the "San Mateo Program" at Tianhua College, Shanghai, China

Cerro Coso Community College: to offer 27 associate degrees and 22 certificate programs at 50% or more via distance education or electronic delivery

Citrus College: for the Public Works Program at worksite locations

College of the Marshall Islands: for the Carpentry Program at the new Arrak Facility which underwent a site visit in March 2011 as requested by the Committee at its November 2010 meeting

College of the Sequoias: for 16 associate degrees and seven certificate programs to be offered at 50% or more via a mode of distance education or electronic delivery

Columbia College: to offer 19 associate degrees and seven certificate programs at 50% or more via distance education or electronic delivery

Cypress College: for 14 new programs, four of which consist of 50% or more new courses

Diablo Valley College: to offer 24 associate degrees and 49 certificates at 50% or more via a mode of distance education or electronic delivery

East Los Angeles College: to offer three associate degrees and seven certificates at 50% or more via a mode of distance education or electronic delivery

Feather River College: to offer an Associate of Arts degree program at 50% or more via correspondence education to incarcerated students

Golden West College: to offer seven associate degrees and 16 certificate programs at 50% or more via distance education or electronic delivery

Heald College: to offer programs at Kaneohe Marine Corps Base in Kaneohe, HI

Kapi'olani Community College; to offer four associate degrees