

**Faculty Caucus Minutes**  
**Tuesday, April 26<sup>th</sup> 2016 minutes**  
**2:00pm PH 300**

Senators present: C. Miller (Chair) J. Bauman C. Bolton A. Haines-Stephan, A Doughtie, D. Kelly, R. Mink, R. Santos A. Radlowski. J. Roberts, M. Treis, J. Wilcox

**Opening minutes**

The meeting was called to order at 2:03. Minutes from the March 29<sup>th</sup> meeting were approved.

**Chair Remarks**

The chair brought up that the meeting dates of Faculty Caucus conflict with NFI Sharing Stories, and proposed moving the caucus meeting to the 3<sup>rd</sup> Tuesday of the month. After a brief discussion it was agreed unanimously that we will change the meetings to the 3<sup>rd</sup> Tuesday of the month beginning in the fall 2016 semester.

**First meeting of fall 2016 semester**

It was determined that the first meeting of the fall semester will be Aug 30<sup>th</sup>.

**Micro-credentials**

Faculty Caucus was charged with preparing recommendations regarding micro-credentialing by 2017. The focus of the discussion was on how to make the system educationally and pedagogically sound.

Some questions that came up included: how will micro-credentials affect financial aid/how will financial aid accommodate a new system? To what extent should area industries dictate curriculum? How do we determine whether a student has basic skills i.e. is it educationally appropriate to offer a few specialized classes before a student is able to demonstrate basic skills in reading, writing, and math?

The Caucus came to consensus on the following points:

1. That faculty maintain oversight of the process of micro-credentialing, as faculty are both experts in content area, pedagogical theory, and assessment.
2. That the entire college community be involved in the process, including, but not limited to, financial aid, faculty, staff, students, the registrar, CCED, and surrounding industries
3. That micro-credentials should be offered to only post-degree learners (individuals with an Associate's degree or higher) for professional development purposes (retraining, for example). This is the most appropriate market to benefit from micro-credentials
4. We agreed to research micro-credentialing and begin discussions at the beginning of fall 2016

**Competency-based education**

A brief discussion was had on competency-based education. Life-experience credit?

How would students demonstrate being able to show a competency in a given area—computers for example; – and how might that be reflected on transcripts? One point was made that “competency,” as defined as the ability to perform a given skill or task, is a one-dimensional and limited measure of student success. For example, the GED is devalued in industry today because it does not demonstrate a potential employee's ability to persevere over a long period of time, or to follow through long-term goals in the way that completing a high-school diploma demonstrates the ability to attend regularly over a period of time. The faculty caucus asserts that our role as educators is to take a holistic approach to education.

**Faculty-driven Groups-** (W.I.S.E, STEAM, etc.) we brainstormed ways to make these groups more visible, do K-12 outreach programs, fundraiser for activities (lectures, on-campus

activities), strengthen the K-12 pipeline (recruiting), and link with strategic planning for funding opportunities.

**Open forum**

The VP from Middle States representative is available to discuss the Review at 10:00 Tuesday in ACC 116

The meeting was adjourned at 3:00