

ASCCC Minimum Qualifications and Equivalency Regional Meeting North

Meeting materials available here:

<http://www.asccc.org/events/2016-10-28-160000-2016-10-28-220000/mq-and-equivalency-regional-meeting-north>

John Freitas <http://www.asccc.org/directory/john-freitas>

Craig Rutan <http://www.asccc.org/directory/craig-rutan>

“[ASCCC’s] position is that equivalent means equal to, not kind of like.” - John Freitas

California Community College Chancellor’s Office Updates

- 2016 MQ update still in editing at CCCCCO, should be done soon, will go to ASCCC after that. When ready, links will go to all state listservs
- If CCC faculty who meet MQ via credential lose their paperwork CCCCCO still has a way of “retrieving” lost credentials

<http://www.asccc.org/sites/default/files/MQ%20Equivalency%20Regionals%20Presentation%20FINAL.ppt>

Guiding questions

- Why do we have MQ and equivalency?
- Are MQs/equivalency used as sole basis for faculty hiring, or component of faculty hiring process? (part of the hiring)

Why do we care about MQ/equivalency?

- Baseline standards for who gets to teach within a discipline
- [Strong Workforce Taskforce recommendations](#) include addressing barriers to hiring qualified CTE faculty, in particular hiring industry experts to be faculty
 - Legislative pressure to “fix” issues with MQs/local equivalency processes perceived to be barriers to hiring industry experts to be CTE faculty (when they don’t meet MQs)
 - How to balance flexibility while maintaining high standards?
- Serious lack of specific regulatory guidance on this process (ASCCC has suggestions/papers/models, but all of this under local control)
 - What is your process? Do you follow it? Do you want to use the flexibility you have? How flexible does it make sense to be while still ensuring the quality of instructors being hired?
- For equivalency, there is no objective measure for determining whether someone’s training/background is equivalent to MQs.

MQ “Hierarchy”

- Basic MQs defined in Title 5 - minimum degree and experience required [§53410](#)
- Discipline specific MQs are in [Disciplines List](#)
 - Defines fields of study and professional experience required to fit w/in discipline

- Must conform to requirements in §53410
- Local district can exceed state MQ (but cannot go below)
 - Should be based on pedagogical/curricular reasons
 - Beware of unintended consequences
 - Most frequent example = colleges that use credit MQ for non-credit courses
- “Specialized” MQs defined in other sections of title 5
 - Health services professionals
 - NC instructors
 - DSPS
 - Learning assistance/learning skills/tutoring
 - EOPS
 - Apprenticeship instructors
 - Faculty interns

What’s a Discipline?

- Faculty must meet MQ for discipline of faculty member’s assignment
- Discipline = grouping of courses that share common academic/vocational preparation (generally defined by degree(s) or specific professional preparation)
 - From perspective of faculty preparation
- Not same as local dept/subject area
- Not [TOP codes](#)
- Disciplines list specifies MQs for each discipline

Other miscellaneous MQ-related items

- Right of assignment lies with deans
 - Just because faculty member meets MQ doesn’t mean they will necessarily be assigned a class
- CCCCCO can audit CCCs re: MQs/equivalencies of faculty, and if faculty found not to meet MQ/equivalency for discipline, CCCCCO may rescind apportionment and students’ credit for courses taught by that faculty member

Equivalency

- Governing Boards may grant faculty equivalency to MQs
- Every district must have process, with criteria and standards by which board determines that faculty have qualifications at least equal to MQ (Ed Code [§87359](#))
- Equivalent to MQs means **equal** to MQs, not *nearly* equal
- Applicant must provide evidence of having attained skills and knowledge equal to degree/required professional experience listed in MQ
 - Evidence of specialized coursework/professional experience required for degree in Disciplines List
 - Evidence of breadth of coursework/experience equal to GE component of associate’s or bachelor’s degree

- For non-master's disciplines, evidence that requisite professional experience is equivalent to required FT experience necessary for discipline
- Faculty act as models for students - depth of knowledge in subject matter, breadth of GE knowledge
- Eminence should not be used as sole criteria for granting equivalency
 - Eminence = being a really big deal in your field without having official training in that field.
 - e.g., Can a famous author teach English courses on the basis of their famous author-ness (even though they don't have any formal education/degrees in English)? Technically NOPE.
- No provisional/conditional equivalency should exist (e.g. hiring individual who has not yet finished degree that meets MQ, on assumption that they will finish degree that will be what allows them to fully meet MQ)
 - Person meets MQ or is equivalent **when they are hired by governing board**
- Procedures established by agreement between local senate and governing board for each district, must be the same for all colleges in multi-college dist.
 - If someone is qualified to teach in discipline in one college in district, is qualified to teach in that discipline throughout district
- Discipline faculty help determine discipline-specific equivalency criteria
- Process must be clear, fair, equitably applied
- Burden of proof is on applicant (must provide evidence, documentation)
- Equivalency not required for possession of degrees higher than required for discipline
 - e.g., Individual with Ph.D in English exceeds MQs for English, is therefore qualified to teach courses assigned to English discipline. Does not have to go through equivalency process.
- Determining equivalency is senate purview
- HR's role
 - Help applicants navigate the process of equivalency
 - Collect/forward equivalency applications to senate/equivalency committee
 - Ensure completeness of applications in accordance with local equivalency process
 - Record outcomes of equivalency actions
- Equivalency is about the individual, not the course. There is no single course equivalency. Equivalency gives person ability to teach all courses in a disciplines.
 - See note above re: right of assignment.
- Equivalency is granted by individual district. For process documentation, consider stating that being granted equivalency in another district does not grant equivalency in our district

SMCCCD MQ/Equivalency Policies and Procedures

- [BP 3.15 Employment Requirements](#)
- [AP 3.15.2 Minimum Qualifications and Equivalencies to Minimum Qualifications](#)
- [BP 3.16 Equivalency to Minimum Qualifications](#) (draft update to BP 3.15)

What is equivalent to a bachelor's or associate's degree?

- Has applicant completed coursework equivalent to subject-specific coursework for degree, or completed work experience equivalent to that required coursework?
- Has applicant completed coursework or work experience equivalent to GE component of an earned bachelor's or associate's degree?

Assigning Courses to Disciplines

- Can't assign a discipline that isn't in the Disciplines List
 - Assignment of course to discipline defines MQ needed to teach the course
 - May not be same as local designator
 - Local designator might be something that doesn't exist in DL
- Just because a discipline exists, that doesn't mean you have to use it

Examples of Assigning Courses to Disciplines

1. Course assigned to single discipline
2. Course assigned to >1 discipline with "or"
 - ARTS 101 assigned to Art **or** Graphic Design.
This means MQs for either discipline provide adequate preparation to teach course content.
3. Course assigned to >1 discipline with "and"
 - HUMA 120 assigned to Humanities **and** Ethnic Studies.
This means MQ for both disciplines together provide adequate prep to teach course content (so faculty who teaches course must meet MQs for both disciplines).

Potential conflicts in course assignments

- EXAMPLE!
Course on Philosophy of Science
 - physics faculty want it to be physics course
 - philosophy faculty object to this placement, believe course should be in philosophy
- How does local process deal with conflicts like this?

Multi-college Districts

- It is recommended that similar courses be placed in same discipline, even if they're called different things (in terms of course prefix/title)
 - Potential challenge/issue: PT faculty who can teach a course at one college but cannot teach same course at another college in that district because it's placed in different disciplines at each college
- Local process for multi-college district may be different than those in single college district

TOP codes

- Don't determine disciplines or MQs
- Don't dictate course assignments to disciplines

Interdisciplinary Studies Discipline Assignment

- Not the same as courses referred to as "Interdisciplinary Studies" in local college catalog
- Assigning discipline of Interdisciplinary Studies = designating 2 disciplines, one where Master's degree required, one where substantial upper division coursework required
- Exact meaning differs for each interdisciplinary studies course
- "When in doubt, DO NOT use interdisciplinary studies." - Craig Rutan
 - Doorway for allowing hires you never intended.

Retraining for folks who were given improper equivalency (often part of program discontinuance processes)

Do we have this in SMCCCD?

Is there something about this in the AFT contract?