

Topic: Recruiting additional faculty and developing faculty leadership in personnel preparation for early childhood

❖ ***Recommended strategies and action steps...***

➤ At the Program level:

- Begin with current faculty at our own institutions and survey their areas of expertise. While many faculty may not be working directly in the early childhood education areas, they may have experience, certificates, and backgrounds that are suited to teach some of the classes.
- Co-teach the classes with early childhood education mentor teachers from the field.
- Rethink the typical course structure. A course may have 2-3 components and be taught by a team of instructors rather than just one person. We called this a “divide and conquer” model of instruction.
- We may have to use a short-term model (train current instructors) to launch these programs but we need to be sure to think long-term for how we will deal with securing instructors for the future.
- Create a plan for advertising the new program(s).

➤ At the Institutional level:

- Provide support (monetary and special services) to (1) students who are from a diverse or underrepresented group and (2) to students working with diverse student populations.
- Use an Early Assessment Program (EAP) like model for training current faculty who may already have some knowledge, but need additional information or updating.

➤ At the System level:

- The CSU needs to do a major public relations piece acknowledging/celebrating/advertising our own ECE leaders and their contributions to the field.
- Using the recommendations that were provided in the “Time to Revamp & Expand” Report, provide seed money to campuses so that they can create programs that are new and innovative.
- Create a CAR-like (Center for Advancement of Reading) group for Early Childhood Education and include Community College partners.
- Secure money for positions now.
- Deal with the long-standing issue of workload and salary equity in the CSU. Traditionally professors in the Schools of Business garner higher beginning salaries than professors in the Schools of Education.
- Allocate a percentage of the CSU Forgivable Loan Program for students entering PhD/EdD programs in Early Childhood Education.
- The Chancellor’s office should create a database of professional organizations and annual conference dates so that individual campuses could use these for recruitment purposes.

➤ Across Systems:

- The Commission on Teacher Credentialing needs to work with all of the stakeholders.
- Create a glossary of definitions.
- Provide more advanced (MS, Ed.D., Ph.D) degrees in early childhood education in our state.
- Look at modes of delivery from all systems and provide all stakeholders with what has worked and why.
- Work on the cooperative relationships between UC, CSU, and Community Colleges to avoid duplication of classes for students. Make agreements stronger and more formal. No single institution owns the curriculum.
- Distribute these notes to all of us.

➤ At the State level:

- Encourage seamless programs—from the AA, to BA, to MS to Ed.D./Ph.D. for students wanting to peruse this route.
- Encourage institutions in the state of California to offer more Ph.D/Ed.D programs in Early Childhood Education as there are many more programs offered out of state. Also, when recruiting or speaking about this field, consider areas outside of Early Childhood Education. Many times early childhood education may be housed in areas such degree titles as Curriculum, Human Development, and Developmental Psychology.
- Form a collaborative of talent and provide support (money and time) to do this.
- Provide state-wide leadership institutes to get support from all stakeholders.