February 29, 2024 FACT meeting

David Weiss (LAS, Chair), Dave Anderson (LAS), David Mullin (LAS), Judy Scott (JBE), Tom Amundson (EAS), Scott Kupferman (COE), Ella Gibson (KFL), David Mullin (LAS), Regina Winters (Assoc. Dean CPS)

**Notes on Micro-credentials- Janice Thorpe**

Interest from Coursera

•        Coursera has potential interest in a non-technical/interdisciplinary cyber focused degree- would be only the second degree completion option in country related to cybersecurity

•        Martin Key (COB) and Nathan Bullock working with her on this

Terminology/Definitions

•        Certificates, Micro-credentials and Badges are different - coordinating meaning and criteria with CU System

•        Certificate- credentials on transcript, no less than 12 credit hours (e.g. gerontology)

·         Micro-credentials- Umbrella terms for small scale skill based , recognition of proficiency in designated competency or set of competencies:  Course/Learning time can vary depending on content - Could be three-hour workshop, or few day course, Micro-credential could represent minimum or advanced competency. It could be two week unit in a course or something else. Needs a minimum standard of achievement.

•        Badges- Visual marker that *signifies* skills experience or achievement, a digital marker that represents achievement of the micro-credential and can be displayed on LinkedIn. Students don’t need to request or pay for a copy of the transcript to demonstrate the achievement badge awarded immediately upon completion so more responsive to the student

•        UCCS currently offers [~35 Credly badges](https://www.credly.com/organizations/university-of-colorado-colorado-springs/badges)

Looking forward

•        2023 LinkedIn survey shows Millennials would like classes online

•        Why? Want to attract learners and earners, remain competitive, meet workforce demand. Students are being encouraged not to go to college by many forces.

•        Micro-credentials allow for targeted up to date training on specific skills or emerging skills

•        We are maybe 10 years behind on our efforts

•        Stackable pathways- Competencies—> Courses—> Badges—> Certificates—> Degree

•        Required Badge info: Badge name, Mastery level, skills keywords, criteria needed. The employer can see the metadata that explains this when they look on LinkedIn.

•        Each college has a rep for badges (in LAS there are several by division)

Recommendations:

•        Look at existing courses as a starting point. Could be a two week unit on a specific topic that might result in a micro credential

•        There is communication across campuses and CU System. Goal might be to have some consistency.

•        Currently,  Boulder’s badges are all through extended studies.

**Notes on Differential Workload- David Moon (CPS and policy lead)**

•The policy has been reviewed multiple times by the deans and was then submitted to FRA groups for review

• Received a number of comments from FRA research committee

• Now sending to EPUS

• What does it do?

                ◦ It makes it clear that you can have a differentiated workload no matter who you are, but it might not be common knowledge before this policy on how to do it

                ◦ Equity- Previously some college and departments would recognize individual instruction formally, but in many places that’s just added with no recognition or adjustment to course load or workload; the campus policy will require each college to set a policy on how individualized instruction will be recognized in a faculty member's teaching load

                ◦ New policy formalizes both the workload distribution and the teaching load, whatever the standard teaching load expectation is. Tenure track might be 5 classes, and IRC might be 8

• Equity issues: Currently the correspondence of the teaching load with the % weighting for instruction is different across colleges; service is also poorly defined in terms of expectations relative to the % weighting

Questions:

• Lots of discussion, particularly from IRC faculty

• Opportunities: Could be discussion of LAS IRC faculty to be 80/20 or TT to be 50% Teaching, but would have to come from the faculty. The teaching load and the percent weighting are not the same in some colleges compared to a more standardized approach in other colleges.  Colleges being required to develop policies on teaching load and workload (% weighting) will present faculty with an opportunity for faculty to weigh in on what they want in their college