Mid-Atlantic Conference
On College Teaching and
Classroom Research

Hosted By
Faculty Development Committee
Salisbury State College

March 19, 1988

College Center
Salisbury State College
SESSION THREE
SHARING INNOVATION: STRATEGIC COLLEGE EXPERIMENTAL TEACHING WORKSHOPS

2:45 - 4:00 p.m.

SESSION THREE

WORKSHOPS

SHEY, A.; WIRTZ, B., Marquette University

Fundamental Dispositions of the Agreement of Certain Learning Styles

Reading: 1. Strengthening the College of Art
Teaching: Peer Reviewing the Real People in the Real World

ROLE: Joseph Watson, Valencia University

The Design of Information Management and Information Services: What and Why

Reading: R. H. Krueger, B.A., Trinity College
Teaching: Peer Coaching to Improve College Teaching

PAPERS

AMY L. K. T. Tuskes-Couch, College

Innovations and Perceived Characteristics of Teachers

Student Reactions of College Learning and Their Relationships to

EDUCATION: A New Student, James B. D'Ingeo, Trinity College

Using Peer Coaching to Improve College Teaching

PAPERS

ROGER C. Putnam, Westfield State University

Experiences in the Use of Visual Aids in the Classroom

DENNIS O. C. K. Pompe, Cornish University

Aligning Internship Programs

SESSION TWO

1:00 - 2:30 p.m.

WORKSHOPS

SESSION TWO

Eason J. Farris, Northwestern University

Teaching Sociological Theory Through Video: A Strategy for Traditional and

NON-TRADITIONAL STUDENTS

WORKSHOPS

SESSION ONE

NOON

WORKSHOPS

SESSION ONE

SHEEHAN, M. A.; KORENBERG, C., University of Pennsylvania/State University

Cooperative Learning: Active Learning Through Group Dynamics

SESSION ONE

10:30 a.m. - Noon

WORKSHOPS

SESSION ONE

MARCH 17

10:00 a.m. - 1:00 p.m.

Keynote Presentation

L. W. McMurtry, University of Pennsylvania/State University

Teaching Sociology: A Reflective Teaching/Learning Process

MARCH 19

7:30 - 9:00 p.m.- Welcome Reception, Student Center

MARCH 18

8:00 - 9:00 a.m.- Registration and Conference Breakfast

MARCH 18

8:00 - 10:00 a.m.- Sponsor Reception

9:00 - 10:00 a.m.- Keynote Presentation

8:30 - 10:30 a.m.- Welcome and Conference Overview

8:00 - 6:30 a.m.- Registration and Conference Breakfast

MARCH 19

7:30 - 9:00 p.m.- Welcome Reception, Student Center

MARCH 18
Performing Arts Techniques and Teacher Effectiveness
Clare F. Johnson—State University of New York at F.I.T.

Outcome Assessment Development from the Nursing Department and the English Department
Virginia Fitzsimons, Betsy Rodriguez-Bachiller–Kean College

RN to BSN: An Innovative Bridge
Annette Gunderman, Jean Steelman, Carol Zack–Wilkes College

PAPERS

Language and Culture in the Modern Language Methods Course
Nancy L. Bundy–Frostburg State University

Life Beyond the Grammar
Robert G. Mowry–Susquehanna University

The Tactics of Explaining
Helmut W. Nienstadt–Bluefield State College

Enhancing Intrinsic Motivation
Paul R. Lyons–Frostburg State University

Digital Visions - Aesthetic Factoring Beyond Binary Response
Vera E. Kaminski–University of Delaware

SESSION FOUR
4:15 - 5:00 p.m.

PAPERS

Changes in Methods of Literature
Marilyn L. Johnson–Cabrini College

Is Business Ethics Really a Curriculum Oxymoron?
Susan F. Virden–University of Richmond

Assessment Strategies for Programs with Internships or Practice Teaching Components
Carol Williams, Dorothy M. Rizzo–Kean College

Mentorship: A Unique Teaching Opportunity
Dene G. Klinzing–University of Delaware

Learning Quantitative Methods
R. L. Hunter–Christopher Newport College
Reservation Form

Name _____________________________________________

Title _____________________________________________

Institution ________________________________________

Address __________________________________________

Daytime Phone _____________________________

Conference Registration Fee Schedule

Non-Salisbury State College Faculty $40
Salisbury State College Faculty $10
Late Registration Fee/On-Site Registration $50

Fee Includes: Welcome Reception, Continental Breakfast and Lunch

Please Return Form By: February 22, 1988

To: Marvin Tossey, Chair
Faculty Development Committee
Salisbury State College
Salisbury, MD 21801

Arrangements have been made for a reduced rate at the following hotels/motels.

Sheraton Salisbury Inn (301) 546-4400
300 So. Salisbury Blvd., Salisbury, MD 21801
Rates: single $46; double $61

Comfor Inn (301) 543-4966
2545 US Route 13 North, Salisbury, MD 21801
Rates: single $36.95; double $43.95
Free Continental Breakfast

Days Inn (301) 749-6200
US Route 13 North, Salisbury, MD 21801
Rates: single $35.10; double $35.10

May we suggest that you consider extending your weekend in Ocean City. There are many fine hotels, restaurants and shops near the beach only 35 miles from Salisbury. Salisbury enjoys excellent air service from Washington, Baltimore and Philadelphia. Check with your travel agent for details.
If choice, flexibility and value are what you want from a 403(b)...

At Scudder, we provide full-time, active, professional management for all your 403(b) assets. Scudder, Stevens & Clark has been a professional money manager since 1919, and now manages over $170 billion in client assets.

You’re entitled to a tax break of up to $9,500 each year, no matter which 403(b) you choose. And no matter which you choose, you’ll defer taxes on your retirement plan earnings.

But you should choose a 403(b) plan that gives you the flexibility to adjust your retirement savings according to your changing needs and objectives.

In other words, you should choose Scudder.

"We believe the client’s needs should be the primary influence on plan design and management." - Michael E. Mallon, President, Scudder, Stevens & Clark.
PRACTICES IN FACULTY COMPENSATION FOR SPONSORING STUDENTS IN INTERNSHIPS, FIELD EXPERIENCES, EXPERIENTIAL EDUCATION

Most schools that have a policy for compensating faculty for supervising students who are doing internships (or any form of sponsored experiential learning) go by a normal student/teacher ratio. The amount of time that it takes to supervise students on internships is approximately the same as in normal classroom teaching. Often the ratio is presented in terms of average class size.

At many schools, faculty get credit "after the fact." For example, a professor may sponsor 12 students on internships this spring, then get released time in the fall for the equivalent of one course (in this case 12 students = average class size). This is the policy at Grinnell College and George Mason University.

At many schools, faculty are compensated on an overload basis for each student they supervise on internships. This is the practice at the University of Maryland's University College, Mary Washington College, and Flint Community College. The range is $50-250 per student for the colleges that responded to this question.

Sinclair Community College pays on a per-student basis, but not as an overload. A faculty member gets .2 credit hour for each student supervised for a quarter. Because Sinclair has 15 credit hours per quarter as the average faculty load (3 credit hours = 1 course), supervision of 15 students on internships would be the equivalent of teaching one course (15 x .2 credit hours = 3 credit hours). This credit goes right onto the faculty member's payroll form, and the faculty member is compensated accordingly during the same quarter. Faculty can therefore be paid proportionally for supervising fewer than 15 students on field experiences during a particular quarter. Madonna College has a similar policy: Faculty supervising students in the field receive .1 - .3 semester hours per student (.1 s.h. requires one visit and evaluation; .2 s.h. requires two visits and evaluation, etc.). This is the equivalent of a regular course for 10-30 students.

Professional school programs often have a smaller student/teacher ratio for supervision. When the faculty spend more time on field supervision, such as in social work or other programs involving licensure, the policies are often for a smaller number of students for the equivalent of one course.

The ratio for upper division students is roughly 12 students = equivalent of one class. For lower division students, 15 is estimated as the average number of students to supervise to equal one class equivalent.
February 3, 1984

Ms. Jane Kendall
National Society for Internships
and Experiential Learning
124 St. Marys
Raleigh, NC 27605

Dear Jane,

I enjoyed talking to you today. Enclosed you will find information regarding computation of faculty load.

Best of luck.

Sincerely,

E. I. Nolan, Director
Graduate Studies Program

EIN/dl

enc:
FACULTY TEACHING LOAD

In addition to teaching, faculty members participate in such activities as academic advising, report writing, student recruitment, committee membership, scholarship, and professional development. Although each of these responsibilities contributes to the cumulative job description of the faculty member, nevertheless the primary activity of the College is academic, teaching related. Therefore, the following guidelines were designed to compute the faculty teaching load.

The teaching load formula shall be a model that may be adjusted to fit the unique instructional needs of individual departments. The Academic Dean, being consulted, acknowledges the necessity of departmental adaptation so that equity can be served, especially within the department.

1. The normal load of a full-time faculty member is 12-15 semester hours per term; the maximum load is 16 semester hours per term; the nine-month contract, including May of Term III, is fulfilled in 27-30 semester hours.

2. Division heads are released each term from teaching responsibilities for the equivalent of 4 semester hours per Term I and II; department chairpersons and designated program directors have faculty loads adjusted according to assignment.

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<td>3-4</td>
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</tr>
<tr>
<td>(normal load: 12-15 s.h. per term;</td>
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<td></td>
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<tr>
<td>maximum load: 16 s.h. per term)</td>
<td>13</td>
<td>14</td>
<td>3</td>
<td>30</td>
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<td></td>
<td>16</td>
<td>14</td>
<td></td>
<td>30</td>
</tr>
<tr>
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<td>25-28</td>
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<td>(6-10 FTE faculty/dept.)</td>
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<tr>
<td>Department Head</td>
<td>8</td>
<td>8</td>
<td>3-4</td>
<td>19-22</td>
</tr>
<tr>
<td>(more than 10 FTE faculty/dept.)</td>
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</tr>
</tbody>
</table>

* The full load may be completed in the first two terms.

3. The positions of division head, department chairperson, and program director are acknowledged on the faculty contract for full-time employment.

4. Non-lecture modes of delivery such as Clinical Laboratory Experience, Independent Study, and Experiential Learning are calculated in the faculty load as defined on the following pages.

5. Overload is not paid during Term I and II except for unusual assignments approved by the President and the Academic Dean.

6. Student advising, though not calculated into the faculty teaching load, is recognized as an integral part of the responsibilities of full-time faculty members.
Because nontraditional methods of delivery have become increasingly important to meeting the needs of a changing student population, the faculty teaching load is computed on the basis of more than lecture-type courses. Listed below are formulae for computing faculty load for non-lecture methods of delivery:

Clinical Laboratory Experience

Clinical laboratory experience receives one semester hour for 1.5 clock hours per week of contact with students.

Competency-based Modules (Nursing Education)

Supervision of self-paced modules in theme courses N310 and N410 is calculated at .1 semester hour per student per semester.

Cooperative Education and Field Experience/Practicum

Faculty who supervise students involved in cooperative education, field experience, or practicum situations outside the normal college classroom receive .1-.3 semester hours per student. (.1 s.h. requires one visit and evaluation; .2 s.h. requires two visits and evaluation, etc.) Note: Supervision differs from departmental approval by involving such activities as off-campus visitation, development of learning objectives, and evaluation.

Directed Teaching/Laboratory Experience

The following formulae are used to calculate faculty loads for members of the Education Department and for faculty members for the major field involved in directed teaching or laboratory experience:

Coordinator of Directed Teaching (Education Department)

The coordinator receives .4 semester hour per student teacher (based upon a minimum of 4 visits per student, per semester, and one evaluation session).

Coordinating Activities - .1 s.h. per student teacher

Coordinator of Field-Based Experience (Education Department)

The coordinator receives .1 semester hour per student (based upon a minimum of one visit per student per semester and an evaluation).

Coordinating Activities - .05 s.h. per placement

Secondary Methods, Laboratory, and Directed Teaching (Major Field)

The instructor of the methods class (8 weeks x 2 clock hours per week equals 16 clock hours) receives 1 semester hour.

The supervisor of methods students in laboratory placements (1 visit per student per semester) receives .1 semester hour per student.

The supervisor of student teachers in EDL 471-479: Directed Teaching (1 visit per student per semester) receives .1 semester hour per student.

11-18-80
Experiential Learning/Portfolio Evaluation

Portfolio evaluation for experiential learning is calculated as .1 – .2 semester hour per student.

Field Experience/Practicum (See Cooperative Education)

Independent Study

For a faculty member to receive credit within his/her load, the approval of the Academic Dean must be granted prior to the student's registration for independent study. Credit of .33 semester hour per student is attached to the faculty load.

Individual Instruction (Art and Music)

Based on the weekly contact hours provided to students referred for departmental instruction in Art and Music, the following formulae are used:

Art studio courses: .25 semester hour per student per semester
Applied Music courses: .33 semester hour per student per semester

Laboratories (Science)

The laboratory instructor receives one semester hour for each 1.5 clock hours per week of contact with students.

A. Each lecture hour (15 contact hours per term) = 1.0 semester hour

\[ \frac{1 \text{ lab hr}}{1.5} = .66 \text{ s.h.}; \quad \frac{2 \text{ lab hrs}}{1.5} = 1.33 \text{ s.h.}; \quad \frac{3 \text{ lab hrs}}{1.5} = 2 \text{ s.h.} \]

\[ \frac{4 \text{ lab hrs}}{1.5} = 2.66 \text{ s.h.}; \quad \frac{5 \text{ lab hrs}}{1.5} = 3.33 \text{ s.h.}; \quad \frac{6 \text{ lab hrs}}{1.5} = 4.0 \text{ s.h.} \]

\[ \frac{12 \text{ lab hrs}}{1.5} = 8 \text{ s.h.} \]

Team Teaching

Credit assignment for the lecture portion of the team-taught courses is prorated among members of the faculty team. In the interdisciplinary courses HUM 105 and HUM 305, each team member receives full credit, contingent upon capacity enrollment.
OFFICE OF THE DEAN - DIVISION OF 
EXTENDED LEARNING & HUMAN SERVICES

TO: Sami Rashid

FROM: BONNIE JOHNSON  DATE 2-6-89
Sinclair Community College

IN-CLASS INSTRUCTION
(For 3 cr., $600 Fee)

<table>
<thead>
<tr>
<th>Activity</th>
<th>HRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare Syllabus</td>
<td>1</td>
</tr>
<tr>
<td>Instruction (In-class for 3 cr. hr. class= 33 hrs.)</td>
<td>33</td>
</tr>
<tr>
<td>Preparation for class (assuming course instructed before = 20 min. for each hour of lecture or 20 x 30 = 11 hrs.)</td>
<td>11</td>
</tr>
<tr>
<td>Grade mid-term exam (15 min. per exam for each of 30 students = 7 1/2)</td>
<td>7 1/2</td>
</tr>
<tr>
<td>Preparation of mid-term and final exam</td>
<td>2</td>
</tr>
<tr>
<td>Grade final exam and post grades (20 min. per exam for each of 25 students = 8 1/4)</td>
<td>8 1/4</td>
</tr>
</tbody>
</table>

62 3/4

INTERNISHIP SUPERVISION
(For 3 cr., $600 Fee)

<table>
<thead>
<tr>
<th>Activity</th>
<th>HRS.</th>
</tr>
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<tbody>
<tr>
<td>Individual session with each of 15 students to set learning objectives</td>
<td>7 1/2</td>
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<tr>
<td>(50 min. each)</td>
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</tr>
<tr>
<td>Visitation with student in field - 15 students allowing 2 hrs. each (travel and visitation)</td>
<td>30</td>
</tr>
<tr>
<td>Grading and evaluation of report and learning outcomes - 45 min. for each report for 15 students</td>
<td>11 1/4</td>
</tr>
<tr>
<td>Miscellaneous contact with student/employer by phone - assuming 20 min. per 15 students</td>
<td>5</td>
</tr>
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53 3/4
Article XXIII**

WORKLOAD AND WORKLOAD EQUIVALENTS

1. For all ACADEMIC FACULTY MEMBERS, the full work load for the academic year shall not exceed twenty-four (24) academic credit hours (with twelve (12) academic credit hours as standard for a term). In no event shall more than fifteen (15) academic credit hours be assigned in any one (1) academic term unless overload as provided for in this Agreement is paid. Laboratory, studio, clinics, field and activity courses shall be equated on the basis of three (3) contact hours being equal to two (2) academic credit hours for that period of time which is actually spent in such work. Where such types of courses also include lecture hours, each hour of scheduled lecture is to be considered an academic credit hour.

5. A college supervisor of student interns or cooperative education students shall supervise a maximum of seventy-two (72) students during a year. When an ACADEMIC FACULTY MEMBER carries a mixed load of teaching and supervision of student interns/cooperative education students the ACADEMIC FACULTY MEMBER’S workload shall be calculated on the basis of each student intern/cooperative education student being equivalent to one-third (1/3) of an academic credit hour. However, no credit hour equivalency or workload equivalency shall be granted unless the internship program/cooperative education program has been approved by the Curriculum Committee and the President.

**These articles on faculty workload are from the faculty labor contract of the state college of Pennsylvania.
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