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December 14, 2020

EO 2001 | Via Email

TO: Chief Executive Officers, Chief Human Resource Officers, Academic Senate Presidents,
Chief Instructional Officers, Chief Student Services Officers

FROM: Dr. Daisy Gonzales, Deputy Chancellor, Executive Office
Dolores Davison, President, Academic Senate for California Community Colleges

RE: Local Use of a Functioning Equivalency Process

The California Community Colleges (CCCCs) are undergoing a systematic transformation to address
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providing evidence of professional training, delivery of instruction in other settings, or receipt of an industry credential or certificate. The ASCCC has established the following principles for granting equivalency:

- x “Equivalent” to the minimum qualifications means comparable to the minimum qualifications, not “nearly equal.”
- x The applicant must provide evidence he or she has attained the equivalent to the breadth of coursework or experience equal to the general education component of an earned degree from any regionally accredited institution.
- x The applicant must provide evidence he or she has attained the skills and knowledge equivalent to the depth of knowledge provided by specialized coursework required for the degree listed in the Disciplines List.
- x For non-master’s disciplines, evidence that the requisite professional experience is equivalent to the full-time experience required for the discipline.
- x Eminence should not be used as the sole criteria for granting equivalence.

Local Responsibility

Local academic senates and governing boards are jointly responsible for establishing an equivalency process (i.e., the structure and operation). It is recommended that an equivalency committee be established to ensure that the equivalency process is utilized consistently and fairly across all disciplines. It is important that

component of the hiring process as it generally enhances the diversity and qualifications of the qualified applicant pool. Equivalency also ensures that qualified candidates, who may be excellent instructors, are not immediately excluded from consideration simply because they do not possess traditional preparation. The equivalency processes should support local equity focused goals. A general framework for an equity-centered equivalency process includes:

- x Reflective and proactive training for equivalency committees that will help advance institutional solutions.
- x A data-informed process that helps campuses examine institutional structures that perpetuate bias
- x A commitment to continually assess institutional practices through neutral analysis and feedback collection to improve equivalency processes including campus climate, recruitment practices, accessibility of personnel, etc.

Best Practices and Resources

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