



# The Board of Governors of the California Community Colleges

PRESENTED TO THE BOARD OF GOVERNORS

DATE: May 15, 2017

SUBJECT: Updating Faculty Minimum Qualifications to Enlarge Hiring Pool		Item Number: 4.4	
		Attachment: Yes	
CATEGORY:	Academic Affairs Workforce Economic Development	TYPE OF BOARD CONSIDERATION:	
Recommended By:	 Pamela D. Walker, Vice Chancellor Van Ton-Quinlivan, Vice Chancellor	Consent/Routine	
		First Reading	
Approved for Consideration:	 Eloy Ortiz Oakley, Chancellor	Action	
		Information	X

**ISSUE:** This item is an information item. The Board of Governors will be provided with an update on the efforts of the Chancellor’s Office to expand the hiring pool for Career Technical Education (CTE) faculty in response to the Strong Workforce Taskforce recommendations.

**BACKGROUND:** Prior to 1990, the California Community College System was authorized by the California Education Code to hire faculty under the California Community College Credentialing System. In 1988, through passage of the Community College Reform Act (AB 1725), credentials were phased out and replaced by a process establishing statewide minimum qualifications and enabling local determination of equivalencies. Under this process, all community colleges have policies outlining the application of minimum qualifications and a process for establishing equivalency.

In November of 2015, the Board of Governors unanimously approved 25 recommendations from the Task Force on Workforce, Job Creation and a Strong Economy (also known as the Strong Workforce Taskforce), which were broken into seven categories. One of the areas identified was CTE faculty, which included four recommendations. Two of these recommendations addressed increasing the pool of potential faculty in the CTE discipline areas:

- Increase the pool of qualified CTE instructors by addressing CTE faculty recruitment and hiring practices, and **(Background cont.)**

**RECOMMENDATION:** This item is presented to the Board for information.

***(Background cont.)***

- Consider options for meeting minimum qualifications to better integrate industry professionals who possess significant experience into CTE instructional programs.

The Chancellor's Office staff along with other stakeholders are formulating practices, policies and other activities to clarify the barriers and solutions to hiring industry experts as CTE instructors. The recommendations will also require the dissemination of effective practices in the recruitment and hiring of diverse faculty and the application of minimum qualifications and equivalencies. Other activities to achieve the recommendations include the development of pipelines to recruit community college faculty with industry expertise through collaborations with higher education, business, and industry professional organizations. Another potential strategy is the creation of a mentorship model that provides pathways for industry professionals to intern at colleges to gain teaching skills, knowledge, and experience while pursuing an associate degree or an equivalent.

To help guide these reform efforts, the Chancellor's Office has formed a comprehensive 16 member Chancellor's Office CTE Minimum Qualifications Advisory Work Group.

**ANALYSIS:**

*Chancellor's Office CTE Minimum Qualifications Advisory Work Group*

The Chancellor's Office formed a 16 member CTE Minimum Qualifications Advisory Work Group in the Fall term of 2016 to address the recommendations associated with expanding the hiring pool for qualified applicants for CTE faculty by looking at a wide variety of actions that could be undertaken. The committee was composed of the following constituents:

- 6 Representatives from the Academic Senate California Community Colleges with 3 from CTE faculty and 3 from its executive committee)
- 2 Representatives from the Chief Executive Officers
- 1 Representative from the Chief Instructional Officers
- 1 Representative from the California Community College Association for Occupational Education
- 1 Representative from the Chief Human Resources Officers
- 5 Representatives from the Chancellor's Office Workforce and Economic Development and Academic Affairs Divisions

The Chancellor's Office gathered data from the field through a survey of primarily CTE faculty to help inform the CTE Minimum Qualifications Work Group of the barriers faced by CTE programs in hiring industry experts. Narrative responses were collected from CTE faculty representing 43 colleges on their experiences hiring faculty with industry expertise. Results indicated a need of CTE programs to have more flexibility in hiring industry experts and a general lack of understanding or success in utilizing the equivalency processes. Existing California Code of Regulations (CCR) title 5, Section 53430, enables districts to use an equivalency process to hire faculty. However, the equivalency process appears to be underused and greatly varied in application across districts.

Improved Awareness and Use of the Equivalency Process

California Code of Regulations, title 5, section 53430, enables districts to use an equivalency process to hire faculty. However, the methods used by districts vary widely. By improving these local processes,

and educating participants about equivalency processes and practices, candidate pools can be significantly increased and improved.

At its spring 2016 plenary session, the ASCCC approved the paper *Equivalence to the Minimum Qualifications*, which is available at [http://asccc.org/sites/default/files/equivalency\\_paper.pdf](http://asccc.org/sites/default/files/equivalency_paper.pdf). This paper provides important principles for the appropriate use of equivalency to the minimum qualifications, and includes guidance to local senates for the appropriate use of equivalency, including the use of work experience and eminence. Faculty equivalency can be an important mechanism to ensure a diverse group of qualified applicants is considered.

In preparation for Spring term faculty hiring, the following actions were undertaken to ensure that the equivalency process is accessible to applicants and conducted in a timely manner:

- Regional workshops were conducted to explain equivalency to Human Resources professional and faculty serving on equivalency committees. This was accomplished by collaborating with the ASCCC to conduct two regional workshops in the Northern and Southern parts of the State focusing on equivalency processes for CTE faculty. The workshops provided clear explanations of what equivalency is and what applicants must do to demonstrate equivalency to the minimum qualifications for a faculty position.
- The Chancellor's Office issued a Guidance Document for Career Technical Education Minimum Qualifications and Equivalency to the field. The document included recommendations to make the equivalency processes and applications easily accessible, as well as to post the equivalency process and application online and to include links to equivalency processes and applications in job announcements. The Work Group plans to provide a white paper on their findings and issue recommended practices to the field in 2017.