

Faculty Council Committee Report

Month: March Year: 2024

Committee: Dual Credit Task Force

Submitted By: Matthew K. Hamilton (Chair)

Last Meeting Date (List date of last physical meeting or the dates of e-discussions)

Thursday, January 11th, 2024

Active Members: *(List all members who attended meeting and/or contributed to work listed in this report in order of last name)*

Beck, Bryan

Bird, Melissa

Clark, Laura

Dubois, Chris

Hamilton, Matthew (Chair)

Johnson, Katie A.

Ogle, Therese

O'Reilly, Austin

Nguyen-Lee, Benedict

Williams, Karen

Summary of Discussions/Activities: (List the current items your committee is addressing, status update on those items, action items completed, and subcommittee work, person(s) responsible for each item, etc.)

The task force met to discuss the results of the recent survey of dual credit faculty, discuss barriers to and possible solutions for increasing faculty involvement in teaching dual credit courses, and discuss strategies for ensuring dual credit courses are equitable in terms of rigor, while protecting course integrity and academic freedom.

- **Review of Survey Results**

- Nothing stood out as a surprise to any of the committee members.
- Results of the survey have been shared with Graig Leverette, Provost of K-12 Partnerships and District-Wide Scheduling.
- **Discussion: Barriers and solutions to increased faculty involvement in dual credit.**
 - The committee agreed that dual credit courses being scheduled at times of day that do not sync with Collin College’s scheduling of courses is a major reason.
 1. The times that dual credit courses are offered vary widely often would prevent faculty from teaching “primetime” courses on a campus of Collin College due to the start and end times of the dual credit course and/or required travel time.
 - Committee members in the science disciplines brought up the fact that if you teach a science course at an ISD you will often not be provided adequate and safe laboratories, are required to prep labs yourself, and will need to clean up after labs (often having to take equipment home to clean).
 1. Why would a full-time faculty want to deal with these issues when they are taken care of on the campuses of Collin College?
 - Another concern discussed was the fact that many full-time faculty are unfamiliar with the dual credit model in general and have some misconceptions that prevent them from taking dual credit courses.
 1. Ex. Committee members have spoken with faculty who believe dual credit involves having to teach the high school curriculum as established by the State of Texas or involves teaching to state mandated standardized tests.
 - To increasing full-time faculty involvement in dual credit the following solutions were discussed:
 1. Elimination of “zero hour” courses (i.e. courses that begin before the start of the normal high school schedule).
 2. Increasing the stipends that faculty receive for teaching at off-site locations.

3. Move more dual credit courses onto the main campuses of Collin College.
 4. Adopting a “split-load” model for full-time faculty willing to take on at least 2 courses of dual credit that allows them to be assigned 2 WEB courses as part of their load.
- **Discussion: Ensuring dual credit courses are meeting a baseline of rigor**
 - Time was running short, so the committee did not discuss this issue as much as it could have, and it will be reexamined at the next meeting.
 - That said, some of the causes for inequitable rigor the committee came up include the following:
 1. Too many different teaching pedagogies at the same ISD, which more strategic scheduling can alleviate to allow professors to teach more courses at same location.
 2. Faculty don’t want their students to fail and/or feel pressure from the ISD to pass students or make their courses less rigorous.
 3. Some faculty don’t have a clear understanding of what academic freedom entails so they allow ISD’s to infringe upon it.
 4. Too many faculty (this applied to adjuncts, mostly) are new to the vocation and have not had the chance to prepare rigorous course content and assessments.
 5. Some faculty are assessing students using exams/quizzes, etc., online via Canvas.
 6. There are a wide range of assessment strategies being employed (2 exams v. 4 exams, for example)

Summary of Action Items: (List action items currently underway)

- The committee is currently drafting a split-load proposal for the review of the Faculty Council.
- The committee members agreed to begin encouraging colleagues in their disciplines to engage more with dual credit instruction at Collin College and dispel any misconceptions concerning the modality.

- The committee members have been asked to consider action items for the future that can address the issue of inconsistent rigor across the district's dual credit offerings.