

Faculty Council Meeting
April 5, 2018

Attendees:

- *Alan Stover, Barry Thomas, Kaaren Agnez, Anthony Solano, Robin N. Flanary, Alice Wang, Erica Hepworth, Erin Marcinek, Joseph Thompson, Dan Santore*
- Proxies present: Page proxied for (**whom?**)
- Members Absent: Elizabeth Benton, Christina Cocozzella, Michael Gurevitz, Tammy Peer,
- Administration Liaison: none
- Guest: Mr. Seth Kamen, Director of Transfer and Articulation

Call to Order

Meeting called to order by Chair, Page Whittenburg at 12:50 pm.

Approval of Minutes

Feb. 19 minutes and March 1 minutes approved as written.

Constituent Comments

No constituent comments were raised.

Sabbatical Resolution:

- Resolution to return Sabbatical process to Academic Affairs unanimously approved.

Chairs Report:

Chairs met with Robert Roop, Chief HR Officer, to discuss faculty compensation. They requested that the consultants conducting the compensation study be made available to provide information on study methodology. The request was turned down, but Dr. Rai is following up.

Shawn Harrison will attend 4/19 to present about security. We will have an extra 45 minutes and may have to change rooms.

Sharon Bland will attend our meeting on May 3rd, our last meeting, to talk about Equity and Inclusion. All members asked to think of questions to prepare and e-mail in advance to her for the meeting.

Seth Kamen, Director of Transfer and Articulation.

Mr. Kamen provided an overview of current Credit for Prior Learning and Meta-Majors initiatives, including those designed to provide increased access for HS students, Veterans, and those with specialized licenses or certificates, including those from WDCE. Meta-Majors, which will soon be renamed, will help with Advising website redesign allowing students to search for courses by umbrella topics (such as 'computers'). This will enable students to find appropriate courses by major without

searching all the way through the alphabet. Once the precise model for Meta-Majors is chosen, Mr. Kamen and other committee members will participate in open office hours and listening tours to allow for feedback.

In addition, Mr. Kamen discussed other initiatives, such as re-evaluating current prior learning exams.

Academic Regulations Report

Alice Wang, Chair of Academic Regulations and Standards, provided a comprehensive update on the College's Credit for Prior Learning initiative as related to equivalency testing for course credit.

- National and statewide push to find ways to get credit for prior learning.
- Proficiency Assessment consists of allowing a student to take a test which would demonstrate that prior coursework was the equivalent a course offered at the College. The students would be given a grade on the transcript.
- \$350,000.00 worth of skills-based course credits have been assigned since 2010 in Anne Arundel's credit program for high school students for pre-existing knowledge. On their transcript, these are listed as "proficiency credits."
- MC has twice launched pilot program; partnering with MCPS – faculty meet with HS administrators and faculty and design a test which then has to be administered. There was one pilot which started and stopped, and there is another trial this semester. College Park does not accept this kind of credit.
- Faculty feel this is hard on the College but that it also does not serve the students well. Students need a BA or BS to be employed. According to proponents of the testing program, the up side of doing this is that offering proficiency credit exams can pull some students toward us who would not consider college otherwise.
- Academic Regulations has been following this. The list of concerns and issues include what is appropriate for which disciplines and how the academic rigor of the exam can be assured.
- This is currently all done for free, both by us and our college.
- There is the suggestion of having students pay \$40.00 in fees to take the exam.

Concerns raised by Academic Regulations:

- This is a huge program with strong effects on the College. There is concern that HS courses with "college content" lack equivalent rigor.
- Concern about giving credit based on one written exam for a lab course
- Kaaren requested that copy of the concerns from Academic Regs be sent by Alice Wang to all of us to see the rest of the concerns. She agreed.
- We need to have an open conversation.
- Anne Arundel's program seems very impressive given their presentation; however, there is no data about how students granted this credit succeed in subsequent coursework.
- Tech 272 is the current pilot program at MC.

- Tech 272 is a state-wide initiative so we need to look carefully at this. We need to find a way to both consider the opportunity for the student and MCPS and protect the College's ability to continue to offer what it does now.
- How to represent this credit on the transcript also has to be discussed and regulated; Anne Arundel designates it as 'proficiency credit', but as Maryland will not accept it, the College is discussing how to represent it.
- Some concerns of Faculty Council members are: 1) how do the students succeed with those pre-existing knowledge credits? 2) inevitable outcome is that there might not be a rigorous enough experience for these students in college to meet the needs for industry after their BA.

Discussion

Discussion centered on concerns and questions related to which disciplines might be more appropriate for this type of initiative, such as medical terminology or other memorization- and skills-based coursework. The idea of limiting the number of times a student could take such an exam, making sure any such exam was sufficiently rigorous, and listing attempts on the student's record was also mentioned.

Concerns were also raised regarding whether this is in the best interests of students and whether it will actually provide any kind of boost in enrollment.

Meeting adjourned at 2:35