

ASCCC CTE LEADERSHIP COMMITTEE

November 13th, 2019

10:00AM – 11:00AM

[ZOOM](https://cccconfer.zoom.us/j/962939322)

AGENDA

1. Call to Order
	1. Select notetaker
	2. Attendance- members, guests
2. Adoption of the Agenda
3. Approval of Minutes
	1. 10.16.2019- attachment
4. ASCCC Information
	1. ASCCC [CTE Leadership Committee](https://www.asccc.org/directory/cte-leadership-committee)
		1. CTE [C-ID](https://www.c-id.net/) Faculty Lead (Lynn Shaw)
		2. [C-ID Model Curriculum](https://www.c-id.net/model-curriculum) (MCW)
	2. CCCCO Listening Tours- attachment
5. Action Items
	1. Resolutions
		1. 2019 Fall Plenary Session [RESOLUTIONS for DEBATE 11.9.2019](https://www.asccc.org/sites/default/files/Resolutions%20F19%20for%20Saturday%20Discussion%20FINAL_0.pdf)
		2. Resolution F19 19.01 \*see end of agenda
	2. Assigned Tasks
		1. Engage CTE Liaisons:
			1. November Memo feedback- attachment
			2. January memo-
				1. Focus on DATA?
				2. [Data 101: Guiding Principles for Faculty](https://www.asccc.org/sites/default/files/publications/Data101Feb2010_0.pdf)
				3. [Data 101: Guiding Principles- 10 Years Later](https://www.asccc.org/content/data-101-guiding-principles-%E2%80%9410-years-later)
				4. Additional relevant/useful links?
			3. Webinar- spring 2020 (TBD)
				1. [CTE Toolkit](https://www.asccc.org/content/cte-minimum-qualifications-tool-kit) Overview
	3. Meetings dates/times
		1. Face-to-face: December 11th, 2019 from 9:00am – 3:00pm
			1. Sacramento City College
6. CTE Leadership Priorities
	1. [Career and Noncredit Education Institute](https://asccc.org/events/2020-04-30-160000-2020-05-02-190000/2020-career-and-noncredit-institute)
		1. April 30th – May 2nd 2020
		2. Attendance confirmation
		3. TENTATIVE Focus? Faculty Diversification, Shared Governance, Guided Pathways, Data

*ASCCC Career and Technical Education (CTE) Leadership and Noncredit Committees are pleased to announce the 2020 Career and Noncredit Institute designed for all career and noncredit faculty, ASCCC Liaisons, academic senates, student services professionals, administrators, and system partners.**The California Community College system is undergoing a period of transformation, with much attention focused on student success. Where do Career and Technical Education (CTE) and Noncredit fit in to this complexity? This year’s institute focuses on all aspects of career and noncredit instruction and student services pertaining to the faculty role in governance, faculty diversification, guided pathways efforts, and the principles of data.* ***DRAFT***

* 1. ASCCC Travel Policy
		1. [Expense Reimbursement Form and Policy](https://asccc.org/sites/default/files/SenateReimbursementForm2019%20address%20update%209.05.19.pdf)
		2. [Flight and Travel Request](https://www.asccc.org/content/flight-and-travel-request)
1. Announcements
	1. [ASCCC EVENTS](https://www.asccc.org/calendar/list/events)
	2. ASCCC/Other Committee (tentative) Reports
2. Adjournment

**Status of Previous Action Items**

1. **In Progress**
	1. CTE Minimum Qualifications Toolkit Overview: webinar
	2. CTE Liaison memos
	3. C/NC Education Institute Planning
2. **Completed**

**19.01 F19 Encourage Utilization of Career Technical Education Faculty Minimum Qualifications Toolkit Resources for Hiring in Career Technical Education Disciplines**

**Whereas,** Use of equivalency to minimum qualifications for employment is allowed by California Education Code §87359, and 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 member employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications”;

**Whereas,** The subjective nature of evaluating a candidate’s experience and training against the degrees and professional experience required to meet minimum qualifications makes it difficult for colleges to confidently apply the equivalency process to candidates with little to no formal academic education, especially in career technical education disciplines where industry professionals may be experts in their fields without having completed an associate’s degree;

Whereas, Equivalency processes at California community colleges are locally established, vary widely, may or may not include a means for evaluating equivalency to the general education component of the associate’s degree, and may or may not include discipline faculty input or input from faculty qualified in related disciplines, particularly when hiring in CTE disciplines; and

**Whereas,** ASCCC Resolution 10.05 SP 2017 called for the Academic Senate for California Community Colleges “to develop and disseminate resources that empower local senates to evaluate and assess” the qualifications of faculty with significant professional experience but not necessarily sufficient academic preparation, and 2017- 2019 collaborations within the California Community Colleges Chancellor’s Office Career Technical Education Minimum Qualifications Task Force resulted in development and release of the Career Technical Education Faculty Minimum Qualifications Toolkit to aid colleges in determining equivalencies to the associate’s degree;

**Resolved,** That the Academic Senate for California Community Colleges work with faculty, equivalency committees, and other stakeholders to promote dissemination of equivalency resources within the Career Technical Education Faculty Minimum Qualifications Toolkit, including general education equivalency examples and effective equivalency practices; and

**Resolved,** That the Academic Senate for California Community Colleges work with faculty, equivalency committees, and other stakeholders to provide technical assistance to local academic senates and equivalency committees to aid in implementation of effective equivalency practices for determining equivalencies to the associate’s degree when hiring in career technical education disciplines.