



EXECUTIVE COMMITTEE MEETING
Friday, December 7, 2018 to Saturday, December 8, 2018
Residence Inn Sacramento Downtown, Sacramento, CA

I. ORDER OF BUSINESS

A. Roll Call

President Stankas called the meeting to order at 10:32 am and welcomed members and guests.

C. Aschenbach, A. Bruzzese, M. Cruz, D. Davison, G. Dyer, R. Eikey, S. Foster, G. May, C. McKay, L. Parker, C. Roberson, and C. Rutan.

Members Excused: S. Henderson

Liaisons: Dan Crump, Liaison, Council of Chief Librarians; Kelly Fowler, President, California Community Colleges Chief Instructional Officers; Troy Myers, Liaison, Faculty Association of California Community Colleges; and Alice Perez, Vice Chancellor of Academic Affairs.

Invited Guests: Pam Walker, Educational Consultant.

Staff: Krystinne Mica, Chief Operating Officer; April Lonero, Executive Assistant.

B. Approval of the Agenda

MSC (McKay/Cruz) to approve the agenda with the following revisions:

1. Removed item II. B. from Consent Calendar for discussion.

C. Public Comment

This portion of the meeting is reserved for persons desiring to address the Executive Committee on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.

No formal public comment was entered.

D. Executive Committee Norms, pg. 5

Members were reminded of the Executive Committee Norms.

E. Calendar, pg. 7

Members were updated on deadlines.

F. Action Tracking, pg. 13

Members reviewed the Action Tracking and updated the document as necessary.

G. Local Senate Visits, pg. 15

Members updated the Local Senate Visits table.

H. Dinner Arrangements

Members were informed of dinner arrangements.

I. One Minute Check-In

Members shared a one minute check-in.

II. CONSENT CALENDAR

A. October 31, 2018 Meeting Minutes, Rutan

B. Resolution Assignments F2018, Stankas/Dyer, pg. 23

Item II. B. removed for discussion.

Consent calendar approved as amended by consensus.

B. Resolution Assignments F2018, Stankas/Dyer, pg. 23

Members discussed the rationale for the assignment of Resolution 5.03 F18 “Develop Resources with Guidance Relevant to the Student Centered Funding Formula.” It was noted that the Accreditation Committee is working on a paper regarding budget process a resolve in this resolution.

Members suggested clarifying the assignment of Resolution 3.01 F18 “Non-binary Gender Option on CCCApply” to the ASCCC Representative on the Telecommunications and Technology Advisory Committee (TTAC).

MSC (Aschenbach/May) to approve the Fall 2018 Resolution Assignments.

III. REPORTS

A. President’s Report – 20 mins., Stankas

Stankas expressed appreciation to the Executive Committee for their work at Fall Plenary. Stankas reported that the California Online Community College Board of Trustees meeting was held November 13, 2018 and draft board policies were presented for review and approval. There was significant discussion by the board and members of the public regarding important pieces of the board policies that were missing or needed to be amended. Stankas noted the need for faculty review and voice to represent the purview of the Senate as it relates to the 10+1 and suggested that the ASCCC act as the senate for the online college until such time that enough faculty are employed by the college to act as the academic senate. No action on this item was taken at this meeting. The next meeting is December 17, 2018. The Board of Trustees approved a startup budget of \$10 million, with \$2.4 million dedicated to educational design, curriculum, and lesson planning. The California Online Community College CEO Search Advisory Committee will meet December 12, 2018 to review applications and will make recommendations for interviews to the Board of Trustees.

Stankas presented at the Community College League of California’s Annual Convention, November 15-17. Academic Senate presentation topics included

Open Educational Resources, Faculty Diversification, and AB 705 Implementation.

B. Foundation President's Report – 10 mins., Aschenbach

Aschenbach reported that the Foundation Directors met December 8, 2018 to discuss donating to the Butte College Camp Fire Relief Fund. The Foundation will be donating \$2,500 to faculty and \$2,000 to students via the Butte College Foundation. The Foundation will ask previous Foundation sponsors to consider donating to the Butte College Camp Fire Relief Fund through the Foundation. These gifts will be split evenly among faculty and students unless specified by the donor. The Foundation Directors will meet again in late January or early February to discuss the Foundation's role in the Academic Senate's 50th anniversary celebration and to update the strategic plan.

C. Liaison Oral Reports *(please keep report to 5 mins., each)*

Liaisons from the following organizations are invited to provide the Executive Committee with updates related to their organization: AAUP, CAAJE, CCA, CCCI, CCL, CFT, CIO, FACCC, and the Student Senate.

Kelly Fowler, California Community Colleges Chief Instructional Officers (CCCCIO) President, provided an oral report. Fowler reported on a successful Fall Conference October 24-26, 2018, with sessions on faculty diversification, AB 705 implementation, the strong workforce program, and the California Online Community College. Fowler informed the group of advocacy events for the inclusion of funding for approved community college outlay facilities in the 2019-2020 Budget Act. The CIO Board has voted to donate to the California Wildfire Relief for students and faculty impacted by fires across the state.

Dan Crump, Council of Chief Librarians (CCL) Liaison provided an oral report. The CCL is working with the Transfer and Student Services Committee (TASSC) to provide input on the paper regarding library faculty, including the section regarding the disciplines list. The Library Services Platform (LSP) Governance Committee met December 6, 2018 to discuss the LSP implementation; the project has 110 colleges participating.

Troy Myers, Faculty Association of California Community Colleges (FACCC) Region F Governor, provided an oral report. Myers noted the Executive Director hiring process is ongoing, with the expectation the new Executive Director will start January 2019. FACCC's legislative package is being developed for 2019 with the Council of Faculty Organizations (CoFO). Communication has begun with Governor-Elect Newsom's office about community college issues. FACCC will be holding the Annual Policy Forum, January 18, 2019 at Cerritos College, and an Advocacy and Policy Conference, March 3-4, 2019 in Sacramento. Myers requested that the Academic Senate support membership in FACCC as many faculty are retiring.

IV. ACTION ITEMS

A. Legislative Report – 15 mins., Davison, pg. 25

The Executive Committee reviewed the end-of-cycle legislative report including all approved bills the Academic Senate was tracking. New legislation is being introduced, including AB 2 (Santiago) Community colleges: California College Promise and AB 30 (Holden) Community colleges: College and Career Access Pathways partnerships. The committee noted that many bills may be introduced this cycle as there are many new legislators, a new governor, and a budget surplus. The committee discussed the creation of resources to guide faculty in local and state level advocacy. Davison reported that she will be requesting that each Senate President ensure a legislative liaison is appointed and will begin communicating with those liaisons on a monthly basis. There will also be a legislative component to the 2019 Faculty Leadership Institute in Sacramento.

The Academic Senate's Legislative and Advocacy Day will be held March 12, 2019, allowing the committee to focus on policy and budget issues. All members of the Executive Committee are invited to participate. Davison reviewed the Legislative Day planning process, training, and schedule.

Stanskas informed the committee that he and Davison were invited to attend the Community College National Legislative Summit with the Chancellor's Office and Community College League of California (CCLC). Members discussed the benefit of attending this event and the importance of an aligned message.

MSC (Foster/Parker) to authorize the expenditure for the President and Vice President to attend the National Legislative Summit if the message and talking points align with the organization's priorities.

The committee discussed the Chancellor's Office Proposal to Support Community College Affordability. The Academic Senate was asked to provide a statement of support for this proposal. This proposal states that all students should be eligible to receive financial aid, that financial aid award should be based on the total cost of attendance to the student, and that all education goals should be eligible to receive aid. It was noted that the total Cal Grant amount is distributed among the three segments of higher education, and an increase to California Community College financial aid will lower the amount available to the other segments. Members expressed concern over the potential reliance of colleges on loans and the potential contingencies to the proposal. The letter of support will clarify that the Academic Senate supports the proposal as it is written to date.

MSC (McKay/Aschenbach) to approve that the chair of the Legislative and Advocacy Committee write a letter of support for the proposal to be signed by the President.

B. AB 705 Update – 30 mins., Stanskas, pg. 35

The Executive Committee received an update on the AB 705 implementation at the Chancellor's Office.

i. Title 5 Changes to Implement AB 705 – May, pg. 37

The Executive Committee discussed draft Title 5 Regulation changes to

§55002, §55003, §55063, and §55522 regarding AB 705 implementation recommended by California Community Colleges Curriculum Committee (5C). Members suggested revisions to clarify sections, particularly including clear explanations of assessment, placement, and competency. It was suggested to add to §55222 a piece asking the Chancellor's Office to publish annually a list of suggested multiple measures. 5C will meet December 13, 2018 to finalize the recommendations. Following the 5C meeting, the draft will be forwarded to Consultation Council on January 10, 2019, and if approved, the final draft will be sent to the Board of Governor's for reading at their January meeting and adoption during their March meeting.

- ii. Network for Achieving Equity in Mathematics Education, May/Mica**
The Executive Committee discussed a partnership between ASCCC and the Network for Achieving Equity in Mathematics Education (NAEME). Thomas Greene, President of American River College, and Bill Scroggins, President of Mt. San Antonio College proposed to create NAEME as a faculty-led network organized through two regional hubs to provide aid to colleges on their efforts on AB 705 implementation. The Academic Senate provided speakers at two events, September 21, 2018 at American River College and September 28, 2018 at Mt. San Antonio. On December 3, 2018 May, Mica, and Janet Fulks met with NAEME Representatives to discuss a possible partnership with the Academic Senate and the California Mathematics Council Community Colleges (CMC³). In Spring 2019 the project will collect from faculty their concerns, questions, and needs regarding the implementation of AB 705, and develop resources and professional development based on the results. Members raised concern over the cost of research associated with this project and mentioned the potential to partner with organizations such as the RP Group, Umoja, and A2Mend for the research component.

MSC (Eikey/Parker) to endorse the proposal for collaboration between ASCCC, NAEME, and CMC³ and exploration of additional partnership with the RP Group, Umoja, and others to proceed with listed proposal.

- iii. AB 705 Data Revision Project, May/Rutan**
The Executive Committee received information about the AB 705 Data Revision Project. May informed the committee of the Management Information Systems (MIS) revisions needed to reflect AB 705 Implementation and the Student Centered Funding Formula, and the need for faculty input and involvement in the project. Stankas suggested that all the current Academic Senate data projects: the Code Alignment Project, the AB 705 Data Revision Project, and the Pathways to Course Patterns be discussed at the January Executive Committee Meeting.

- C. Faculty Diversification – 35 mins., Stankas, pg. 39**
The Executive Committee received an update on Faculty Diversification in the

system. Cruz presented a PowerPoint with pertinent information for the Executive Committee. The Chancellor's Office is holding a Building Diversity Summit on February 8-9, 2019, at the Sheraton Gateway Los Angeles Hotel. The Academic Senate has submitted six breakout proposals regarding diverse faculty hiring and retention.

Members emphasized the need to establish steps and goals for moving forward into the next academic year, including the possibility of partnering with other organizations. Members explained answers to questions regarding the targeted emphasis on racial and ethnic diversity. It was suggested that webinars can be used as a tool to reach colleges that may not be able to attend the Building Diversity Summit or the Hiring Regionals. A need was identified for a Faculty Diversification Resource page to be added to the Academic Senate website.

i. 2019 Faculty Hiring Regionals – Cruz/Henderson, pg. 41

The Executive Committee reviewed and provided feedback on the Spring 2019 Hiring Regionals outline. Cruz reported that the theme for the regional is "An Equitable Approach to Increasing Student Success." The meetings will be held February 21, 2019 at Bakersfield College; February 25, 2019 at Yuba College; and February 28, 2019 at Norco College. The expected outcome is for participants to leave with tools and an action plan to improve their local hiring committee's policies and procedures. It was noted that many Faculty Development and Equity and Diversity Action Committee members will be participating to cover sessions across the three meetings. Stankas recommended the inclusion of a session examining implicit bias in screening criteria and the development of interview questions. It was also suggested to include a short general session for closing remarks.

MSC (May/Eikey) to approve outline for the Spring 2019 Hiring Regionals with considerations from the discussion.

D. Strong Workforce Program Recommendations – 25 mins., Stankas, pg. 43

The Executive Committee received an update on the Strong Workforce Program Recommendations. Aschenbach reported that the November 2, 2018 general session "CTE Minimum Qualifications: Thinking Differently about Equivalency" at Fall Plenary provided constructive feedback on the draft document regarding general education equivalency. The CTE Minimum Qualifications workgroup is developing a toolkit of resources for faculty. Aschenbach reported that regional meetings are being developed with a focus on evaluation of current practices and providing tools to improve those practices.

No action by motion was taken on this item.

E. CCC Guided Pathways Award Program – 10 mins., Stankas, pg. 45

The Executive Committee received an update on the implementation of the CCC Guided Pathways Award Program. Roberson informed the group that the Guided Pathways Advisory Committee will be meeting December 14, 2018 at the CSU

Chancellor's Office. The Guided Pathways faculty leads are developing branding and publication guidelines for Academic Senate guided pathways materials. The Guided Pathways Taskforce hosted ten webinars during Fall 2018 with 425 unique attendees and 100 colleges represented.

No action by motion was taken on this item.

F. MQRTF Report and Recommendations – 10 mins., May, pg. 47

The Executive Committee reviewed the Mathematics and Quantitative Reasoning Task Force (MQRTF) Report and Recommendations presented at the October 31, 2018 Executive Committee Meeting.

MSC (Aschenbach/Eikey) to endorse the “California Community Colleges Mathematics and Quantitative Reasoning Task Force Report”.

G. ASCCC Event Evaluations – 10 mins., Rutan/Mica, pg. 49

The Executive Committee discussed the use of a surveying mechanism for all Academic Senate institutes and Plenary Sessions. Rutan informed the group that due to the cumbersome nature of paper surveys, event evaluations moved to an online survey platform. However the response rate and quality of feedback from these evaluations was low. The Events Committee brought up the possible elimination of evaluations or surveys in September 2017 and no evaluations were done for the 2017-2018 academic year. The Academic Senate Office is exploring online and smartphone event tools that can provide an integrated event experience, including programs, event information, presentation tools, and evaluations. However, the applications will have an impact on the budget, as most ranged between \$10 - \$15K, and can fluctuate depending on the number of events and attendees. Members suggested a lower tech option that only provided evaluations and surveys. The committee discussed questions and the type of feedback they are soliciting. By consensus the committee approved the continued exploration of event evaluation mechanisms.

No action by motion was taken on this item.

H. 2019 SLO Symposium Program Draft – 15 mins., Janio/May, pg. 51

The Executive Committee reviewed and provided feedback on the draft of the SLO Symposium program. The members discussed the organization of the breakout sessions. It was suggested to narrow the breakouts to five or six per session and balance each session with similar numbers of breakouts. Members commented on the registration numbers and possible explanations for a lower registration count than prior years.

MSC (Eikey/Rutan) to approve the draft Student Learning Outcomes Symposium outline with recommendations to narrow the breakouts to five or six per session.

I. Hiring Priorities Criteria Survey – 10 mins., Cruz/Eikey/Parker, pg. 53

The Executive Committee received an update on the Faculty Development

Committee. Cruz, Parker, and Eikey attended the Education Summit on November 7-8, 2018 presented by the Umoja Community Education Foundation and the African American Male Education Network and Development (A2Mend). The committee is developing a Rostrum article to fulfil Resolution 12.01 F14 “Professional Development and the Academic Senate” and Resolution 12.03 F14 “Faculty Professional Development”. The committee is working to develop breakout sessions for the February Building Diversity Summit and Hiring Regionals.

The Executive Committee reviewed and provided feedback on the draft Faculty Hiring Criteria Survey. Members suggested wording revisions. Concern was expressed that releasing the survey in mid-January is too early. A revision was recommended for question two as all but one district have established Equal Employment Opportunity (EEO) board policies for hiring faculty.

MSC (McKay/Davison) to approve the Faculty Hiring Criteria Survey with suggested edits.

J. Spring Plenary Planning – 20 mins., Stanskas/Mica, pg. 57

The Executive Committee debriefed the 2018 Fall Plenary Session and assessed what worked well and where improvements could be implemented. The committee highlighted the strand of breakouts that were dedicated to the health and well-being of academic senate leaders. The committee discussed the decline in participants Friday afternoon and strategies to retain participants in spring. The members reviewed the resolution process and resolution working sessions.

The Academic Senate is celebrating its 50th year anniversary in 2019. The Spring Plenary Session will be used to celebrate this milestone. The committee proposed the idea of re-evaluating the Academic Senate’s mission and values statement at this milestone. The members expressed the importance of incorporating and honoring the Academic Senate’s history and past leaders while emphasizing the organization’s future direction. It was noted that the invitation to this session will be distributed broadly to system partners, past presidents, and past Executive Committee members. The committee mentioned creating Academic Senate branded items or specific 50 year anniversary items as giveaways for attendees. “50 Years of Faculty Empowerment, Leadership, and Voice” was suggested as a theme, with the possibility of aligning breakout strands around those three tenants.

Stanskas requested that the committee consider waiving 2019 Spring Plenary Session fees for past Academic Senate presidents who are still in faculty roles.

MSC (Roberson/Parker) to approve waiving registration fees for past Academic Senate president’s for the 2019 Spring Plenary Session.

K. Combining Accounting Policies and Procedures Document – 5 mins., Mica, pg. 61

The Executive Committee discussed combining the Accounting Procedures and

Accounting Policies into one document, as typical at most organizations. The combined document will be presented to the Executive Committee for review and to consider for approval at the January 2019 meeting.

MSC (Davison/ Roberson) to approve the merging of the Accounting Procedures and Accounting Policies into one document.

L. ACCJC Accreditation Conference Breakouts – 25 mins., Foster, pg. 63

The Executive Committee reviewed and provided feedback on the breakout sessions for the Accrediting Commission for Community and Junior Colleges (ACCJC) Conference. Foster reported that the Academic Senate is guaranteed six breakouts at the 2019 Partners in Excellence Conference, April 29- May 3, 2019. The Accreditation Committee has prepared nine breakout proposals to submit. The members recommended that the Accreditation Committee select which breakouts to be in the confirmed slots and submit the rest to be reviewed and selected through the standard call for proposals. May and Foster noted that they are on the planning committee for this event.

MSC (Rutan/May) to authorize the Accreditation Committee to identify six guaranteed breakouts and the Accreditation Committee Chair will submit all other breakouts to the ACCJC for consideration.

i. Accreditation Breakout on Guided Pathways – Davison/Roberson, pg. 67

The Executive Committee discussed the Guided Pathways breakout for submission for the ACCJC Conference. The Guided Pathways Taskforce was asked by the Accreditation Committee to develop and present a breakout on Guided Pathways. This breakout is in addition to the breakouts submitted by Accreditation Committee. The Accreditation Committee Chair will submit this breakout.

M. “The Faculty Role in Planning and Budgeting” Paper Outline – 10 mins., Foster, pg. 69

The Executive Committee reviewed and provided feedback on the outline for “Faculty Roles in Budget Processes.” Foster informed the committee that Resolution 2.01 S08 “Updating the Budget and Planning Paper” provided direction to update the paper. The committee reviewed the organization of the paper and recommended starting with the statewide budget process and then discussing college and district budget processes. The committee noted the emphasis on the academic senate faculty role in budget processes over faculty at large. The committee discussed including information regarding the Student Centered Funding Formula.

MSC (Aschenbach/McKay) to approve the outline of “Faculty Roles in Budget Processes” with considerations from the discussion.

V. DISCUSSION

C. Chancellor’s Office Liaison Report – 45 mins. pg. 75

Alice Perez, Vice Chancellor for Academic Affairs provided an oral report. Perez reported that California Community Colleges Curriculum Committee (5C) will meet December 13, 2018 with Marc LeForestier, General Counsel for the Chancellor's Office, to discuss the Title 5 Regulations for compliance with AB 705. The integration of Student Services and Academic Affairs into Educational Services will be announced during the week of December 11, 2018. The integration will foster a unified team dynamic and emphasize cross training. An RFA for Currently and Formerly Incarcerated Students Reentry Program was posted December 3, 2018, and a review team for those applications is forming. Perez noted a Frequently Asked Questions document was released regarding questions about AB 705 for Credit English as a Second Language. Perez informed the group that the Institutional Effectiveness Partnership Initiative (IEPI) is meeting weekly to holding weekly planning meetings regarding the Building Diversity Summit.

D. Board of Governors/Consultation Council – 15 mins., Stankas/Davison, pg. 77

The Executive Committee received an update on the recent Board of Governors meeting, held November 13-14, 2018. Stankas reported that the Board discussed the implementation of the Fall 2019 Faculty Obligation Number, Zero Degree Textbooks, and Open Educational Resources (OER). Stankas provided an update with Deputy Chancellor Daisy Gonzalez to the Board regarding Equal Employment Opportunity (EEO) and the efforts around statewide faculty diversification.

The Executive Committee received an update on the recent Consultation Council meeting, held November 15, 2018. Consultation Council received an update on the implementation of the Student Centered Funding Formula and discussed policies to encourage competency based education and online courses. Stankas was asked to join the Association of Chief Business Officials' (ACBO) Advisory Workgroup on Fiscal Affairs regarding the funding formula.

E. Meeting Debrief – 15 mins., Stankas, pg. 79

The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.

VI. REPORTS *(If time permits, additional Executive Committee announcements and reports may be provided)*

C. Standing Committee Minutes

- i. Guided Pathways Task Force, Roberson, pg. 81
- ii. Equity and Diversity Action Committee, Henderson, pg. 89
- iii. Faculty Development Committee, Cruz, pg. 153
- iv. Online Education Committee, Dyer, pg. 157
- v. Standards and Practices Committee, Eikey, pg. 161
- vi. Transfer, Articulation, and Student Services Committee, McKay, pg. 167

D. Liaison Reports

E. Senate and Grant Reports

F. Local Senate Visits
VII. ADJOURNMENT

Closed Session

The Executive Committee entered closed session on Friday, December 7 at 4:40 p.m.

The Executive Committee adjourned from closed session at 5:46 p.m. Stankas reported that during closed session, the Executive Committee approved offering a contract to Ms. Krystinne Mica to serve as the Executive Director of the Academic Senate beginning January 1, 2019.

The Executive Committee adjourned at 5:56 p.m.

The Executive Committee adjourned at 11:40 a.m.

Respectfully submitted by:
April Lonero, Executive Assistant
Craig Rutan, Secretary



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Faculty Diversification

Mayra Cruz, Chair

Faculty Development Committee

Silvester Henderson, Chair

Equity & Diversity Action Committee



ASCCC Executive Committee Meeting
December 7-8, 2018



California
Community
Colleges



INSTITUTIONAL EFFECTIVENESS
PARTNERSHIP INITIATIVE

Building Diversity Summit – February 8-9

Desired goals:

- Articulate the value that a diverse faculty and staff provide to the student experience
- Eliminate systemic barriers to employment equity and establish an institutional commitment to diversity in hiring
- Hire and retain a diverse workforce through recruitment, elimination of bias, and use of data
- Continuously evaluate the effectiveness of policies and procedure

Audience: CEOs/Presidents , Trustees , CSSOs , Academic Senate Member(s) , Classified Senate Member(s), Student Senate Member(s) , HR Managers , EEO Advisory Committee , Researchers , Faculty , Classified Staff , Hiring Committee Members , CIOs

Partners:

- Academic Senate for California Community Colleges
- Community College League of California
- California Community Colleges Chief Instructional Officers
- The Campaign for College Opportunity
- ACHRO
- 4CS
- Student Senate

Sessions (6 proposed)

The Unique Challenge and Communication Struggles that Faculty of Color Experience in Higher Education

This session will cover the power of language and its unique impact on faculty. Do not miss out on a lively discussion on effective sharing on how cultural language practices can hinder faculty diversification. Our inquiry questions will include: *Are faculty of color misrepresented? Do language differences hinder employment?* Please come share your ideas as we collectively explore “**everyday wisdom**,” to positively improve our work and turn challenges into triumphs.

Why is Faculty Diversity such a Challenge for our Colleges?

Current research supports the value of a diverse faculty. However, national trends demonstrate that we are moving the needle far too slowly. College processes, human resource practices, and committee structures all impede the success of this essential goal. Please join us to experience conversations and innovative strategies that will improve our hiring outcomes.

Mentoring and Retaining a Diverse Faculty

This session will explore ways to welcome, retain and support faculty to ensure that a diversity of voices creates a culture that contributes to student success. Strategies aimed at administrators, faculty selection committee members, policy makers, trustees, and faculty development programs will be discussed and models will be shared, both for implementing short-term change as well as sustained support.

Equivalency, Minimum Qualifications, and Impact on Diversity

This workshop will interrogate values and dispel myths surrounding hiring qualified faculty. The concepts of merit, fit, and qualification will be discussed in light of how they both inform minimum qualifications and equivalency processes as well as impact diversity in our colleges. The role of faculty, administrators, and human resources in the broadening of the pool of qualified applicants and diverse perspectives will be examined.

How to Transform College Culture by Hiring New Diverse Employees

Research shows that ethnically and racially diverse employees contribute to the success of all students. This session will highlight mentoring and cohort model programs that build a strong diverse college using effective onboarding practices and professional development activities designed to retain these new hires. By developing strong relationships through mentoring and cohort programs, we can achieve a more equitable and inclusive culture that is student focused. The session will also provide a structure for accountability to support new hires and address faculty retention.

Effective Policies, Procedures, and Practices for Hiring Racial and Ethnic Diversity: The Key to Student Success

The time is now to change the ethnic and racial culture of post-secondary education institutions. Effective policies, procedures, and practices that encourage hiring for racial and ethnic diversity are key to closing the student equity gaps. We need to reform our systems to elevate ethnically and racially diverse candidates who also demonstrate qualities of equity mindedness. At this session, participants will have an opportunity to learn about effective policies and procedures for hiring ethnically and racially diverse full time and part time faculty

2019 Hiring Regionals

An Equitable Approach to increasing student success

The logo for Bakersfield College, featuring the words "BAKERSFIELD" and "COLLEGE" in white, bold, sans-serif capital letters stacked vertically on a black rectangular background. A thin white horizontal line is positioned below the word "COLLEGE".

**BAKERSFIELD
COLLEGE**

February 21st

The logo for Yuba College, featuring a large, stylized blue letter "Y" on the left. To the right of the "Y", the word "Yuba" is written in a smaller blue serif font, and the word "College" is written in a blue serif font below it.

**Yuba
College**

February 25th

The logo for Norco College, featuring the word "NORCO" in a large, bold, red sans-serif font above the word "COLLEGE" in a smaller, red sans-serif font.

**NORCO
COLLEGE**

February 28th

2019 Hiring Regionals

An Equitable Approach to increasing student success

Faculty diversity is a critical component in the support of student success, and each California community college has a responsibility to develop a workforce that reflects the diversity of its community and is best prepared to serve the college's specific student populations. At this event titled: ***"An Equitable Hiring Approach to Increasing Student Success"***, the Academic Senate for California Community Colleges Equity Diversity and Action Committee and Faculty Development Committee will present important considerations for conversations on faculty hiring, including ways to diversify and expand hiring pools and reshape search processes to focus on candidates who understand and are committed to our students. By highlighting the importance of cultural sensitivity and appreciation as well as instructional excellence, along with considering the specific needs of our local student populations and communities, we can promote both student success and faculty diversity, two concepts that not only are not in opposition but that in reality are linked to each other. Topics to be discussed will include recruiting and diversifying applicant pools, hiring committee processes and structures, hiring criteria, using equivalency processes effectively, and more. Attendees will engage in hands-on exercises to develop equity-focused and student-focused interview questions that they can take back to their colleges. Join us for this important discussion as we all work to increase student success by promoting greater faculty diversity and a focus on understanding and serving students.

Program Goals:

1. Explore how to achieve the racial and ethnic diversification of faculty.
2. Examine hiring processes and procedures from an equity lens.
3. Examining systems for implicit bias and unconscious design flaws.

Program Outcome:

- Participants will end the day with an action plan to transform or improve their local hiring committee policy, processes and procedures.
- **Audience:** Faculty and staff serving on hiring committees

“Tangible Products/Takeaways” for local implementation

- Recruitment practices – what does that look like? Marketing strategies – where to recruit
- Accessibility of information – locally and beyond
- Set the stage so that participants leave motivated to make change locally – actionable steps – “Passport to Implementation”
- Administrative procedures as pertained to hiring practices – newer and innovative policies with focus on diversity
- Screen processes – examples that show unknowingly how biases are built in
- District culture – understanding of culture and historically practices – identifying institutional barriers that can be carefully approached in a way that is moving forward positively

“Tangible Products/Takeaways” for local implementation

- Collaboration with senate, collective bargaining and HR – best practices
- Tangible resources – key individuals to contact
- Utilization of Data – what does the EEO data look like statewide vs locally – in terms of numbers – using data to bring about change
- Sustaining momentum – best practices – documentation (action planning) and assigning key individuals for accountability
- Building Networks to facilitate change



(6 sessions)

Innovative Strategies for Hiring Faculty of Color

This breakout will cover various innovative strategies that can be used to expand hiring opportunities for racially and ethnically diverse faculty.

Revamping the Recruiting Process to Attract a Diverse Faculty

A focus on creating an inclusive job announcement and successful marketing process.



Broadening Screening Pools Through Effective Minimum Qualifications and Equivalency Screening Criteria

This session will explore intentional approaches for mitigating barriers created by current equivalency processes, minimum qualifications, preferred qualifications and screening criteria.

Mentoring and Retaining a Diverse Faculty

Ways to welcome, retain and support faculty to ensure that a diversity of voices creates a culture that contributes to student success.



Achieving common ground: Creating common understanding and expectations

- Achieving common ground to hire for diversity. Explore the importance of Faculty and Administrators dialogue to align goals to hire for diversity.

Approaches to professional development to transform hiring practices

- How should we approaching professional development? Deeping our conversation on implicit bias and merit based decisions.

Program Outline

9:30-10:00 Registration and Sign-in

10:00-10:05 Welcome and Opening

10:05-11:05 General Session 1: Implicit Bias

11:05-11:15 BREAK

11:15-12:15 General Session 2: EEO/Legal Requirements

12:15-1:15 LUNCH

1:15-2:30 Breakout Sessions

Breakout #1 **Innovative Strategies for Hiring Faculty of Color**

Breakout #2 **Revamping the Recruiting Process to Attract a Diverse Faculty**

Breakout #3 **Broadening Screening Pools Through Effective Minimum Qualifications and Equivalency Screening Criteria**

2:30-2:45 BREAK

2:45-4:00 Breakout Sessions

Breakout #4 **Mentoring and Retaining a Diverse Faculty**

Breakout #5 **Achieving common ground: Creating common understanding and expectations**

Breakout #6 **Title: Approaches to professional development to transform hiring practices**



CTE Minimum Qualification Tool Kit Introduction

The CTE Minimum Qualifications Tool Kit is a collection of documents designed to assist colleges in screening for minimum qualifications and in the use of equivalency to determine suitability for employment at our community colleges. The intent of the Tool Kit is to maximize the flexibility, **(delete comma -ps)** currently acceptable in Title 5. Greater flexibility and increased use of the equivalency process should create a deeper, more diverse, and highly qualified pool of candidates. Overall, **(insert comma - ps)** the goal is to screen people IN to the applicant pool for hiring consideration.

Minimum qualifications for faculty are essential for promoting professionalism, integrity of instruction, and rigor within each discipline. Locally developed equivalency processes provide a mechanism for an individual to meet minimum qualifications and ensure the opportunity to hire individuals who meet the needs of all academic programs including CTE and emerging disciplines.

The Tool Kit provides various remedies to enlarge the CTE faculty hiring pool in ways that bring state of the art skills and experience into the classroom. The current challenges of evaluating Minimum qualification, **(delete comma -ps)** is restricting good and diverse candidates from consideration. Many colleges do not exercise the full opportunities available through strong equivalency practices and consequently fail to identify competent candidates for the hiring pool.

Background

Prior to 1988, the California Community College System was under the K-14 Department of Education's credentialing system. In 1988, the Community College Reform Act (AB 1725) required credentials be phased out and replaced with a process establishing minimum qualifications and the determination of equivalencies that are at least equal to the state-adopted minimum qualifications for a particular discipline. As a result of AB 1725, all community colleges currently have policies outlining the application of minimum qualifications and a process for establishing equivalency to the minimum qualifications. After nearly 4 decades, the equivalency processes across the college system, are challenging, confusing, and unevenly applied. The consequence **(s -ps)** for CTE programs and faculty are severe **(severe - ps)** and disproportionately impacts **(delete s -ps)** CTE students through limiting access to industry experts.

In November of 2015, the Board of Governors unanimously approved 25 recommendations from the Task Force on Workforce, Job Creation and a Strong Economy (known as the Strong Workforce Program). Recommendation #13 is one of the recommendations under the CTE Faculty section.

The recommendation states:

“Increase the pool of qualified CTE instructors by addressing CTE faculty recruitment and hiring practices.

- a. Clarify legislative and regulatory barriers to hiring CTE instructors who may not meet existing college hiring standards, but possess significant industry experience.
- b. Disseminate effective practices in the recruitment and hiring of diverse faculty and the application of minimum qualifications and equivalencies.
- c. Develop pipelines to recruit community college faculty with industry expertise through collaborations with higher education, business, and industry professional organizations.
- d. Establish a mentorship model that delineates pathways for industry professionals to intern at colleges to gain teaching skills, knowledge, and experience while pursuing an associate degree or an equivalent.”

At the direction of the Chancellor, data was gathered from the field through a survey of primarily CTE faculty to help inform the Chancellor’s Office on the barriers faced by CTE programs in hiring industry experts. [\(link to Lynn’s paper\)](#). Narrative responses were collected from 76 CTE faculty representing 43 colleges regarding their experiences hiring faculty with industry expertise. Results indicated an urgent need of CTE programs to have more flexibility in hiring industry experts and a general lack of understanding and 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 is underused and greatly varied in application across districts and local campuses.. The Academic Senate also did a study in XXXX which examined the use of equivalency processes and came to a similar conclusion. [\(link to Paul’s paper\)](#)

The Chancellor’s Office formed the CTE Minimum Qualifications Work Group in the Fall 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 work group is composed of the following constituents:

Academic Senate California Community Colleges

Chief Executive Officers

Chief Instructional Officers

California Community College Association for Occupational Education

Chief Human Resources Officers

Career Education Faculty

Chancellor’s Office Workforce and Economic Development and Educational Services Divisions

The Work Group reviewed the pertinent policies, practices, and regulations to better understand all the issues involved in Equivalency. The group began its work by having detailed and transparent discussions on CTE minimum qualifications and equivalency processes looking specifically for solutions, and best practices in the field.

Three areas were identified as possible areas of work that could help colleges get industry experts into our classrooms. Each of these areas has documents, checklists, model standards, and guidance for college to use to meet their needs for CTE faculty.

Equivalency: Equivalency is the method where colleges can consider potential instructors who do not meet the minimum qualifications *as listed -ps*, and are thereby not *considered -ps* qualified for inclusion into the hiring pool at a community college *on that literal basis -ps*. While a great idea in concept, the application of the equivalency process across the system is uneven, inconsistent, and confusing. Given this reality, colleges usually error on the side of caution and consequently are granting few to no equivalencies. The negative outcomes of these decisions include but are not limited to: the pool of qualified candidates is critically shallow, programs suffer from a lack of needed industry expertise, increased diversity of qualified faculty is more difficult to achieve, and CTE programs are unable to provide timely and critical course work.

Matching Industry credentials to General Education Requirements: There are many excellent industry experts willing to give back to their community and teach the skills and knowledge they have learned as industry experts. The Work Group recognized the need to help equivalency committees match industry credentials to general education requirements for the Associates Degree. The Work Group developed the General Education Equivalency Matrix (GEEM) to assist equivalency committees with this difficult task. The GEEM provides a description of the learning outcomes associated with each of the General Education Areas required for the Associates Degree and provides discipline specific examples of artifacts that demonstrate the knowledge, skills, and abilities equivalent to the General Education outcomes. Guidance can be provided to the colleges on how to recognize industry credentials as "equivalent" as a way to address the unevenness of interpreting CTE minimum qualifications.

CTE Faculty Internships: This is an *underutilized -ps* existing practice to bring new teachers into community college classrooms. While the internship system has been utilized primarily for general education disciplines, it can be used for CTE faculty. The idea would be to adapt this practice so that industry experts can get into the classroom more quickly and teach under the supervision of a Master teacher, while taking the needed coursework or going through an equivalency process that would enable them to be fully qualified.

For questions about the CTE Minimum Qualifications Work Group contact Grant Goold at ggoold@cccco.edu.

CTE Minimum Qualifications:

Best practices for Equivalency Committees

Each college has their own local process for granting equivalency. The structure and operation of an Equivalency Committee is a local decision and is a process that should be established within the processes of the local Academic Senate. All equivalency processes must be consistently applied. The work of the Equivalency Committee should be supported by your local Human Resources. Your HR Department can check for compliance with Title 5 regulations providing statutory support for the process.

A Best Practice Model

A model equivalency process that meets Title 5 requirements, ensure consistency and is locally driven through the local Academic Senate is presented for consideration. This model requires few if any additional resources to implement, as the time involved is minimal.

- Establish a subcommittee of the local Academic Senate for determining and recommending equivalency be granted.
- This subcommittee membership is comprised of regularly appointed members but allows for two to three discipline faculty members to be added as the applications for equivalency in those disciplines are considered.
- The subcommittee has regularly scheduled and calendared meetings to provide for consistency and process integrity.
- All equivalency applications, recommended for approval or denial, must be counter-signed by the Chief Instructional Officer indicating compliance with local Academic Senate process and statute. In addition, reasons for denial should be stated.

The following is presented as foundational criteria for consideration by local Senates for measuring the equivalency application:

- Guide the applicant for a position who does may meet minimum qualifications to request equivalency where possession of minimum qualifications of the discipline may be in question or uncertain.
- Accept Industry licensure, certification, or similar discipline credential as evidence of meeting minimum qualifications
- Utilize the General Education Equivalency Matrix [\(insert Link\)](#) identifying equivalency artifacts to the General Education Areas.
- Accept through a portfolio or other documentation:
 - demonstration of ongoing professional development and continuing education within career field.
 - Publication, as author, of relevant materials in the career field
 - Examples of the presentations of training sessions within the career field
 - Evidence of providing direct training within the career field

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Minimum Qualifications for Career and Technical Education (CTE): Eminence

Eminence is designation and a process to recruit highly qualified industry professionals for our classrooms. Eminence is a recognized status of a well-qualified industry professional that is . Eminence can be defined as professional achievements, that demonstrates the person is leader and commonly recognized in their industry in **ways analogous to codified academic accomplishment**.

The purpose of defining eminence is to find ways to bring industry experts into our CTE classrooms. minimize the misunderstanding as relates the professional environment. The examples listed below further define the relevance related to their fields of study. Eminence does not look at academic preparation **directly**.

Eminence-supporting documentation may include:

- Distinguished employment or performance records in the specific field of endeavor;
- Evidence of leadership in state or national professional organizations that are discipline specific;
- Authored publications in industry specific professional journals in their entirety;
- Demonstration of a command of the discipline;
- Awards or honors from nationally recognized industry bodies for contributions to his or her field of endeavor;
- Statements or letters from leaders in discipline specific industry (beyond those with whom he or she currently works) whose evaluations would support eminence.

Input from full time discipline specific faculty to verify claims, awards, certifications, and statements from those claiming eminence.

For self-employed applicants, “conclusive evidence of full time work experience” entails providing credible documentation from outside parties and would include such items as tax records, business license, or other governmental/licensing board evidence.

Academic Senate Equivalency Committee

The Academic Senate shall form an Equivalency Committee to review requests and make determinations for granting equivalency, in accordance with the following guidelines:

1. The Academic Senate president, or designee, will chair the Committee.
2. In addition to the Chair, five members of the Committee will be faculty appointed by the Academic Senate.

Whenever possible, the faculty representatives will include an adjunct faculty member, counseling faculty, CTE faculty

3. One member of the Committee will be an educational administrator appointed by the Vice President of Academic Affairs / Assistant Superintendent.
4. A member of Human Resources may serve on the Committee as a nonvoting resource.
5. One alternate faculty member, preferably one who has previously served on the Equivalency Committee, will be assigned as needed.
6. Faculty Committee members will be appointed for three-year terms. Every effort will be made to stagger terms amongst committee members.
7. A quorum of four of the seven members must vote on all equivalency recommendations including those reviewed during the summer or on an emergency hire basis.

Discipline faculty from the discipline requesting equivalency will be present at all deliberations as a non voting resource and a subject matter expert.

The Academic Senate Equivalency Committee shall:

1. Follow established criteria consistent with the current edition of the State Academic Senate for California Community Colleges' document "Equivalence to the Minimum Qualifications."
1. Ensure that the equivalency process meets all legal requirements.
1. Serve as a resource to Screening/Interviewing Committees regarding equivalency determinations as defined by Title 5 regulations.
1. Review equivalency requests submitted by Screening/Interviewing Committees.

Utilize the Career Technical Education Minimum Qualifications Tool Kit to for guidance in CTE discipline equivalencies.

1. Make determinations to grant or deny equivalency and forward the committee's decision to the Board of Trustees (or its designee), henceforth, referred to as the Board.
1. Provide accurate records of all equivalency determinations to Human Resources. Human Resources will share equivalency records with Academic Affairs.
1. Periodically review this Equivalency Procedure and recommend necessary changes to the Academic Senate and Board of Trustees.
 2. Periodically review the equivalency application process and committee practice.
 3. Provide educational outreach regarding equivalency to the District to clarify what constitutes equivalency and what is required as evidence.

Equivalency Request for Faculty Job Applicants

The goal of the college is to use the equivalency process to screen in applicants to increase the hiring pool of qualified applicants eligible for an interview.

1. All faculty job announcements will state the required qualifications as specified by the Disciplines List in the “Minimum Qualifications for Faculty and Administrators in California Community Colleges” posted on the Academic Senate for California Community Colleges webpage. Announcements will specify that if an applicant does not possess the minimum qualifications, they must file an Equivalency Application with their employment application.
2. A detailed explanation and examples of what is equivalency will be posted on the college website for use by applicants.
3. Each applicant applying for equivalency will be directed to the department chair of the discipline for guidance on completing an equivalency application.
4. It will be the responsibility of the applicant to supply all evidence and documentation for the claim of equivalency with his or her employment application.
5. The Screening/Interviewing Committee will first screen all qualified applicants including those claiming equivalency and forward a list of applicants selected for interview to Human Resources. Human Resources will then forward all equivalency requests to the Equivalency Committee.
6. If a department supports an equivalency request, the Department Chair or the Chair of the Interviewing Screening Committee (henceforth referred to as the Discipline Representative.) will submit the Equivalency Review Sheet along with a narrative to describe the justification for it. This would include documented evidence including transcripts, catalog descriptions of the degree and course content, a portfolio, industry credentials, or other evidence of proficiency.
4. Those claiming equivalency will have their equivalency requests reviewed by the Equivalency Committee prior to being invited for interview. Only claimants who are found to meet the test of equivalency, as approved by the Equivalency Committee, shall be invited for interview.

Equivalency Review Timeline

1. Once applicants have been selected for interview, the Chair of the Screening/Interviewing Committee shall send the Equivalency Recommendation Forms and all documentation concerning equivalency submitted by candidates selected for a potential interview to Human Resources who will then forward it to the Equivalency Committee within one working day (twenty-four hours) from time of receipt of all required supporting evidence.
2. Once the Equivalency Committee receives a complete application with all necessary supporting evidence, the committee will deliberate and render its decision to Human Resources within six

working days. Human Resources will then forward it to the Board.

3. The Board will rely primarily on the Academic Senate Equivalency Committee's decision in equivalency cases. If the Board or its designee wishes to have the decision reconsidered, then the Board must present the rationale for reconsideration in writing within two working days to:
1) the Academic Senate President, 2) the Chair of the Equivalency Committee, and 3) Human Resources.
4. The Equivalency Committee Chair has one working day to respond in writing to the Board's rationale for questioning the Equivalency Committee's decision.
5. If the Board overrules the final decision of the Equivalency Committee then they will provide their decision in writing within two working days to: 1) the Academic Senate President, 2) the Chair of the Equivalency Committee, and 3) Human Resources.
6. Human Resources will then inform the Screening/Interviewing Committee of the final decision within one working day of receiving the Board of Trustees' final decision, so that the interview process can proceed.
7. All written communication between the Board, its designee, and the Equivalency Committee shall be recorded and maintained as an official record for subsequent review by the Board, its designee, the Academic Senate President, and the Equivalency Committee.

Criteria for Awarding Equivalency

The District may elect to award equivalency to faculty who do not possess the required minimum qualifications as specified in the Disciplines List of the "Minimum Qualifications for Faculty and Administrators in California Community Colleges." To be awarded equivalency, an applicant who does not possess the required minimum qualifications must provide detailed, objective, and conclusive evidence of preparation at least equivalent to the required degree. In addition to coursework, evidence for equivalency may be established based upon work experience, industry recognized credentials matching general education requirements, a portfolio of work or eminence. In all cases, general education requirements must be fulfilled.

A. Coursework

Applications for equivalency based upon coursework must include official transcripts from an accredited college program and catalog course descriptions as evidence of a breadth of knowledge at least equivalent to that required for the degree specified in the Disciplines List. If the candidate wishes to demonstrate that their coursework is appropriate to a degree, as defined in the minimum qualifications, from another accredited college, then they must also provide the catalog description from that other accredited college. The candidate is responsible for indicating the correlation between courses they would like the committee to consider equivalent.

B. Experience

Applications for equivalency based upon work experience must include objective, detailed and conclusive evidence of experience that demonstrates preparation and knowledge that is at least equivalent to that gained from academic programs and coursework leading to the required degree in the Disciplines List. The candidate must specify applicable experience that demonstrates equivalency to the minimum qualifications. Evidence may include job descriptions, project descriptions, and verification of work completed. Portfolios may provide supporting evidence of experience such as participation in musical groups, performances, manuscripts, art portfolios, etc. Detailed information from an objective source about the nature of this work product or experience must be provided. If the work is part-time, the candidate must outline how the total amount of time worked is equivalent to the number of years required as full-time. Examples of relevant experience may include:

Recent Publications – in pedagogy and/or in the discipline (e.g., within 10 years)

1. Recent Training/Professional Development – disciplinary (e.g., within 4 years); pedagogical (e.g., within 4 years)
2. Recent Coursework – (e.g., within 10 years)
3. Recent Research Project – disciplinary-specific; can produce literature review and research question (e.g., within 5 years)
4. Recent Experience; Hands-On Work (Career-Tech); Job Experience (e.g., within 5 years)
5. Recent Productions: Plays, musical group participation, films, etc. (e.g., within 5 years)

C. Eminence

Applications for equivalency based upon eminence must include objective, detailed and conclusive evidence of a level of achievement and recognition in the specified discipline. Eminence shall mean that qualifications which, as evidenced by prominence and celebrity, are established by the specific industry and/or community at large and may be deemed equivalent to minimum qualifications. This may include letters of attestation or other evidence from appropriate local, state, national and/or international associations, educational institutions, trade unions, guilds or communities comprised of experts, who are themselves renowned in the specific field, and who can attest, in writing, to the prominence and celebrity of the applicant. This evidence must be

verified by the Screening/Interviewing Committee. Such evidence must be generally acknowledged to be at least equivalent to the knowledge, abilities, and experience obtained in a degree program in the discipline.

Eminence alone is not sufficient to grant equivalency. An application for equivalency based on eminence must be accompanied by conclusive evidence that the applicant exemplifies qualities of a college-educated individual and brings to the District the knowledge and abilities expected at the college level. The applicant must provide documentation supporting their claim of equivalency based on eminence.

Disputed Equivalency

When there is insufficient evidence to support the applicant's claim of equivalency, the Equivalency Committee will request that the Discipline Representative provide additional evidence supporting the applicant's claim of equivalency. This evidence will then be presented at the next regularly scheduled meeting of the Equivalency Committee. In circumstances where a case is pending, Human Resources will schedule a meeting with the Discipline Representative. If, after this meeting, there is still disagreement regarding equivalency between the Discipline Representative and the Equivalency Committee, then the decision of the Equivalency Committee shall prevail. Human Resources will be notified within two working days of the Committee's decision.

Equivalency Portfolio Model Standards

Equivalency provides local hiring committees the opportunity to consider faculty applicants lacking formal academic qualifications identified in Minimum Qualifications for Faculty and Administrators in California Community Colleges 2017 Handbook.

The following portfolio standards are suggested guidelines for local equivalency committees to consider during their local equivalency process. These portfolio guidelines provide consistency for both the equivalency committee as well as the applicant. The portfolio standards focus on tangible artifacts documenting discipline experience, and achievements directly related to the General Education Area learning outcomes. The following list identifies suggested elements of an equivalency portfolio:

- Cover page
- Table of contents
- Executive summary
- Current resume
- General Education Equivalency Matrix (GEEM) Worksheet
- Documentation/Artifacts
- Equivalency Committee Member Evaluation form(s)

Portfolio Components in Detail – Each of these items listed above must be submitted and in this sequence.

Cover page: The cover page will include your full official name, contact numbers, mailing address, and email address. ***[Does this mean that it is provided for the applicant? - PS]***

Table of contents: The table of contents includes the portfolio page numbers, an itemized list of artifacts properly cataloged.

Executive summary: This one-page summary should justify your request for equivalency. The summary should focus on the primary evidence to substantiate the equivalency request. The summary should be succinct, it should clearly indicate the links between discipline experience and the learning outcomes established for each of the General Education Areas required for the Associates Degree ***(Listed on the General Education Equivalency Matrix (GEEM) Worksheet) - PS.***

Current resume: The current resume should include education, work, and volunteer experiences.

Detail significant activities, exact dates, accomplishments in the workplace, and other, non-work related learning. The resume should provide the exact names of industry recognized credentials, certificates, and licenses.

General Education Equivalency Matrix (GEEM) Worksheet: The GEEM worksheet helps organize, categorize, and reflect on industry experiences (artifacts) as they directly relate to the learning outcomes associated with the General Education Areas requirements for the Associates Degree. The completed worksheet helps equivalency committee members determine general education competencies (**“equivalence” or “competence equivalents” instead of competencies? - PS**). The GEEM document provides several examples of industry artifacts demonstrating equivalent competencies.

Documentation/Artifacts: Once the GEEM Worksheet is completed, the applicant should then submit electronic copies of the documentation/artifacts using the exact same number and name as listed in the worksheet. Careful attention must be given to ensure each General Education Area has associated documentation/artifacts specific to the GEEM. Artifacts can take several forms and solid examples are available within the GEEM. For example:

- Certificates of completion for training courses, workshops, etc.
- Industry recognized credentials
- Military records
- Performance evaluations
- Technical or professional writings
- Job Descriptions
- Products designed or produced
- Membership in professional organizations
- Membership requirements for certain organizations
- Licenses/diplomas
- Transcript
- Equivalencies (if applicable)
- **Significant interests outside of work experience - PS**

Equivalency Committee Member Evaluation response form(s): This form(s) provides a standard template used during a review of the equivalency application and the submitted portfolio. (**Just wondering if the applicant needs this. - PS**)

CHECKLIST FOR EQUIVALENCY COMMITTEES

The purpose of the equivalency process is to screen candidates into your hiring pools, NOT screen them out. Once a candidate is granted equivalency, they become eligible for the hiring pool. Hiring decisions are the next step in the process.

The following are recommendations to ensure that an efficient, transparent and thorough process is followed when considering equivalency cases for faculty minimum qualifications:

- Have an established Equivalency Committee that meets regularly and has a liaison to the Human Resources department *This seems out of place given the title of the document and the previous two bullets which already presume an equivalency committee in place. Why not have the bullet pertain directly to what follows immediately below? -PS*
- Include an explanation of the equivalency process in all job postings and on the Human Resources web page
- Have a standard Equivalency Application that is available to candidates with instructions on completing the equivalency application in the job posting
- Consider faculty hiring timelines so that the equivalency committee is available during peak periods to make equivalency decisions efficiently
- Ensure that at least one CTE faculty member is involved with equivalencies for CTE disciplines.
- Rely primarily on the advice of discipline faculty representatives when determining equivalencies
- Have regular professional development opportunities on equivalency
 - Ensure that hiring committees and equivalency committee members understand the required minimum qualifications, the equivalency process and the unique needs of the discipline under consideration
- Consider non-traditional ways of demonstrating equivalency, such as industry skills and competencies to fulfill the breadth of education requirement
- Encourage requests for CTE equivalencies to increase your hiring pool of industry experts
- Recognize and utilize locally defined and carefully considered standards for determining eminence.
- Have a system for documenting historical case studies of past equivalency reviews for comparison to current cases

Commented [1]: hiring periods

Commented [2]: Perhaps this is a place to suggest the reader visit the Tool Kit?

CTE MQ Equivalency General Education Equivalency Examples

Need for Equivalency

Education Code §§ 87359 and 87360 establish that individuals who do not possess the minimum qualifications for service may be hired as faculty members if they possess "qualifications that are at least equivalent to the minimum qualifications." The Disciplines List, a Board of Governors' adopted list of minimum qualifications for hiring faculty, uses the term "equivalency" to describe processes to support this regulation. CTE disciplines in particular have a greater need to consider equivalency: industry has well-qualified employees who may potential instructors but who have not earned an Associates degree. Most often when equivalency is considered, it is for the major preparation within a field or discipline. This document is intended to assist equivalency and hiring committees evaluate equivalency to the general education component of an associate's degree.

Commented [1]: missing a word after equivalency?

Commented [2]: missing a word after may and before potential?

Purpose of General Education

The general education component of a degree is expected to produce a citizen who can interact effectively with the world around them based on critical thinking and reasoning, sound oral and written communication, an applied understanding of other peoples and cultures, and applied experiences with science and its impact on people. For potential faculty members, general education preparation should also influence a person's approach to teaching and ability to recognize how their discipline interacts with all others and communicate that to students. This crosswalk is intended to help equivalency committees understand the potential for satisfaction of general education elements of a degree through experiential learning, while also helping potential candidates prepare the evidence necessary to demonstrate achievement of general education outcomes through means other than traditional classroom instruction.

Commented [3]: Could this be listed as a set of skills to master as part of the GE requirements of the degree?

Purpose of General Education Equivalency Examples

Equivalency committees of an academic senate are generally responsible for the evaluation of a faculty candidate's qualifications when questions arise regarding minimum qualifications. These same committees are also responsible for making recommendations on approving or rejecting requests for equivalency. Often, for disciplines where the minimum qualification is an associates degree and six years of experience, faculty candidates will have significant discipline experience but lack the more formal academic credentials. This situation is particularly problematic in many career technical education (CTE) disciplines. The purpose of the GE equivalency examples are to provide local equivalency committees with a user-friendly tool when reviewing CTE faculty portfolios for equivalency. It also serves as a framework for human resources to demonstrate compliance with accreditation standards regarding qualifications of faculty. The GE equivalency examples facilitate finding the link between industry-specific artifacts (tangible evidence of competencies) and the competencies associated with each of the four General Education Areas of Title 5, Chapter 6, Subchapter 1, Article 6, 55063.

Commented [4]: artifacts- Thank you!

Faculty have developed GE equivalency examples for many CTE disciplines. Examples that are not discipline-specific are also available. Equivalency committees are encouraged to use the examples in concert with robust conversations with local CTE Faculty experts.

General Education and Major Preparation Requirements for an Associate's Degree

In a traditional Associate or Arts or Associate of Science degree, a student must complete a minimum of 60 semester (90 quarter) units. Of the total units, at least 18 semester (27 quarter) units of general education coursework is required in addition to meeting competency requirements in written expression and mathematics and at least 18 semester (27 quarter) units of major preparation (Title 5 §55063). The eighteen units of general education is expected in the follow areas (Title 5 &55063 (b)(1)):

- A. Natural Sciences (minimum 3 units)
- B. Social and Behavioral Sciences (minimum 3 units)
- C. Humanities (minimum 3 units)
- D.1. Language and Rationality: English Composition (minimum 3 units)
- D.2. Language and Rationality: Communication and Analytical Thinking (min. 3 units)
- Three additional units taken in any area
- Ethnic Studies must be addressed (See guidance for Areas B & C) (Title 5 §55063 (b)(2))

Competencies: Written Expression and Mathematics

Written Expression: competence in written expression shall be demonstrated by obtaining a satisfactory grade in an English course at the level of the course typically known as Freshman Composition. Satisfactory completion of an English course at the level of Freshman Composition shall satisfy both this competency requirement and the Area D.1. Language and Rationality: English Composition coursework requirement (Title 5 §55063).

Mathematics: competence in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course at the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally). Satisfactory completion of a mathematics course at the level of Intermediate Algebra shall satisfy both this competency requirement and the Area D.2 Language and Rationality: Communication and Analytical Thinking coursework (Title 5 §55063).

**GE Equivalency Examples
Area A Natural Sciences**

Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities (Title 5 §55063 (b)(1)(A)). This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

Purpose for Including One Course (3 units) in Natural Sciences for General Education

- For students to develop the ability to examine the physical universe, its life forms, and its natural phenomena
- For students to develop an appreciation of, understanding of, and ability to apply the scientific method
- For students to develop the ability to understand the relationship between science and other human activities

Examples of C-ID approved courses included in Area A Natural Sciences

This list of courses may help equivalency committees understand the scope and content of the single course that is needed to meet the Area A requirement of an Associate’s degree.

- | | |
|--|--|
| AG-AS 104 Intro to Animal Science | GEOG 130 Introduction to Weather and Climate |
| ANTH 110 Intro to Biological Anthropology | GEOL 120 Earth Science |
| BIOL 140 Organismal Biology | GEOL 121 Earth Science with Lab |
| BIOL 190 Cell and Molecular Biology | GEOL 130 Environmental Geology |
| CHEM 100 Chemistry and Society | GEOL 100 Physical Geology |
| CHEM 102 Intro to Organic and Biochemistry | GEOL 100L Physical Geology with Lab |
| CHEM 101 Intro to Chemistry | GEOL 200 Geology of California |
| CHEM/PHYS 140 Survey of Chem. & Physics | PHYS 105 Algebra/Trigonometry-Based Physics |

Evidence and Artifacts

A candidate’s information should be validated. Examples of validations may be an employer statement of experience or performance, external certifications or licensing, published papers or work products, industry recognized credentials, exam scores, or more.

Examples of Evidence Establishing Competency to GE Area A	
General Equivalency Considerations	<ul style="list-style-type: none"> • Artifact or work product documenting understanding and knowledge of our environment as it relates to specific sector, industry, or civic skills • Artifact or work product documenting a defined purpose, constructed hypothesis/theory/idea, testing of the hypothesis, data collection, data analysis, development of conclusions, and communication of results as it relates to sector, industry, or civic-specific skills • Artifact or work product demonstrating a sector, industry, or civic-based mechanical diagnosis and provision of solutions
Discipline-Specific Examples: Aviation	<ul style="list-style-type: none"> • A certified recreational, private, or commercial pilot must understand and apply principles of weather theory, weather behavior, and weather hazards • A certified recreational, private, or commercial must understand and apply Newton’s Basic Laws of Motion and Bernoulli’s Principle • A certified recreational, private, or commercial pilot must interpret weather services, weather briefings, weather reports, forecasts, charts and multifunction weather displays

	Ref: FAR 61.185(2) The aeronautical knowledge areas for a recreational, private, and commercial pilot certificate applicable to the aircraft industry for which flight instructor privileges are sought.
Discipline-Specific Examples: Automotive Technician	<ul style="list-style-type: none"> • A licensed automotive technician must apply the scientific method to interpret service manuals, understand the theory of the systems being diagnosed, develop an initial hypothesis based on customer input, follow testing and diagnostic procedures to isolate and repair system defects, and verify the repair resolved the system defect. • An ASE G1 licensed automotive technician must understand principles of fluid dynamics and hydrolics, composition of friction materials, and automotive electrical systems.
Discipline-Specific Examples: Barbering, Cosmetology	<ul style="list-style-type: none"> • A licensed barber, cosmetologist, or esthetician must understand the interaction of specific chemicals with other chemicals and with human skin, hair, and nails. • A licensed barber, cosmetologist, or esthetician must understand basic biologic principles as they relate to hair and skin. • A licensed barber, cosmetologist, or esthetician must perform an analysis process before any application of product. Particular services require product formulations, predispositions testing, and strand testing prior to application.
Discipline-Specific Examples: Emergency Medical Technologies	<ul style="list-style-type: none"> • A licensed EMT must understand the anatomy and physiology of the human body and apply appropriate medical responses to restore or maintain functions necessary for life. • NOTE: While the EMT discipline requires only an AA and 6 years of experience, national standards require additional elements.
Discipline-Specific Examples: Welding	An AWS-certified welder with experience with multiple weld types and metals applies knowledge of metallurgy, chemical properties, and effect of temperature on chemical composition.
Discipline-Specific Examples: Agricultural Production	<ul style="list-style-type: none"> • A livestock manager applies animal science and nutritional concepts to feeds and feeding to manage nutritional program for livestock, breeding, and reproduction. • A farm or ranch manager applies plant and soil science and chemical concepts for crop production, plant production, pesticide and fertilizer management, soil management.
Discipline-Specific Examples: Culinary Arts/Food Production	A chef understands and applies chemical concepts while understanding bacteria and preventing disease, developing recipes (chemical properties), and cooking (thermal properties)
Discipline-Specific Examples: Mortuary Science	<ul style="list-style-type: none"> • Certified organ procurement includes training as enucleator, tissue retrieval, and additional applied knowledge similar to biology or human anatomy and physiology. • Embalmer license or pathologist assistant both meet Area A based on field training and licensure requirements

Commented [5]: certified or licensed

Discipline-
Specific
Examples:
**Fashion and
Related
Technologies**

- Textile developers and fashion designers must understand the effects of chemicals on different textiles
- Textile developers and fashion designers utilize knowledge of chemistry in designing fabrics, designing and evaluating textile composition, and comparing textile properties

GE Equivalency Examples Area B Social and Behavioral Sciences

Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate (Title 5 §55063 (b)(1)(B)). This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

Purpose for Including One Course (3 units) in Social and Behavioral Sciences for General Education

- For students to develop an awareness of the methods of inquiry used by the social and behavioral sciences.
- To stimulate students' critical thinking about ways people act or have acted in response to their societies
- To promote students' appreciation of how societies and social subgroups operate
- To develop or promote a students' understanding and appreciation of ethnic groups (Title 5 §55063 (b)(2) requires a course in Ethnic Studies. It is most likely met through the course/experience/ability counted in Area B or Area C)

Examples of C-ID courses included in Area B Social and Behavioral Sciences

This list of courses may help equivalency committees understand the scope and content of the single course that is needed to meet the Area A requirement of an Associate's degree.

ANTH 150 Introduction to Archaeology	POLS 150 Introduction to Political Science
ANTH 120 Introduction to Cultural Anthropology	POLS 120 Intro to Political Theory and Thought
ECON 201 Principles of Microeconomics	POLS 140 Introduction to International Relations
ECON 202 Principles of Macroeconomics	PSY 120 Introduction to Abnormal Psychology
GEOG 120 Introduction to Human Geography	PSY 130 Introduction to Human Sexuality
HIST 150 World History to 1500	PSY 115 Psychology of Personal and Social Adjustment
HIST 160 World History since 1500	PSY 180 Introduction to Lifespan Psychology
HIST 130 United States History to 1877	PSY 110 Introductory Psychology
HIST 170 Western Civilization I	SOCI 140 Introduction to Gender
HIST 180 Western Civilization II	SOCI 160 Introduction to Crime
HIST 140 United States History since 1865	SOCI 110 Introduction to Sociology
POLS 110 Intro to American Government and Politics	SOCI 130 Introduction to Marriage and Family
POLS 130 Intro to Comparative Government and Politics	SOCI 150 Introduction to Race and Ethnicity
	SOCI 115 Social Problems

Evidence and Artifacts

Examples of validations may be an employer statement of experience or performance, external certifications or licensing, published papers or work products, industry recognized credentials, exam scores, or more.

	Examples of Evidence Establishing Competency to GE Area B
General Equivalency Considerations	<ul style="list-style-type: none"> ● Artifact or work product documenting awareness in social or institutional ethics, macro or micro economics, or local politics as it relates to sector, industry, or civic-specific skills ● Artifact or work product documenting active involvement in community advocacy organizations as it relates to sector, industry, or civic-specific skills ● Artifact or work product demonstrating completion or delivery of trainings related to sexual harassment, diversity, and cultural competency, keeping in mind the depth of knowledge and experience needed for equivalency to a course. ● Experience as a manager requires navigating social and institutional rules and ethics, understanding the impact of culture on employees' personal beliefs and behaviors ● Elected officials have navigated politics, are aware of current and historical social problems, and understand human psychology/motivation as it relates to social issues present in elections
Discipline-Specific Examples: Automotive Technician	<ul style="list-style-type: none"> ● ASE certification in area C1 Automobile Service Consultant Certification Test requires an ability to understand and communicate with diverse customers with diverse needs. Technicians must utilize knowledge of social groups to interact constructively, communicate effectively, and to manage customer and internal relations. ● A self-employed technician or business owner must apply microeconomic and macroeconomic concepts to predict and respond to market forces on consumer spending
Discipline-Specific Examples: Barbering, Cosmetology	<ul style="list-style-type: none"> ● Licensed barbers, cosmetologists, and estheticians must apply an understanding of diverse cultures to interact with and appropriately meet the hair, skin, and nail needs of a diverse clientele.
Discipline-Specific Examples: Culinary Arts/Food Production	<ul style="list-style-type: none"> ● A chef or culinary artist works within varied ethnic foods and understands and applies an understanding of foods and culture as well as historical food trends ● A chef or culinary artist must apply knowledge of global cultures and religions to interact positively with customers, prepare appropriate foods, and satisfy customer needs
Discipline-Specific Examples: Mortuary Science	<ul style="list-style-type: none"> ● A practitioner with Celebrant Training (Insight Institute), Association of Death Education certification, or certified funeral service practitioners all must apply knowledge of cultures, religions, and social customs to meet customer needs
Discipline-Specific Examples: Fashion and Related Technologies	<ul style="list-style-type: none"> ● A fashioner designer or costume designer must apply knowledge of cultures and religions to create appropriate ethnic costumes and fashions ● A fashion designer applies knowledge of textile/fabric evolution as well as the influence of fashion throughout history and within politics

**GE Equivalency Examples
Area C Humanities**

Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments (Title 5 §55063 (b)(1)(C)). Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

Purpose for Including One Course (3 units) in Humanities for General Education

- For students to develop an awareness of the way in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creations.
- For students to develop or demonstrate aesthetic understanding and an ability to make value judgements.
- To promote a students' understanding and appreciation of ethnic groups (Title 5 §55063 (b)(2) requires a course in Ethnic Studies. It is most likely met through the course/experience/ability counted in Area B or Area C)

Examples of courses included in Area C Humanities

This list of courses may help equivalency committees understand the scope and content of the single course that is needed to meet the Area A requirement of an Associate's degree.

Commented [6]: Area C?

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| <ul style="list-style-type: none"> ARTH 110 Survey of Western Art from Prehistory through the Middle Ages ARTH 120 Survey of Western Art from Renaissance to Contemporary ARTH 150 Survey of Modern Art ARTH 100 Understanding Art ARTH 130 Survey of Asian Art ENGL 160 Survey of British Literature I ENGL 120 Introduction to Literature ENGL 135 Survey of American Lit 2 ENGL 165 Survey of British Literature 2 ENGL 180 Children's Literature | <ul style="list-style-type: none"> ENGL 130 Survey of American Literature 1 ENGL 145 Survey of World Literature 2 ENGL 140 Survey of World Literature 1 PHIL 130 History of Ancient Philosophy PHIL 140 History of Modern Philosophy PHIL 100 Introduction to Philosophy SPAN 110 Elementary Spanish II SPAN 220 Spanish for Heritage Speakers I SPAN 100 Elementary Spanish I THTR 112 Theatre Appreciation THTR 111 Introduction to Theatre |
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Evidence and Artifacts

Examples of validations may be an employer statement of experience or performance, external certifications or licensing, published papers or work products, industry recognized credentials, exam scores, or more.

Examples of Evidence Establishing Competency to GE Area C	
General Equivalency Considerations	<ul style="list-style-type: none"> ● Artifact or work product demonstrating experience working and living in other cultures and with other languages. ● Artifact or work product demonstrating an ability to understand and appreciate artistic and cultural creation. ● Work products that demonstrate an understanding and application of culture and aesthetics. ● Active participation in theater production may serve as an artifact for Area C ● Bilingual certification

Discipline-Specific Examples: Welding	<ul style="list-style-type: none"> ● Production of artwork within welding industry, including ornamental design ● Evidence of artistic pattern making or recreating historical artistic elements ● Cultural or ethnic metallurgy (ie. Sword making for different culture)
Discipline-Specific Examples: Culinary Arts/Food Production	<ul style="list-style-type: none"> ● Chefs apply elements of art and aesthetics to prepare food attractively ● Chefs apply knowledge of varied spices, including those specific to ethnic groups, to achieve desired results, appealing to taste and smell artistically
Discipline-Specific Examples: Barbering, Cosmetology	<ul style="list-style-type: none"> ● Licensed barber or cosmetologist has learned the history of their trade, including the evolution of styles

GE Equivalency Examples
Area D.1. Language and Rationality: English Composition
& Associate's Degree Competency in Written Expression

Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses (Title 5 §55063 (b)(1)(D)). Such courses shall include both expository and argumentative writing.

D.1. English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.

- Students earning an Associate's degree must demonstrate competence in written expression. Traditionally, this competence is demonstrated by obtaining a satisfactory grade in an English course at the level of the course typically known as Freshman Composition. Any other considerations must be equivalent.
- Satisfactory completion of an English course at the level of Freshman Composition shall satisfy both this competency requirement and the Area D.1. coursework requirement (Title 5 §55063).

Purpose for Including English Competency and One Course (3 units) in Language and Rationality: English Composition for General Education

- For students to develop the principles and applications of language toward logical thought, clear and precise written expression and critical evaluation of written communication in whatever symbol system the student uses.
- For students to develop expository and argumentative writing skills (English Composition)

Course Needed to Satisfy Associate's Degree Written Competency Requirement and Area D.1. Language and Rationality: English Composition

ENGL 100 College Composition – This is an introductory course that offers instruction in expository and argumentative writing, appropriate and effective use of language, close reading, cogent thinking, research strategies, information literacy, and document. Students are expected to using critical reading and thinking strategies to write primarily expository and argumentative texts that respond to a variety of rhetorical situations and contexts and incorporate college-level research. The course includes a minimum of 6,000 words of formal writing (C-ID Descriptor for ENGL 100).

Evidence and Artifacts

Examples of validations may be an employer statement of experience or performance, external certifications or licensing, published papers or work products, industry recognized credentials, exam scores, or more.

Examples of Evidence Establishing Competency to GE Area D.1.	
General Equivalency Considerations	<ul style="list-style-type: none"> ● Artifact or work product demonstrating the ability to research a topic and compose a well-organized and grammatically correct document with appropriate integration and citation of external source information. ● Artifact or work product documenting involvement in the analysis of a work process including a main idea, supporting details, and a final conclusion as it relates to sector, industry, or civic-specific skills ● Artifact or work product documenting the investigation of a topic or issue including the collection of evidence as well as the supporting arguments of a final position as they relate to sector, industry, or civic-specific skills ● Publication of multiple peer-reviewed articles (<i>Question - is "multiple" absolutely</i>

	<i>necessary? e.g. a single article published in, say, the New Yorker or the scientific journal Nature might very adequately cover more than just this area - yes? - PS)</i>
Discipline-Specific Examples: Aviation	<ul style="list-style-type: none"> • A certified recreational, private, or commercial pilot must be fluent in English as the international language of aviation. Proficiency must be demonstrated in reading, writing, and speech. <p>Ref: FAR 61.185(2) The aeronautical knowledge areas for a recreational, private, and commercial pilot certificate applicable to the aircraft industry for which flight instructor privileges are sought.</p>
Discipline-Specific Examples: Automotive Technology	<ul style="list-style-type: none"> • A licensed automotive technician must effectively translate results of a vehicle diagnosis into written form to either the service advisor or customer in such a way that a layperson can understand the diagnosis and repair of the vehicle (English Composition). • A licensed automotive technician must effectively research repair manuals, databases, and other sources to locate necessary information to understand problems and to propose and perform necessary repairs.
Discipline-Specific Examples: Barber, Cosmetology	A licensed barber, cosmetologist, or esthetician may research and write papers or articles for consideration within industry periodicals or websites.
Discipline-Specific Examples: TBD	

GE Equivalency Examples

Area D.2. Language and Rationality: Communication and Analytical Thinking & Associate's Degree Competency in Mathematics

Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses (Title 5 §55063 (b)(1)(D)). Such courses shall include Intermediate Algebra or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite.

D.2. Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

- Students earning an Associate's degree must demonstrate competence in mathematics. Traditionally, this competence is demonstrated by obtaining a satisfactory grade in a mathematics course at the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally). Any other considerations must be equivalent.
- Satisfactory completion of a mathematics course at the level of Intermediate Algebra shall satisfy both this competency requirement and the Area D.2. coursework requirement (Title 5 §55063).

Purpose for Including One Course (3 units) in Language and Rationality for General Education

- For students to demonstrate competence in mathematics at a level equivalent to intermediate algebra
- For students to develop oral communication and analytical thinking skills
- For students to develop skills interpreting and assessing data and statistics to draw conclusions.

Examples of courses included in Area D.2. Language and Rationality

MATH 110 Statistics
 MATH 150 College Algebra for Liberal Arts
 MATH 151 College Algebra for STEM (Science, Technology, Engineering, Mathematics)

Evidence and Artifacts

Examples of validations may be an employer statement of experience or performance, external certifications or licensing, published papers or work products, industry recognized credentials, exam scores, or more.

<p>General Equivalency Considerations</p>	<p>Examples of Evidence Establishing Competency to GE Area D.2.</p> <ul style="list-style-type: none"> ● Artifact or work product documenting logical thought in the identification of a work or civic challenge, development of specific solutions, implementation of solutions, and analysis of the outcomes and communication products of the project as they relate to sector, industry, or civic-specific skills ● Artifact or work product documenting the investigation of a topic or issue including the collection of evidence as well as the supporting arguments of a final position as they relate to sector, industry, or civic-specific skills ● Artifact or work product demonstrating mastery of oral communication skills as they relate to sector, industry, or civic-specific skills
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<p>Discipline-Specific Examples: Aviation</p>	<p>Ref: FAR 61.185(2) The aeronautical knowledge areas for a recreational, private, and commercial pilot certificate applicable to the aircraft industry for which flight instructor privileges are sought.</p> <ul style="list-style-type: none"> • A certified flight instructor must receive instruction and complete an exam in the fundamentals of instruction which includes the learning process, elements of effective teaching, student evaluation and testing, course development, lesson planning, and classroom training techniques.
<p>Discipline-Specific Examples: Automotive Technology</p>	<ul style="list-style-type: none"> • A licensed auto technician must demonstrate the ability to decipher information from the customer in either oral or written form regarding their vehicle complaint and use of the information to diagnose the vehicle problem causing the customer's concern and communication of findings either orally or in written form to the service advisor or customer. • Every aspect of a licensed automotive technician's job revolves around analytic thinking skills. Analytic thinking skills are used to confirm a customer's concern, perform root cause diagnostic procedures, and verify the repair. • A licensed automotive technician must use mathematical skills to manage and calculate ratios, measurements, comparisons, and specifications related to investigation of problems, development of appropriate repair solutions, and performance of repair. A licensed automotive technician may also use mathematical skills and reasoning to machine parts and tools to exact specification.
<p>Discipline-Specific Examples: Barber, Cosmetology</p>	<ul style="list-style-type: none"> • A licensed barber, cosmetologist, or esthetician must utilize mathematical skills and reasoning to calculate proper product ratios or quantities for application on customers.
<p>Discipline-Specific Examples: TBD</p>	

Guidelines for Career Technical Education Deans

The CTE Minimum Qualifications Toolkit was developed by a broad group of community college professionals to help colleges make determinations about equivalency to an Associate Degree specific to hiring high quality industry experts for our classrooms.

As CTE FDean, you understand the need to hire industry professionals to teach in our CTE programs. Often, professionals in industry are highly skilled in their area of expertise but do not have a college degree. However, they frequently have extensive experience in industry, third party industry certifications, and completion of applicable trainings that are equivalent to the General Education requirements of an Associate Degree.

Most job announcements contain the phrase “or the equivalent” after the specified degree. But many applicants and CTE Deans don’t know exactly how this phrase is operationalized. The lack of a standard definition results in hiring complications and frequently limits the size of the hiring pool. Using current Title 5 regulations, a college can allow an equivalency process for the Associate degree requirement. The use or non-use of the equivalency process across the 115 community colleges varies significantly. This toolkit is designed to help Districts, equivalency committees, and CTE Deans navigate the equivalency process and develop effective local processes that facilitate an equivalency to an Associate Degree.

As fa CTE Dean, your role is to facilitate this process, advocate for CTE equivalency that is relevant, and to assist applicants in the process. We hope you find this Toolkit useful and that it provides you with the tools you need to support your faculty and your division.

This Toolkit provides guidelines to increase the pool of qualified CTE Faculty applicants and eventual hiring of industry experts need for your programs and students by:

- determining relevant transferable skills (tangible and clear portfolio artifacts) related to the General Education Area requirements of an Associate Degree
- helping recruit and guide industry professionals, and other potential applicants, in applying for an equivalency
- providing template documents to guide applicants in the development of their equivalency portfolio
- providing Model policies and documents for all phases of the equivalency process

The Discipline’s List is officially called “Minimum Qualifications for Community College Administrators and Faculty: 2017 Handbook”. Click on this link for a copy of the Discipline’s List.

<http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2017-Minimum-Qualifications-Handbook-r1-ADA.pdf>.

For more information, questions or comments contact Grant Goold ggoold@cccoco.edu

Guidelines for College Presidents and Chancellors

The Career Technical Education (CTE) Minimum Qualifications Toolkit was developed by a broad group of community college professionals to help colleges make determinations about equivalency to an Associate Degree specific to hiring high quality industry experts for our classrooms.

As College President or Chancellor, you understand urgent the need to hire industry professionals to teach in our CTE programs. Often, professionals in industry are highly skilled in their area of expertise but do not have a college degree. However, they frequently have extensive experience in industry, third party industry certifications, and completion of applicable trainings that are equivalent to the General Education requirements of an Associate Degree.

Most job announcements contain the phrase “or the equivalent” after the specified degree. But many applicants and colleges don’t know exactly how this phrase is operationalized. The lack of a standard definition results in hiring complications and frequently limits the size of the hiring pool. Using current Title 5 regulations, a college can allow an equivalency process for the Associate degree requirement. The use or non-use of the equivalency process across the 115 community colleges varies significantly. This toolkit is designed to help Districts, colleges, equivalency committees, navigate the equivalency process and develop effective local processes that facilitate an equivalency to an Associate Degree and the selection of industry experts for our classrooms.

As a College President or Chancellor, your role is ensure your college employs the best industry experts for your students. We hope you find this Toolkit useful and that it provides your college with the tools you need to support your college and create more and better CTE.

This Toolkit provides guidelines to increase the pool of qualified CTE Faculty applicants and eventual hiring of industry experts need for your programs and students by:

- determining relevant transferable skills (tangible and clear portfolio artifacts) related to the General Education Area requirements of an Associate Degree
- helping recruit and guide industry professionals, and other potential applicants, in applying for an equivalency
- providing template documents to guide applicants in the development of their equivalency portfolio
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For more information, questions or comments contact Grant Goold ggoold@cccoco.edu

Guidelines for College Presidents and Chancellors

The Career Technical Education (CTE) Minimum Qualifications Toolkit was developed by a broad and representative group of community college professionals to help colleges make determinations about equivalency to an Associate Degree specific to hiring quality industry experts for our classrooms.

As College President or Chancellor, you understand the urgent need to hire industry professionals to teach in many of your CTE programs. Often, professionals in industry are highly skilled in their area of expertise but lack a college degree. These same professionals frequently possess extensive industry experience, third party industry certifications, and completion of applicable trainings that are equivalent to the General Education requirements of an Associate Degree.

Most job announcements commonly contain the phrase “or the equivalent” after the specified degree. But many applicants and colleges don’t know exactly how this phrase is operationalized. The lack of a standard definition results in hiring complications and frequently limits the size of the hiring pool. Using current Title 5 regulations, a college can allow an equivalency process for the Associate degree requirement. The use or non-use of the equivalency process across the 115 community colleges varies significantly. This toolkit is designed to help Districts, colleges, equivalency committees, and faculty with navigating their local equivalency process and developing effective local processes that facilitate an equivalency to an Associate Degree, increasing the hiring pool, and ultimately the increased presence of industry experts for our classrooms.

As a College President or Chancellor, your role is ensure your college employs the most qualified industry experts for your students. We hope you find this Toolkit useful and that it provides your college with the tools you need to create more and better CTE.

This Toolkit provides guidelines to increase the pool of qualified CTE Faculty applicants and eventual hiring of industry experts needed for your programs and students by:

- determining relevant transferable skills (tangible and clear portfolio artifacts) related to the General Education Area requirements of an Associate Degree
- helping recruit and guide industry professionals, and other potential applicants, in applying for an equivalency
- providing template documents to guide applicants in the development of their equivalency portfolio
- providing Model policies and documents for all phases of the equivalency process

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For more information, questions or comments contact Grant Goold ggoold@cccco.edu

Guidelines for Chief Instructional Officers

The CTE Minimum Qualifications Toolkit was developed by a broad group of community college professionals to help colleges make determinations about equivalency to an Associate Degree specific to hiring high quality industry experts for our classrooms.

As the Chief Instructional Officer, and leader of the academic programs at your college, you understand the need to hire industry professionals to teach in CTE programs. Often, professionals in industry are highly skilled in their area of expertise but do not have a college degree. However, they frequently have extensive experience in industry, third party industry certifications, and completion of applicable trainings that are equivalent to the General Education requirements of an Associate Degree.

Most job announcements contain the phrase “or the equivalent” after the specified degree. But many applicants don’t know exactly how this phrase is operationalized. The lack of a standard definition results in hiring complications and frequently limits the size of the hiring pool. Using current Title 5 regulations, a college can allow an equivalency process for the Associate degree requirement. The use or non-use of the equivalency process across the 115 community colleges varies significantly. This toolkit is designed to help Districts, equivalency committees, and CTE Deans navigate the equivalency process and develop effective local processes that facilitate an equivalency to an Associate Degree.

As CIO, your role is to monitor this process, advocate for CTE equivalency that is relevant, and to assist applicants in the process. We hope you find this Toolkit useful and that it provides you with the tools you need to support your faculty and your division.

This Toolkit provides guidelines to increase the pool of qualified CTE Faculty applicants and eventual hiring of industry experts need for your programs and students by:

- determining relevant transferable skills (tangible and clear portfolio artifacts) related to the General Education Area requirements of an Associate Degree
- helping recruit and guide industry professionals, and other potential applicants, in applying for an equivalency
- providing template documents to guide applicants in the development of their equivalency portfolio
- providing Model policies and documents for all phases of the equivalency process

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For more information, questions or comments contact Grant Goold ggoold@cccoco.edu

Guidelines for Career Technical Education (CTE) Department Chairs and CTE Faculty

The CTE Minimum Qualifications Toolkit was developed by a broad group of community college professionals to help colleges make determinations about equivalency to an Associate Degree specific to hiring high quality industry experts for our classrooms.

As CTE Faculty, you are intimately familiar with the need to hire industry professionals to teach in our programs. Often, professionals in industry are highly skilled in their area of expertise but do not have a college degree. However, they frequently have extensive experience in industry, third party industry certifications, and completion of applicable trainings that are equivalent to the General Education requirements of an Associate Degree.

Most job announcements contain the phrase “or the equivalent” after the specified degree. But many applicants and current community college faculty don’t know exactly how this phrase is operationalized. The lack of a standard definition results in hiring complications and frequently limits the size of the hiring pool. Using current Title 5 regulations, a college can allow an equivalency process for the Associate degree requirement. The use or non-use of the equivalency process across the 115 community colleges varies significantly. This toolkit is designed to help Districts, Equivalency committees, and CTE Faculty navigate the equivalency process and develop effective local processes that facilitate equivalency to an Associates Degree.

As faculty, your role is to lead this process, advocate for CTE equivalency that is relevant, and to facilitate applicants in the process since you are best position to do these actions. We hope you find this Toolkit useful and that it provides you with the tools you need to support your faculty and your division.

This Toolkit provides guidelines to increase the pool of qualified CTE Faculty and eventual hiring of industry experts need for your programs and students by:

- determining relevant transferable skills (tangible and clear portfolio artifacts) related to the General Education Area requirements of an Associate Degree
- helping recruit and guide industry professionals, and other potential applicants, in applying for an equivalency
- providing template documents to guide applicants in the development of their equivalency portfolio
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For more information, questions or comments contact Grant Goold ggoold@cccoco.edu

Title 5

5 CCR § 53203

§ 53203. Powers.

(a) The governing board of a community college district shall adopt policies for appropriate delegation of authority and responsibility to its college and/or district academic senate. Among other matters, said policies, at a minimum, shall provide that the governing board or its designees will **consult collegially with the academic senate** when adopting policies and procedures on academic and professional matters. This requirement to consult collegially shall not limit other rights and responsibilities of the academic senate which are specifically provided in statute or other Board of Governors regulations.

5 CCR § 53430

§ 53430. Equivalencies.

(a) No one may be hired to serve as a community college faculty or educational administrator unless the **governing board** determines that he or she possesses qualifications that are at least equivalent to the minimum qualifications specified in this Article or elsewhere in this Division. The criteria used by the governing board in making the determination shall be reflected in the governing board's action employing the individual.

(b) **The process**, as well as criteria and standards by which the governing board reaches its determinations regarding faculty, shall be **developed and agreed upon jointly by representatives of the governing board and the academic senate, and approved by the governing board.** The agreed upon process shall include reasonable procedures to ensure that the governing board relies **primarily upon the advice and judgment of the academic senate** to determine that each individual faculty employed under the authority granted by this Section possesses qualifications that are at least equivalent to the applicable minimum qualifications specified in this Division.

(c) The process shall further require that the academic senate be provided with an opportunity to present its views to the governing board before the governing board makes a determination; and that the written record of the decision, including the views of the academic senate, shall be available for review pursuant to Education Code Section 87358.