

Dr. Robinson and IPC colleagues,

I applaud IPC and our esteemed Vice President of Instruction for tackling the enormous job of streamlining and clarifying the process of release time at Cañada. However, as there was very limited space for the Dean to explain their support, I would ask your indulgence for me to clarify some of the aspects of Career Education coordination that all of our CTE Coordinators share that are unique to our particular area.

Career Education requires a high level of industry expertise to be successful. We are training students for highly specialized, detail-oriented jobs. Our competition is private arts colleges such as Academy of Art, Art Institute, California College of the Arts (CCA) and California Institute of the Arts (CalArts) rather than other community colleges or even most four-year schools. Our students go on to jobs at places as elite and respected as Google, or into productive artistic self-employment, or on to four-year colleges such as Savannah College of Art and Design (SCAD).

Our curriculum is highly specialized and constantly changing. While a regular curriculum process requires updates every six years, CTE curriculum must be updated every two. However, many departments are constantly refining and revising curriculum so as to be responsive to industry demands and it is not unusual to have some Career Education departments go through curriculum every single year.

Our Career Education departments are very often staffed by a single Full-Time Tenured faculty member. This means each highly specialized area requires a constant flow of high-quality industry professionals who also must be high quality teachers. Many of our adjuncts teach at schools besides ours. However, whereas adjuncts in other areas may also teach at a number of community colleges, our adjuncts teach at places like Academy of Art, CCA, and other highly prestigious institutions. One of our animation adjuncts is fond of saying that our Cañada students get for less than \$150 the exact same class, instructor and experience as students at private institutions who pay \$5,000 (he also says that our students are as a whole equal to or even more talented and hard working than the ones who are paying far more for the experience). Our Faculty Coordinators are discipline experts, but are also industry experts who must maintain relationships in industry as well as keeping up to date with all of the many changes that industry experiences in a swiftly changing economy. Keeping expert adjunct faculty requires a great deal of time and energy, but is absolutely vital to maintaining the high quality instruction our students need and deserve.

Because of the highly specialized nature of our classes, our marketing and outreach needs are very different than the college as a whole and our Faculty Coordinators must take the lead in that as well. From creating specialized brochures to distribute through businesses and industry functions to tabling at college night and campus tours, CTE Coordinators effectively and enthusiastically market their specialized departments to prospective students and parents at any and all available opportunities.

They must also coordinate class offerings with adjuncts as well as keeping programs scheduled appropriately so that students may complete. So, while on the surface it may seem that CTE Faculty Coordinators do the same job as other Faculty Coordinators, the truth is far more complex. Without this high level of involvement from each and every one of them, their respective departments would fall apart.

Please accept this as my full and enthusiastic endorsement of each and every one of these positions.

Sincerely,

Hyla Lacefield, Interim Dean of Business, Design & Workforce