

Guidance Document for Career Technical Education

Minimum Qualifications and Equivalency



This guidance document is to assist academic senates, discipline faculty, and colleges in screening for minimum qualifications and in the use of equivalency to determine suitability for employment at our community colleges. The intent of this guidance document is to maximize the flexibility currently acceptable in the use of equivalency and thus, create a deep, diverse, qualified pool of candidates.

Minimum qualifications for faculty are essential for meeting California Code of Regulations, title 5, promoting professionalism, integrity of instruction, and rigor within each discipline. Locally developed processes that provide a mechanism for an individual to meet minimum qualifications through equivalency in compliance with title 5, and are within the authority of districts to ensure individuals hired as faculty meet the needs of all programs including Career Technical Education (CTE) and emerging disciplines.

In preparation for the faculty hiring opportunities in the Spring 2017, the following effective practices related to equivalency have been identified and are recommended to ensure that the process is accessible to all applicants and conducted by colleges in a timely manner:

1. Explain equivalency to potential applicants. Provide clear, understandable descriptions of what equivalency is and what applicants must do to demonstrate equivalency to the minimum qualifications for a faculty position.
2. Make equivalency processes and applications easily accessible. Post the equivalency process and application online and include links to equivalency processes and applications in the job announcements.
3. Ensure that the process is timely. Schedule equivalency meetings in close coordination with hiring timelines.

CONTEXT

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

In November of 2015, the Board of Governors unanimously approved 25 recommendations from the Task Force on Workforce, Job Creation and a Strong Economy (also known as the Strong Workforce Taskforce), which were broken into seven categories; one of which centers on CTE faculty. As a result, the Academic Senate and the Chancellor's Office partnered to establish a CTE Minimum Qualifications Work Group in order to clarify and expand on effective practices that may be implemented locally when screening for minimum qualifications and equivalency. Members of the Work Group included representatives from the Academic Senate leadership, CTE faculty, Chief Executive Officers, Chief Instructional Officers, CTE Deans, Human Resource professionals, and Chancellor's Office staff.

The CTE Minimum Qualifications Work focused on recommendation 13 from the Strong Workforce Taskforce, which reads as follows:

13. 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.

COMING SOON

The CTE Minimum Qualifications Work Group continues to have discussions on minimum qualifications and equivalency processes through feedback from CTE faculty, CTE Deans, Chief Instructional Officers, and Chief Human Resources Officers. Additionally, they are reviewing the pertinent policies, practices, and regulations for Minimum Qualifications. Among the groups' research areas is a focus on the screening for minimum qualifications and the application of equivalency policies.

The Work Group is exploring processes for Minimum Qualifications, which will assist colleges in attracting a more diverse faculty hiring pool. The CTE Minimum Qualifications Work Group also plans to provide their findings and issue recommended practices to the field in the Spring 2017.

RESOURCES

ASCCC approved the paper *Equivalence to the Minimum Qualifications*

http://asccc.org/sites/default/files/equivalency_paper.pdf

This paper provides important principles for the appropriate use of equivalency to the minimum qualifications, and includes guidance to local senates for the appropriate use of equivalency, including the use of work experience and eminence. Faculty equivalency to the minimum qualifications should be an uncommon occurrence, but it is an important mechanism to ensure that a diverse group of qualified applicants is considered to engage and enhance student learning

California Community College Chancellor's Office Academic Affairs: Minimum Qualifications

<http://extranet.cccco.edu/Divisions/AcademicAffairs/EducationalProgramsandProfessionalDevelopment/MinimumQualifications.aspx>

Board of Governors Task Force on Workforce, Job Creation and a Strong Economy

<http://doingwhatmatters.cccco.edu/StrongWorkforce/ReportRecommendations.aspx>

Additional training materials may be obtained from the Academic Senate Office or at its website at

www.asccc.org

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