

Minimum Qualifications, Equivalence and Faculty Service Areas

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Overview

- **Minimum Qualifications**
- **Disciplines List - Old and New**
- **Equivalency**
- **Eminence**
- **Faculty Service Areas**
- **Common Issues**



What are Minimum Qualifications?

The state, through the Board of Governors, establishes “minimum qualifications” for teaching any credit or noncredit course, or as a counselor or librarian. In establishing and maintaining these MQs for faculty, the BOG shall “consult with, and rely primarily on the advice and judgment of, the statewide Academic Senate.” (Ed Code 87357)

Local Minimum Qualifications

- A district may establish additional qualifications which are more rigorous than the state-established MQs.
- However, such local MQs cannot be less rigorous than the state-established MQs.



The Disciplines List

- **Discipline qualifications are organized into groups**
 1. Disciplines requiring a Master's Degree
 2. Disciplines where a Master's degree is not normally expected but a Bachelor's or Associate degree is expected
 3. Disciplines in which a Master's, Bachelor's or Associate Degree is not generally expected or available in that specific discipline
 4. Disciplines for non-credit instruction
 5. Other – to include Administrators, Learning Center Coordinators, Health Services Professionals, Apprenticeship Instructors, DSP&S Counselors, Work Experience Coordinators, Faculty Interns, EOPS



The Disciplines List

- **Preparation & maintenance of "Disciplines List" assigned to Academic Senate** (Ed. Code § 87357)
 - Reviewed and revised every two years
 - Works through local senates
 - Consults with statewide organizations
 - Vote on discipline changes at Session (next vote will be Spring 2013)
 - Makes recommendations to BOG



The Disciplines List

The official title of the document is “Minimum Qualifications for Faculty and Administrators in California Community Colleges.”

The current edition is dated February 2010 and available at:

<http://www.cccco.edu/Portals/4/AA/Minimum%20Qualifications%20Handbook%20for%202010-2012.pdf>



Equivalencies

A district may hire a person who “possesses qualifications that are at least equivalent to the [state] minimum qualifications.” “The process, as well as criteria and standards... shall be developed and agreed upon jointly by ...the [local] governing board and the [local] academic senate.” (Title 5, § 53430)



Considerations

- Meeting General Education Requirements
- Meeting Subject Area Knowledge
- Teaching Experience is NOT the same as Subject Area Knowledge
- Same Courses but the Degree Title Varies
- How Does Work Experience Equate to Subject Area Knowledge?



Who Determines Equivalency?

- First, Create a Process – Academic Senate and Board of Trustees
- Discipline Faculty Determine Criteria
- Human Resources Helps Applicants Realize that the Burden of Proof Belongs to the Applicant
- Board of Trustees Relies Primarily on the Recommendations of the Faculty



What About Single-Course Equivalency?

- Ed Code and Title 5 refer to qualifications in terms of Disciplines not courses or subject areas within a Discipline (Ed Code §87357; Title 5 §53410 and §53430)
- Legal Opinion from Ralph Black, System Office Legal Counsel (LO-03-28)
- Right of Assignment



What is “eminence”?

- May 2008 Rostrum – “Eminence— Do I Know It When I See It?”
- “Many districts recognize eminence as a basis for granting equivalency. Although eminence is not specified in current law, it is not prohibited and has been established in many districts.”



Eminence – Some ideas???

- Resolution 10.01 S09 takes the position that *“eminence may no longer be used as the sole criterion to qualify faculty when evaluating minimum qualifications during the faculty hiring process”*

- Examples

- Led State Champions in Competition
- World Famous in the Field
- Prize winners (e.g. chefs, authors, actors)
- Teacher with High Pass Rate on State or National Exams
- National Winner (e.g. winner of TVs “Dancing with the Stars”)



Faculty Service Area

- Each faculty member upon hire is assigned a FSA or multiple FSAs depending on his or her qualifications.
- FSAs have only one purpose: they determine the order by which faculty may be laid off when a district is facing reduction in force – layoffs of full-time faculty.
- For the conditions under which a district may initiate faculty lay-offs, see Education Code §87743



District FSA Patterns

- Districts have different patterns for FSAs:
- 1. Align all or most FSAs with the disciplines list.
- 2. Sub-divided disciplines. Example, journalism might be recognized as an FSA sub-division of English.
- 3. Addition of competency requirements. Example, recency.
- 4. Broad areas. Example, *language arts*, which may include English, speech, reading, and foreign language



FSA Challenges

- Due to a lay off based on FSAs a district may not be able to offer courses within a discipline.
 - Example, a newly hired French instructor is laid off from the Language Arts FSA and that leaves no full-time French instructor. Others in the Language Arts FSA include speech, reading, and English faculty, but none of these faculty members may have the statewide minimum qualifications to teach French courses.
- Single FSA Districts
 - Having a single FSA eliminates the capacity to pre-establish seniority bumping rights.
 - District recordkeeping is critical.
 - Be informed about consequences prior to a RIF (reduction in force)



Resources

- Equivalence to the Minimum Qualifications. ASCCC 2006
- Qualifications for Faculty Service in the California Community Colleges: minimum qualifications, placement of courses within disciplines, and faculty service areas. ASCCC 2004
- Minimum Qualifications for Faculty and Administrators in California Community Colleges CCCCCO 2010


