

Academic Senate

Career Education Committee Meeting

Summary

October 11, 2021 1:00 p.m. to 2:00 p.m. (Zoom Virtual Meeting)

Attendees: Dr. Kathy Bakhit, Garrett Rieck, Gary Quire, Harriet Happel, Jeff Baker, Jennifer Paris, Justin Hunt, Justin Wallace, Keri Aaver, Larry Alvarez, Marilyn Jimenez, Mark Daybell, Mary Corbett, Nadia Cotti, Nancy Sandoval, Nicole Faudree, Regina Blasberg & SB Tucker

Start Time: 1:03 pm

1) Approve Previous Minutes

a) September 27, 2021

- As a reminder the minutes covered AP 4012 and the Advisory Board Handbook. AP 4012 has moved on to the Policy Committee. This will be listed on an upcoming Academic Senate meeting agenda. A correction will be made to edit "google" to "Google" in the minutes.
- Motion to approve the previous minutes from Sept. 27, 2021 with the correction by Nicole Faudree, seconded by Garrett Rieck. Unanimous. Approved.

2) [CCCAOE Fall 2021 Conference](#) Post Conference Overview (Harriet & Gary)

- a) Conference Feedback: Gary, Regina, Harriet, Brittany and Wendy attended the conference. The conference was face-to-face It was very well attended with about 400 attendees. In the past it was closer to 600 attendees. There were great speakers and presenters which included Regina and Harriet. Next week will be the next zoom session. There was some live state discussion regarding the budget. There is another conference in spring 2022 which will take place around accreditation. There are funds coming however there is no definitive details.
- b) The [Projects for Innovation and Enhancement \(PIE\) Grant](#) just released the request for application (RFA). Shumi Weber mentioned there is a [i3 Grant](#) which is Inclusion, Invention and Innovation. This was prototyped with 4 colleges and will be expanded to another 20 colleges. This RFA has not been released. As there is more information there will be conversations. Most of this will take place over a 3-5-year time period.
- c) Applied Baccalaureate Programs: The CA governor will be signing this legislation into law. There needs to be some conversations regarding what programs to target for Applied Baccalaureate. This item will return on the next CE agendas. This will be a competitive process and COC will need to compete with other colleges for approval and to place some solid programs. There was an announcement made that [FACCC](#) will be hosting a Legislative Update on Tuesday, October 12, 2021 from 6:00pm-7:30pm via zoom and this is free. Any faculty who are interested in attending and hearing more about this legislation and how it will affect everyone locally can register for free.

3) Would Faculty be interested in another ACUE Cohort, or some other professional development(Harriet & Gary)

- a) There may interest for another ACUE Cohort. Currently Regina is who coordinates this training for faculty at the college. This training is well done professional development opportunity for full-time faculty. This training also allows for approval for salary advancement credit. There are micro credentials and each contains 6-7 modules each worth 1 unit. The full-scale program, which is 25

modules, is also for salary advancement units/credits. Gary request for committee members to take this information back to their departments to see if there is enough interested to develop another co-hort. With ACUE a single cohort can be purchased and the full price is paid regardless if the cohort fills up. The maximum amount for a cohort is 30 people and typically 1-2 extra people are allowed. The last cohort had a 25-module main course and 4 micro-courses and 2 of each of the micro courses was done with a total of 60 people. Anyone interested can reach out to Regina. Faculty also have the choice to work on their course as they are completing the training. Harriet will need to know as soon as possible to get the contract complete and target a spring date. There also needs to be a determination made regarding the topic of the cohort by offering an old one or create a new one.

4) CE Committee CTE Tool Kit Option 3 Discussion (Gary, Regina & Committee Members)

- a) Gary notified David that this item is being discussed extensively in CE Committee. Gary will meet with David Andrus to determine how this item will return on a future Academic Senate agenda. The 3 options were explained a reminder:
- Option 1: This is for those people who are certified and have their degree, such as a Bachelors or a Master's degree and are able to teach in the subject.
 - Option 2: This is for those who have some schooling such as an Associates or Bachelor's degree.
 - Option 3: This is for those people who have work experience.
- b) Option #3 at other CCC's: The question is should work experience be allowed for someone to teach a class. This person would have no schooling but have 30 years of experience in a particular field. Would this qualify people to teach the course? This issue was brought up from Career and Technical faculty throughout the state as many have had significant difficulties recruiting and hiring qualified faculty for many of the CE disciplines. The state/ASCCC response was to create a CTE Toolkit. While at CCCAOE, Regina was searching to see if there were any others who had implemented Option #3. COC's HR checked through their network and they have not found any other CCC that is using this option, however Regina has heard otherwise through CCCAOE. Regina has been communication with Lynn at the state and is working on tracking down this information from other colleges and to what extent they are using option #3. Regina will report back soon.
- c) Option #3 Concerns: Should someone be allowed to teach a college level class who has never gone to college? Would others feel comfortable with the number of years of experience? Is this experience strong enough to be able to teach in particular area? This option does not apply to all CE areas for example, in the Business field a faculty member needs to have an MBA or J.D. or the equivalent. If someone has a contractor's license and has worked in the field for 30 years and are familiar with framing codes to get a house build would they be able to teach? There are many different departments who are struggling to find good candidates. As a reminder the Academic Senate is looking for a response from CE faculty. There is concern that Option #3 may diminish the profession of instruction or teaching. There are also some CE programs which are also looked down upon if they don't have a transfer degree. For those who have an upper degree it doesn't necessarily mean someone is trained in pedagogy it just means that someone has had more exposure to pedagogy. The concern with this is that may not diminish the profession but that it may limit the exposure to classically, pedagogically and foundationally trained faculty. The focus for Option #3 is on skill set and on an alternative way of recruiting.
- d) Teaching Bootcamp: Perhaps the college needs to make the adjustment for those people who may not have the degree but they have the qualifications. There are many people hired who don't have the online experience but the college is ok with having them take IOI training. Perhaps those people

could be trained using the ACUE training. This would provide the skills and the tools as there are many who have a degree but they are not good at teaching. This is why many faculty participate in the ACUE training. There has been a disconnect with between CTE and academic disciplines. CTE discipline may place less value on a degree than academic disciplines. However, there is concern that academia will place a lower value on certain programs because faculty are being hired without degrees. This item will need to return to further discuss the different ways of training faculty. There is also no institutional policy to ensure this training takes place with new faculty and that faculty are compensated for their training. There also needs to be an institutional commitment to onboard new faculty correctly. There may also be a need for a different HR policy outlining how to market and hire CE faculty. Need to also look at how faculty are hired in CE education to maintain consistency of instruction and not use the same model that is used for transfer courses.

- e) Non-Credit MQ's: In non-credit there are some specific MQ's. There is short term vocational MQ's in non-credit this is used universally which includes a bachelor's degree with 2 years of full-time experience related to the subject or an Associate's degree and 6 years of experience. However, having this option to substitute out a degree or work experience is valuable and more equitable to higher quality instructors who have experience in the industry. There is also some teaching with degrees who have very little work experience. This can be of the same concern. There will still be an application and interview process to find quality candidates.
- f) Non-Credit Pilot Program for the CTE Toolkit: Should this new process start in non-credit and non-transfer degrees first as a Pilot program? This would need to be further discussed with Garrett Rieck. This idea may help to provide some guidance to the academic Senate in terms of what direction to move forward in. If restrictions were loosed then more qualified candidates could be hired as there are some who teach in a degree that doesn't pertain to what they are teaching in. The pilot program can begin with 1-2 courses and be monitored and evaluated to see if it is working.
- g) Option #3 Implementation: The idea is not to just use the CTE Toolkit to hire someone without ever checking references to ensure they are a qualified candidate. It would be worthwhile to do some research with other college to see how they are implementing this option. There is also concern with having COC be the first CCC to implement option #3. When teaching as a profession what qualifications will be looked at? Many other professions are struggling with how to allow people into a profession when there are no qualifications. There is an instructor in the Construction program who has a degree but runs a business but doesn't run any of the hands-on work. There is a difference in how this instructor relates to students to teach the hands-on skills. It may be best to have a plumber teach students how to be plumber. In the school of Applied Tech there was much support received for using the toolkit as many are struggling to find instructors. In some program it is much less important to have formal schooling. There are also faculty who have taken some college courses but never obtained a degree. The CTE Toolkit could be used as a way to substitute for one or two general education courses that someone may be missing. It was clarified that no program will be forced to use this option and it is optional and every department can make their own choices.
- h) Transfer CE Program: There is concern with program which have a continuing educational component such as Animation as many classes transfer to a 4-year schools. There is a concern that if the instructor is not meeting the traditional minimum qualifications or has college experience that a transfer class may not be considered to be of transfer level. It is important to ensure that for program which have a transfer component that when students transfer this is not questioned. In Animation 2/3rd of the student transfer to 4-year universities, however 1/3rd of students go into industry. For those students who do transfer all their credits have to meet the transfer requirements. This has not been addressed at the statewide level. There are those faculty in transfer degrees who need to hire qualified people.

- i) Next Steps: The idea is to have different CE faculty share their thoughts and comments at an upcoming Senate meeting. The idea is to also outline the ideas for possible new procedures in a more organized format. Any CE faculty who are interested in speaking at Academic Senate can contact Gary.

5) Open Forum (15 minutes)

- a) **Announcement**: Keri Aaver made an announcement the Job & Career Center will be hosting 2 days of Resume Rally's for students. Dr. Torres also sent out an email on Wednesday regarding upcoming events. The next there will be two workshops, one online and one on-site to help get people ready for the Hiring Fest that is scheduled for October 22, 2021. There are 32 employers who are registered and there are still open spots. There are also some employers who have interview slots available for anyone interested in interviewing with an employer.

Announcements: Open Forum for Discussion

Future Agenda Items:

- 1) SWP Allocations
- 2) Program Review

Adjournment: 1:59 pm