

EXECUTIVE SUMMARY

The 19th Annual Faculty-to-Faculty Conference was held on Friday October 14, 2005, at the Colorado Community College Lowry Campus, Denver, Colorado, with 99 faculty attendees. The conference provided an opportunity for faculty from two and four-year public higher education institutions in Colorado to come together to discuss student transfer issues in specific course disciplines, the gtPathways state guaranteed transfer curriculum, and content and competency information within specific content areas. The discipline content areas included in this year's conference discussions were Arts and Humanities, Mathematics, Social and Behavioral Sciences, Natural and Physical Sciences, Communication and Teacher Education.

PURPOSE

The purpose of the annual faculty-to-faculty conference is to provide a forum for higher education faculty in Colorado to explore academic concerns affecting curriculum articulation and student transfer. In addition, the conference provides an opportunity for faculty to recommend solutions to specific articulation and transfer problems. A secondary purpose of the conference is to provide an opportunity to build trust among faculty as well as to provide a forum for collective information sharing and decision-making concerning legislative mandates and compliance.

HISTORY

In 1985, House Bill 1187 called for a common curriculum among community colleges and four-year institutions (C.R.S.23-1-108 [7]). Faculty representing 15 disciplines from all of Colorado's community colleges convened to determine the issues to be covered by the future policies.

In 1987, the Colorado Commission on Higher Education established the annual Faculty-to-Faculty Conference as a policy and general procedure for transfer between all state-supported institutions of higher education. The first Faculty-to-Faculty Conference was held in May 1987. Its primary outcome was the building of trust between the faculty from two and four-year institutions. The principal issue was to agree upon course content. The goals of the first two years were to ensure quality, provide consistency in course numbering, and secure continuity. Preliminary work had been completed in an effort to facilitate the creation of articulation agreements.

Since 1987, the two-year faculty have convened under the authority of the Colorado Commission on Higher Education and in cooperation with the governing boards, to discuss articulation issues and competency standards.

In 1993, the conference program focused on the "College Entry-Level Competency Task Force," which consisted of faculty nominated by the institutions' governing boards and school superintendents of the state's K-12 system. The 1994 Faculty-to-Faculty conference included issues of ethics, accountability, sequence of coursework, and

college-entry competencies. Many of the higher education faculty within specific disciplines invited secondary (K-12) faculty who served on national and/or state standard committees to dialogue in order to obtain a global view of changes in their respective disciplines. In 1995, the intended outcome was essentially the same as it had been in prior years, i.e. to identify and resolve transfer/articulation issues between two- and four-year institutions. Inasmuch as the issues were different among the disciplines, the agendas were different for each of the 28-32 discussion groups.

The foci of the 1996 conference were two-fold and included the endorsement of college-entry competencies and transfer issues. There were concerns about the assessment of and accountability for the competencies. The transfer issues included portfolio reviews, equivalent course content, and security of evaluation of materials and methods. In addition to the competencies and transfer issues, there was discussion about the importance of competent advising.

The 1998 conference differed from previous conferences. In place of the conference, six interdisciplinary conferences were held between November 1998 and March 1999. The six disciplines for the mini-conferences included communications, mathematics, behavioral sciences, natural and physical sciences, humanities, and teacher education.

In 1999, Colorado's General Assembly enacted legislation that impacted the future direction of Colorado public education. This legislation, in addition to the higher education master plan process, had a significant impact on all higher education within the state. As a result, the focus of the 13th Annual Faculty-to-Faculty Conference, in 1999, was to inform the faculty about the performance standards for teachers. At the nexus of new legislation, faculty had an opportunity to help frame the initial policy development stage.

In 2000, the focus of the working conference was teacher education transfer agreements. All teacher education programs were reviewed and revised to comply with the teacher education legislation passed the previous year. The reviews necessitated a need for the establishment of teacher education transfer agreements. The conference provided an opportunity for faculty to initiate the process.

In 2001, there was increased local and national interest in common course numbering and the Colorado General Assembly passed legislation mandating that Colorado public higher education institutions move toward a common course numbering system. Again, the Faculty-to-Faculty Conference provided an opportunity and forum for the faculty to discuss the pros and cons of common course numbering.

In 2002 and 2003, the Faculty-to-Faculty Conference was used as the vehicle to bring together the academic discipline working committees to review and approve courses submitted for state guaranteed transfer (gtPathways). In 2002, in addition to the general education working committees, the Teacher Education Working Committee and the Engineering Working Committee met to work on statewide articulation agreements.

In 2004, the focus of the conference returned to its original purpose – to provide two- and four-year faculty an opportunity to discuss transfer issues and competency standards. Due to limited resources, participating institutions were restricted to sending select numbers of faculty to the annual conference. Each four-year institution was invited to send up to eight representatives; each community college could send up to four representatives, and local district colleges could send six representatives from specified academic disciplines. One hundred and thirty two faculty representing eight different disciplines, including Arts & Humanities, Mathematics, Social & Behavioral Sciences, Natural & Physical Sciences, Foreign Language, Teacher Education, Business and Engineering attended last year's conference.

2005 Conference

This year the conference featured a combination of the focus and topics of previous years. The purpose of this year's conference was twofold: 1) to focus on the State Guaranteed General Education Transfer program, gtPathways; and 2) to provide a context within which two and four-year faculty could discuss issues of transfer articulation and the processes and procedures of gtPathways within their respective disciplines. As was the case last year, and due to a limited amount of resources, the number of conference attendees was restricted to 135 participants. Each four-year institution was invited to send up to eight faculty representatives; each community college was encouraged to send up to four faculty representatives; and local district colleges were allowed six representatives. The following disciplines were included in this year's conference discussions: Communication, Mathematics, Arts and Humanities, Social and Behavioral Sciences, Natural and Physical Sciences and Teacher Education. Institutional vice presidents of academic affairs and/or instruction were asked to facilitate the delegate selection for their institutions; CCHE provided mileage reimbursements for faculty who traveled from at least 100 miles outside of the Denver metropolitan area.

The attendance by institution and content area for this year's conference is provided on the following page.

19th Annual Faculty-to-Faculty Conference October 14, 2005 Attendance by Institution

Two-Year Institutions

AIMS Community College	5
Arapahoe Community College	5
Colorado Mountain College	4
Community College of Aurora	3
Front Range Community College	4
Community College of Denver	4
Morgan Community College	0
Northeastern Junior College	1

Four-Year Institutions

Adams State College	3
Colorado School of Mines	2
Colorado State University	10
Colorado State University-Pueblo	5
Fort Lewis College	3
Mesa State College	4
Metro State College of Denver	11
Univ. of Colo.@ Boulder	4

Otero Junior College	2	Univ. of Colo. @ Colo. Springs	0
Pikes Peak Community College	5	Univ. of Colo. @ Denver	5
Pueblo Community College	5	University of Northern Colorado	9
Red Rocks Community College	4	Western State College	<u>2</u>
Trinidad State Junior College	<u>0</u>		58
	42		

TOTAL = 99

**19th Annual Faculty-to-Faculty Conference
October 14, 2005
Attendance by Content Area**

<u>Content Area</u>	<u>Attendees</u>
Communication	13
Mathematics	17
Arts & Humanities	18
Social & Behavioral Sciences	21
Natural & Physical Science	17
Teacher Education	<u>13</u>

Total = 99

This year's conference agenda featured a welcome provided by Commissioner Richard L. Garcia, Second Congressional District. Commissioner Garcia's conference welcome was followed by an overview of the past year's legislation, and work of the CCHE staff. Matt Gianneschi, CCHE's Chief Academic Officer, discussed the implementation of institutional performance contracts, COF, (the College Opportunity Fund), and the growth of the gtPathways curriculum. The morning plenary session included a faculty panel discussion on gtPathways processes and procedures, and concluded with a question and answer session featuring Colorado State Representatives Keith King and Mike Merrifield.

The conference's afternoon sessions were devoted to discussions between and among the various content committee groups, including Communication, Mathematics, Arts & Humanities, Social & Behavioral Sciences, Natural and Physical Sciences and Teacher Education. The content groups were asked to document attendance, respond to specific questions from the GE 25 Council and the CCHE, and to record their minutes for placement into this report and posting on the gtPathways link at the CCHE website.

Minutes from the content committees are attached to this report. These reports, including recommendations, will be shared with members of both the GE 25 Council and the Academic Council and posted at the gtPathways link at the CCHE website, <http://www.state.co.us/cche/academic/transfer/index.html>.