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ABSTRACT

This handbook is comprised of checklists, articles, questions, readings, lesson samples, directions, and surveys results to help faculty think about their teaching and other professional duties. It was designed to serve as a resource manual for faculty at J. Sargeant Reynolds Community College (JSRCC) on the major facets of their work. In addition to providing material on instructional delivery and design, the handbook reviews available college and community services, and summarizes relevant personnel, student, and academic policies. Section 1 of this three-part handbook focuses on teaching, and includes the following: a teaching style checklist; tips for excellence in teaching; notes from a celebration of teaching forum; information on designing course prerequisites, setting office hours, selecting textbooks, and developing learning activities; a list of learning resources; suggestions for student evaluation, midterm assessment, attendance and make-up work, scheduling class events, identifying behavioral objectives, and creating outlines and syllabi; and information on managing course records and avoiding copyright violation in materials copying. Section 2 focuses on faculty professional growth and development, and includes the following: suggestions for using faculty professional development time at little or no cost; spring 1991 faculty survey results; a list of selected resources; a review of college and community services; and a summary of faculty insurance coverage and benefits. The final section provides three policy appendixes addressing policies of the Virginia Community College System and JSRCC relating to faculty, students, and educational programs respectively. (PAA)

J. SARGEANT REYNOLDS COMMUNITY COLLEGE

FACULTY HANDBOOK

A Resource Guide for Experienced Faculty

1991-1992

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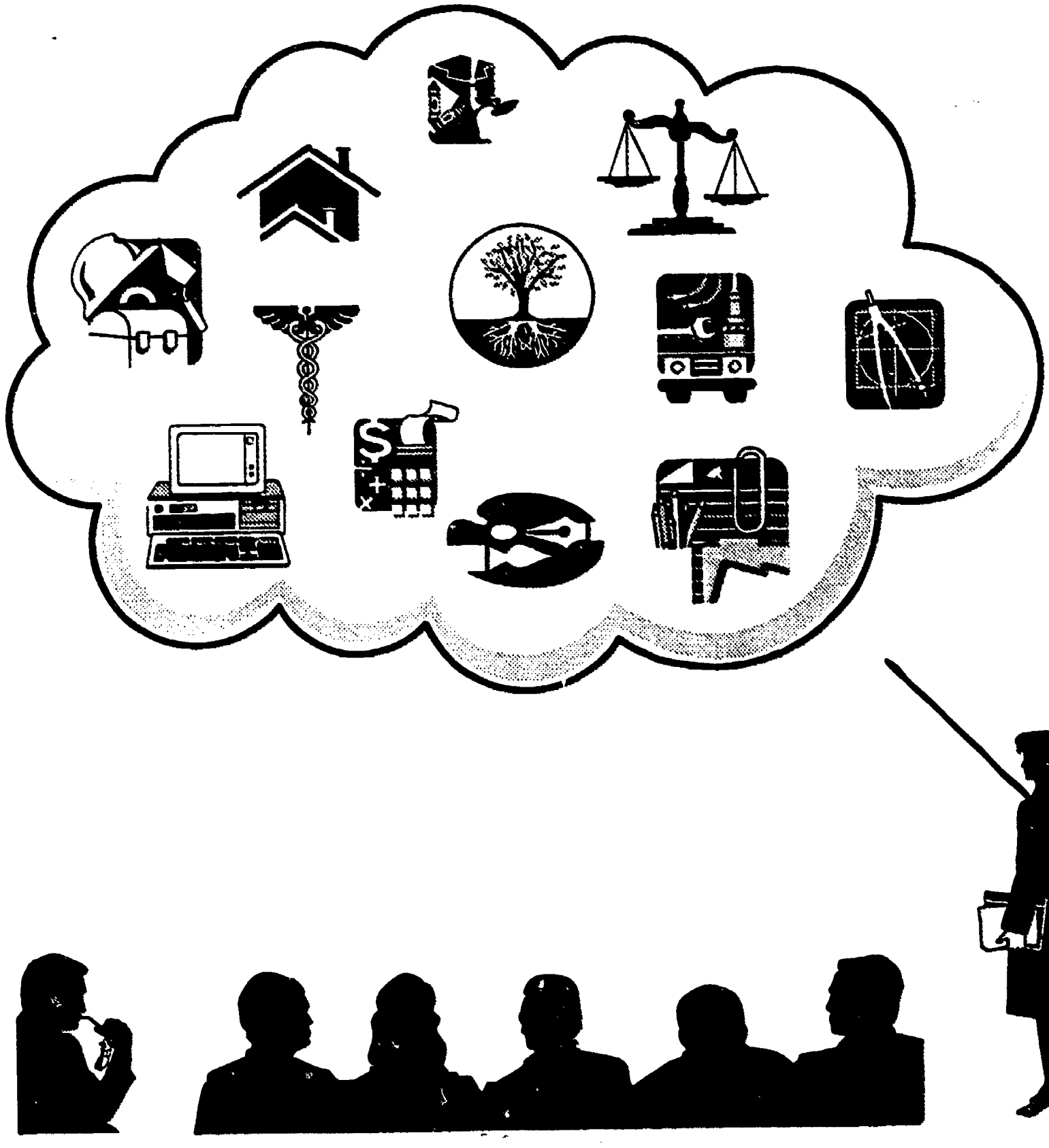


. . . A Part of Our Lives

J. Sargeant Reynolds Community College is blessed to have faculty with the extraordinary abilities and profound commitments to teaching and to achieving success of our students. Our mission affirms that the College shall meet the educational needs of the community. That mission can only be attained, however, to the extent that our teaching faculty accept the challenges of teaching and inspiring and promoting learning among students of great diversity and purpose.

The Faculty Handbook has been a document that contained systemwide and college policy but which did not address teaching. The Faculty Handbook presented here is in dramatic contrast to those earlier versions and reflects the enthusiasm of JSRCC toward teaching and learning.

One individual is primarily responsible for creating this new document--this testimonial of faculty to teaching. Dr. Eric Hibbison gives a higher meaning to the words of professional, prolific, and pensive. He sincerely believes that the best route to faculty professional renewal and growth is through each other.

As the document ages and matures and as we refine the contents through the comments and contributions of all our teaching faculty, we will have a document unique to Virginia and, perhaps, to most states. We will have a faculty handbook that truly centers the purpose of the institution on teaching and learning.

E. Timothy Lightfield
Dean of the College
July 1, 1991

PREFACE

This informal manual on teaching and faculty issues is not a policy manual. Policies are summarized and discussed here, but the official wording of policy resides in the VCCS Policy Manual and in the J. Sargeant Reynolds Community College Policies and Procedures Manual. Our College Catalog and 1990-1992 Student Handbook echo the system and college manuals and apply state policy to the college. Look to those documents for rules and regulations.

The purpose of this handbook is to serve as a resource for faculty in the major facets of their work. That is why the largest section is devoted to teaching and the bulk of the handbook to practices and resources related to our career tasks. These descriptions are not policies; instead, they are acknowledgements of the diversity of valid, effective teaching styles our college enjoys--and possibly considerations for refining our own teaching methods.

In short, this is basically a self-improvement manual. Information and issues in this manual are offered as means of developing, growing, refining our expertise as professionals. As much as possible, this handbook is interactive: You will find questions, checklists, directions, and surveys to help you think about your teaching and other professional duties. Prompts are often included with information to help you turn data into action, if you wish to do so. In addition, you will find issues raised that may get you thinking or confirm your own established stands.

The organization of the handbook parallels the faculty evaluation categories (Form #4D for self), with the subheadings for "Teaching: Instructional Delivery and Design" coming from the headings of the course syllabus format used across the college. Within this familiar framework, information about current practices of faculty, services available to faculty, and issues of interest to faculty are placed. The current practices will summarize, in part, who we are as a faculty; the services and issues may help each of us map who we wish to be in relation to an increasingly diverse student population.

The several sections of this re-designed faculty handbook, but especially the first five, demonstrate certain assumptions about us as faculty.

1. We are all a part of each other's professional lives; we have been for years and will continue to be for several more years.

2. We can significantly influence the quality of our students' learning.

3. We can retain and enfranchise those students who need us the most.

4. We are interested in each other's diverse methods of teaching and other professional work.

5. We can use information to enhance our students' learning and our own professional growth.

Most of the major headings of this handbook--teaching, advising, professional growth and development, college service, and community service--derive from our annual self-evaluations because those yearly statements record who we have been and who we wish to become as professional teachers as we grow and make further achievements in our fields. The first and most important chapter, "Teaching," is subdivided according to another familiar scheme. After some theoretical and practical articles on "instructional delivery," the "instructional design" section uses most of the headings from our standard syllabus to offer varying perspectives on many aspects of our courses.

Much more can be done for this handbook than could be gathered in a few months. The sections that conclude this booklet concern who we and our students were last year and who we have to be as the millenium closes. These sections also contain generic information on policies and procedures we confront often--faculty evaluation, the College's various forms of compensation, the College's objectives and planning cycles, highlights of system and college policies and lists of forms that we use outside of the classroom, and bibliographies of state, college, and professional publications for checking exact policy wording, sources of policies, or for finding more on teaching methods relevant to our College and our fields.

How To Use This Handbook

As a reference source: This handbook can access teaching ideas, issues, and policy matters through its detailed table of contents or its index. Pages are numbered in one sequence for ease of reference.

As a professional manual: This interactive handbook contains much food for thought. Whole chapters could be scanned or read as they are to provoke individual reflection on teaching and professionalism.

As a professional development tool: The readings in this handbook can serve to provoke individual, peer, discipline, or even divisional reflection and plans for increasing our excellence as a faculty.

Features of This Handbook

Checklists of ideas, teaching or advising techniques, or College resources invite you assess those you currently use and to select a few you would like to try out.

Articles about a variety of subjects provide food for thought or simply provide information faculty can use. For instance, no other source currently tells faculty how to interpret the REG600 list of advisees or the "Curriculum Progress Report" (CPR). Part of the "Advising" chapter explains not just what information is on these documents but also suggests some actions to take as you interpret the information you have about your advisees.

Questions end nearly every section of this handbook, inviting you to use the information or ideas in that section for your own professional growth in and out of the classroom.

Readings from various sources are sprinkled through this handbook. A few authors whose work was solicited for publication in this handbook (the articles on mentoring students or faculty) and others allowed reprinting (such as the articles on grading and on levels of quality for mind maps). Public domain reprints on copyright and selected topical bibliographies and digests from ERIC, plus information on access to ERIC materials, show up in the chapters on "Teaching" and "Professional Development."

Samples of lessons from colleagues show a variety of teaching methods, from Wayne Knight's chart on Lincoln's "Emancipation Proclamation," Nancy O'Donnell's four-page sample from a unit on pediatric nursing, Bev Aronowitz's ideas on composing with videotape and demonstrating discussion methods, to Hugh Rooney's compendium of teaching methods and Dave Barrish's "Course Progress Report" for program assessment (and to point out to students that education is a mutual effort of teachers and students).

Survey results from surveys of faculty, program heads, and division chairs, conducted in Spring, 1991, provide in-house perspectives and lists of suggestions for handling various parts of our work as educators.

Alternative policies in the appendixes amplify VCCS policies (on promotion, for instance) and amplify or contrast with College policies (on towing, for instance). These are boxed to separate them from the summaries of policies and practices at JSRCC.

Some of the information and issues will seem self-evident; not much will be totally new to each of us. Nevertheless, each faculty member who turns the pages of this handbook should find ideas of interest, issues worth reconsidering, practices worth

trying out in a lesson, a unit, a course, or an advising session. The emphasis throughout on positive actions to take, worthwhile practices to consider and try out, useful information to enhance our interaction with advisees and students--this positive emphasis encourages everyone to grow, share ideas, revise lessons, units, courses, classroom or office practices to increase the fulfillment we derive from teaching. Of course, this is an idealistic goal; but if we didn't believe in human perfectibility we probably wouldn't be teachers.

Unlike a policy manual, which exists to enhance uniformity, this handbook should increase our tolerance for diversity and help us to see or reconsider options. If it prompts open discussion, even when the discussants disagree, then it has served some purpose of value. If it helps us refine our teaching and our approach to advisees, other students, and each other, that is a purpose of high value well served. If it enhances the collegiality we espouse and helps us stay centered on teaching as the main concern of our "job," then it will help to quench the thirst for professional revitalization that we feel. Since we are a part of each other's professional lives, we can be each other's best resources for professional renewal and growth.

As the faculty handbook evolves over the next few years, the issues covered will change, the services described will modernize and alter with personnel and budgets, and the practices described may vary more or vary less at our professional, individual discretion.

If you find this booklet provoking, useful, collegial, you should make it more your own by suggesting topics, asking questions, offering to write about or research issues and practices at other colleges. (See the FEEDBACK PAGE after the index.) This handbook should be by us and for us, perhaps our most truly collegial document.

For the current issue, I put in all the boo-boos, inaccuracies, maybe even misspellings, spending time on including more "good stuff," as much on professional development and fringes as possible, instead of spending time toward the end proofreading. Much of this handbook is second-draft material, revised only by me. Try to be gracious about gaffs, so you can enjoy the substance. Drop notes, corrections, ideas to me to make the next edition better.

Thanks is due to many people who read initial drafts of the prospectus for this "new and improved" faculty handbook and contributed ideas. Special gratitude is due to Bev Aronowitz, Barbara Stewart, Sally Etkin, Larry Roderer, Gwen Turbeville, Ben Herndon, Art Dixon, and the division chairs, program heads, and faculty who filled out surveys in Spring, 1991, to provide some of the data for the handbook. Thanks to all those who

provided information or articles and to those who read parts of the handbook in draft form. Special thanks, also, to Jim Beck, Joanna Hanks, and Linda Searles for the production work on this booklet and to the indispensible Betty Temple for the graphic design.

Of course, the greatest gratitude is due to Tim Lightfield, Dean of the College, for the wisdom to see that mature faculty can foster their own professionalism with a resource document that centers the purpose of the College on excellence in teaching and learning.

Eric Hibbison, 1991-1992 Editor

BRIEF CONTENTS

CONTENTS

APPENDIX 3: Annotated Listing of VCCS and College Policies Relevant to Educational Programs

Curricular requirements (Table 5-1), auditing, withdrawal, repeating a course, waivers, and instructional time policies are summarized here.

TEACHING

TEACHING

The last question on this year's faculty survey was this one: "What convinced you to become a teacher--and why teach at a community college?"

How would you answer that question now?

The answers received on the survey varied from the practical to the inspirational. See if any of these answers are close to yours.

"I had a baby . . . , and I needed a job. JSR offered and I jumped."

"Breaks of the game; but I found a home. I hate the publish or perish idea."

"I have always wanted to teach. I didn't want the publishing pressure of a large 4-year college or the discipline [keeping] of high school . . . [when] I first taught."

"I was better at explaining and more patient than many of the teachers I had had, and I enjoy helping others to grasp something."

"I've never <u>not</u> been a teacher (I was a pedantic little kid). I tutored friends in high school, some much brighter but less focused than I was. I tutored foreign M.D.'s in English when I worked in a hospital as a secretary; I tutored a colleague in French when I worked in an ad agency. Teaching was probably the way I knew to make contact.

"I've attended school almost all my life, but I <u>hate</u> the traditional classroom. The community college offered new options for teaching and learning."

"My commitment to learning and excitement in pursuing that commitment [convinced me]. . . . I view education as a continuous part of the 'examined life.' My commitment to my field . . . makes me fully human. My commitment to my students [is rewarding] because [by] teaching, I learn."

There's lots of fun in this section--and lots of commitment. I hope it fires your enduring commitment to teaching; it did for me as I compiled it.

EH

INSTRUCTIONAL DELIVERY

In this section you will find mushrooms and overlapping circles, an invitation to assemble your personal credo for excellence in teaching, and some celebrations of teaching.

Mushrooms in the Dark
Some Implications of Learning Theory for College Teachers

What's Your Teaching Style?

Directions: Listed below are several "instructional delivery" options for getting students to learn. The challenge is for you to think of concepts that you teach which might be well presented by the methods listed. To earn a maximum score, all you need to do is to list a concept next to each method; the concepts don't have to come from the same course AND you don't actually need to have used the method for the concept you list.

Methods	Concepts from Your Courses
1. lecturing	
2. listening to students	
3. asking students to explain their reasoning	
4. drills, formulas, calculations: [exercises] to find answers	
5. asking students to think for themselves	
6. asking students to reproduce what others have done	
7. students work in small groups [student-centered, collaborative learning]	
8. students work alone [text-centered or teacher-centered learning]	
9. lots of writing: journal entries on feelings about the course, re-explanations of concepts in their own words, critique of texts and tests	

10. minimal writing: answers to text exercises, letters of answer choices, single words, numbers

11. read (and report) on lives of major figures in the field

12. read from text about the major concepts in the field

13. note terms and their definitions

14. explore connections with other fields

15. complete independent projects that link course concepts with applications

16. rely on text work and extra practice to master concepts

17. untimed tests; understanding matters more than speed

18. set test time limits to require knowledge and speed

19. hands-on involvement or trial runs by students

20. using color, sound, taste, motion, smell, texture to enhance concept presentation

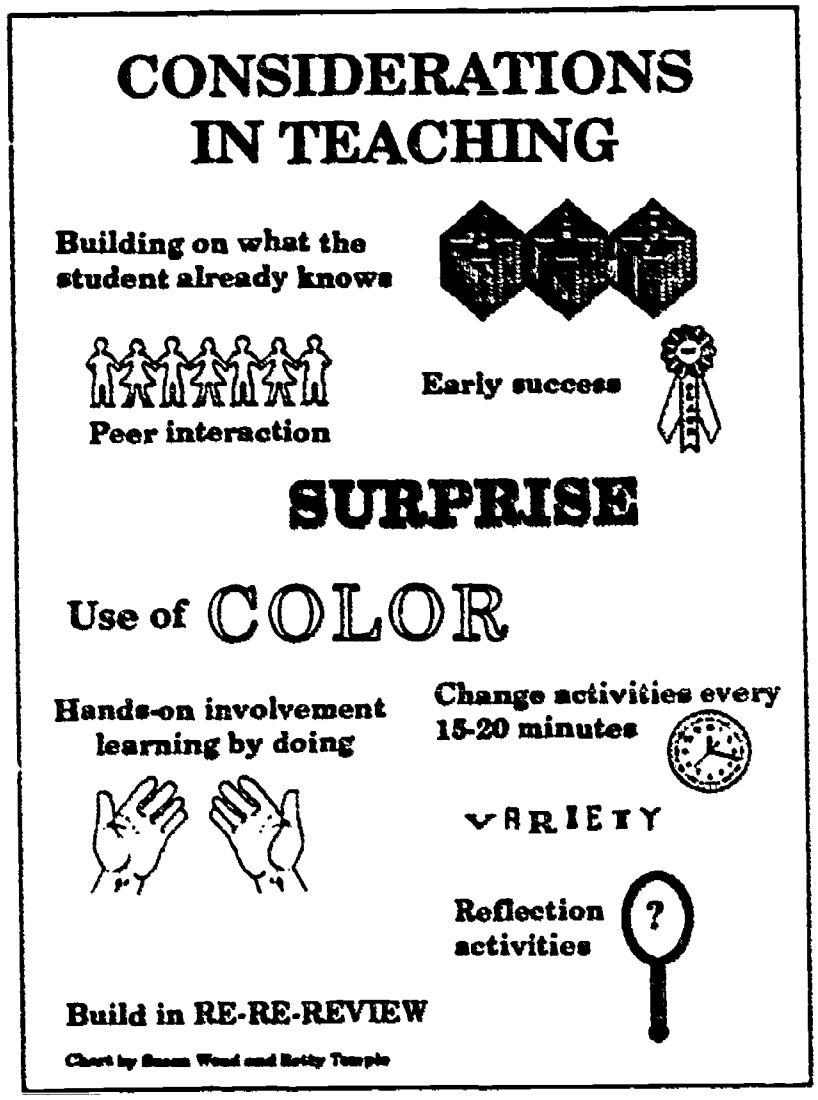
Of course, there are many other methods than these for teaching, but if you listed some concept that you teach for each of the 20 items, above, CONGRATULATIONS! You are a very flexible teacher. (You can design your own grading scale, if you wish, for "exceptionally flexible," "moderately flexible," or other categories.)

Why consider flexibility in teaching style? You can probably answer that for yourself in terms of the diverse student population at our college, but there are theoretical as well as practical reasons. On the practical side, a recent article by Glenda Chui syndicated in the Richmond Times-Dispatch, raves about methods of teaching math, such as putting practical,

workaday problems to students, using lots of writing for students to reflect on math processes and their own understanding, including student reports on major mathematicians, and other features. The thrust of the article is that students overcome "math anxiety" and persist at the tasks set by the course instructors. Math classes in Queens, New York, and San Jose, California, are cited to show the value of aiming at students' attitudes as a means of assisting their mastery of content.

At JSRCC, the image of our students as multi-dimensional people often leads to similar flexibility in teaching style. The sciences have traditionally had labs to foster a hands-on understanding of course concepts, and our applied science courses obviously use a variety of methods to train skilled students.

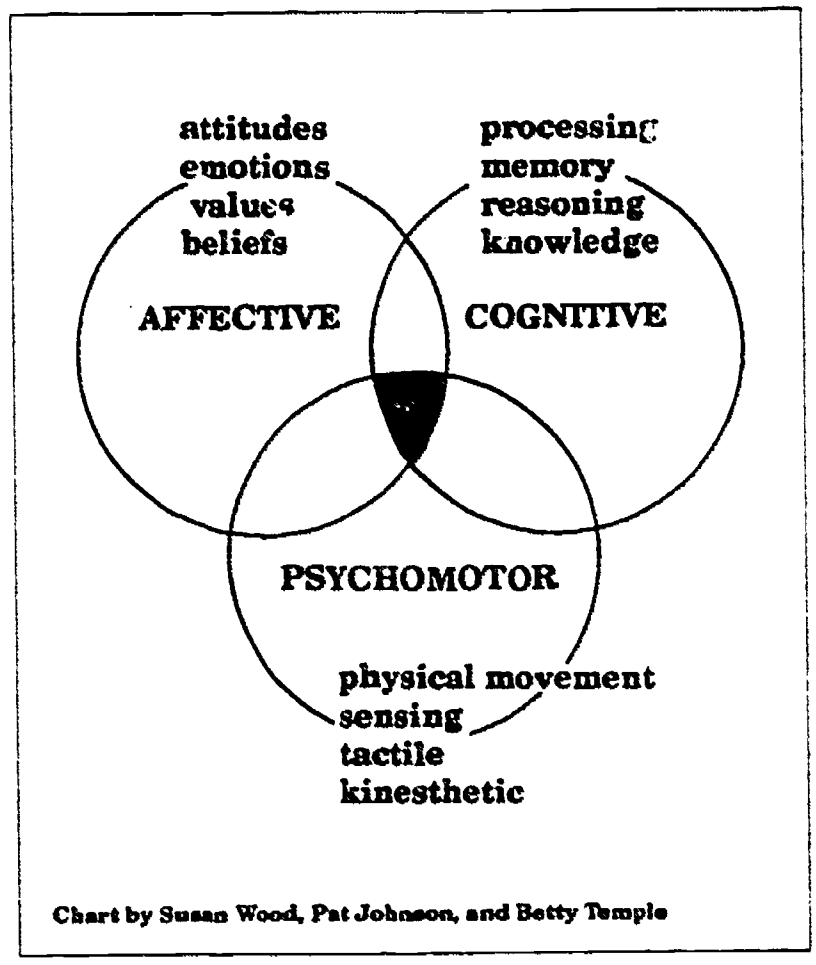
One project that reaches across disciplines here at the College has led its participants to increase their flexibility in designing methods to get students actively involved in learning. The BASE group, working after initial training by Dr. Mary Stuart Woodburn of Longwood College, developed their own agenda of methods for increasing the interest level and staying time of developmental and then credit-level students, often nontraditional students. This agenda is shown on the accompanying list, "Considerations in Teaching."



Instructional Delivery

One of Dr. Woodburn's major contributions to the BASE faculty was to get us thinking about ways to involve students more in the work of these courses. At the time, we called it "attending to students' affective needs" and "involving other domains than just the cognitive domain," and such phrases. But the full force of the learning model shown below does not echo these abstractions. Looking back on it and considering all of the suggestions for teaching methods given above, we and others in this nationwide and curriculum wide revolution may have been stumbling onto a very forceful model for planning course delivery. Do physicists, anthropologists, electricians, nurses, secretaries, even teachers or any other practitioners learn their trade entirely by one method and only by responding to knowledge intellectually? Of course not. Practicing scientists, technicians, and office workers work. They think, they move their hands, and they have an attitude (for good or ill).

In the chart below, the areas of overlap are presumed to show where learning occurs--and the center signifies the most intense and memorable learning.



If, for example, English teachers in a semi-darkened room ask students to reach up and, sight unseen, remove something from a bowl and describe it--as three did as part of an AIDP grant in

the early '80s [*the bowl contained mushrooms bought for this opportunity*]--they are involving students not just in an act of trust but also in an intense learning experience involving tactile surprise, the shock of recognition, and then the analysis of a long, close look at a relatively familiar object. In short, they are providing students with an experience that involves affective, cognitive, and psychomotor activity and data.

Chui's article and some BASE results indicate that eclectic, flexible, integrated methods may foster more positive, less stereotypical attitudes toward a subject and perhaps increase learning, time on task, staying time in the course, and possibly pass rates in the course.

Psychologist Robert Zajonc (pronounced ZIGH-ons) suggested that emotional responses to concepts may almost <u>always</u> precede cognitive or intellectual responses. That may be especially true for our nontraditional, community college students.

In truth, the diversity of our student populations and the variety of courses we teach require us to vary our methods, but problems arise when logistical difficulties cause us to go against our pedagogical preferences in selecting appropriate teaching methods. The next section asks you to match your preferences, your teaching style, against the constraints of finite resources. The results won't be as easy to "grade" as those of the survey that opened this article, but their implications may be more profound.

<u>What's Your Teaching Situation?</u>

<u>Directions:</u> The following questions suggest some of the trade-offs we face. The answers, of course, require individual reflection, supplemented by discussion with trusted colleagues. Try applying these questions to the delivery of one of your current courses--or that unit or course that never quite seems satisfying no matter how you handle it.

1. To what extent does class size force me into one set of methods, in general, over those I consider best suited to my pedagogical objective for a unit or course?

2. To what extent do the relatively untrained writing, reading, speaking, listening, or thinking skills of many of my students cause me to select less interactive methods; or do I use interactive methods to help my students develop their potential--or is this a false choice for particular units or concepts in my course?

3. To what extent do tradition or the course textbook constrain my method, or have I selected teaching methods based on my own judgment as a practitioner in my field?

4. To what extent do an inadequate budget or "red tape" constrain my choices of teaching methods, or am I using the methods I would pick even with a much larger budget or easier logistics?

5. To what extent does understaffing force me into using methods I'd prefer not to use, or am I using the methods for this unit or course regardless of the number of colleagues or support staff?

6. To what extent do I need technology, inter-agency cooperation, an unusual course configuration, or some other extraordinary means to get my students to the level of excellence demanded by their field, or can I aim for adequacy or partial training and depend on on-the-job training to foster my students' excellence?

Those of us who answer "too much" to these questions or similar questions need to sort out how much we can control and how much depends on outside resources. Changes that we see as necessary in the factors we can control simply require our willingness. Psychologists acknowledge that a certain threshold of "cognitive dissonance" has to be reached before people will make an effort to change even factors they can control. In other words, if it doesn't look broken, we won't try to fix it--although we might try some preventive maintenance.

As the BASE group has demonstrated, at least to its participants, there is considerable power for good in binding with colleagues to foster our own growth as teachers. Adding an impetus to change, such as a model for learning derived from cognitive psychology, amplifies that power and directs it into the classroom.

Many of the ideas in the first five chapters of this handbook focus on choices we can make for enhancing our pedagogy. Much of the information in the later chapters centers on interactions with agents outside of our classrooms to enhance our pedagogy indirectly or to enhance our professional lives. Collegial and individual choices confront us in each section. You don't have to hand your students mushrooms in the dark to consider yourself a flexible teacher; we all have our own ways of illuminating the darkness. Let's share them with each other.

Some Tips for Excellence in Teaching

The following bits of advice have been adapted from a few sources: (1) an Innovation Abstracts article by Gregory Jewell of Madisonville Community College in Madisonville, Kentucky, which was circulated at JSRCC several months ago and printed in the College's Adjunct Faculty Handbook, (2) a course handout from Dan Vogler of Virginia Tech, (3) "Teaching Tips for Teachers by Teachers" (from the 1987-1988 Instructional Guide Manual of Florida Community College at Jacksonville), and (4) experience and discussion with colleagues.

Directions: Assemble for yourself a "credo for excellence" based on some of the 43 tips below; feel free to supply your own tips.

Or, since these are all general ideas, pick up to 5 of these tips (ones you are not already using, of course) that you might feasibly adapt to at least one of your courses.

>>>>>To foster "prompt and regular classroom attendance"

1. Get or make an official class roll for the first day of the course.

2. Get to know students by name, especially the quiet ones; perhaps take note of where each sits or get their names as they respond to your direct question for the first few classes, then address them by name.

3. Get to know students by gathering information on the first day, perhaps during an ice-breaking routine in which students introduce themselves or each other to you or to the entire class, or by having students write contact data, course goals, prior experience, etc. on a card or sheet. "A great teacher teaches by getting to know his [or her] students" --Barbara Morgan, NASA Teacher in Space Designee, 1987.

4. Emphasize prompt and regular attendance by calling or otherwise conferring with absentees, by giving points for attendance, by giving pop quizzes or test hints at the start of class.

5. Use all of the class time, including being prompt yourself for beginning and ending the class, for returning your response/grade to all assigned work.

6. Introduce yourself, your (professional) interests, your reasons for liking this course.

7. Show interest in each student, including encouraging themto meet with themselves or with you for discussion, food, etc.

8. Explain the importance of selected course work with real life examples.

9. Find a way to cause some success for each student early in the course (pretest, retest, praise genuine success), and if your course enjoys a high pass rate let students know.

>>>>>**To help absentees and other struggling students:**

10. Videotape test review, guest speaker, or other crucial classes and notify absentees after the fact that the video is available.

11. Cause students to select study partners who will supply extra class handouts, class notes, and homework assignments. Keep a record of (post?) the roster of study partners, and adjust the list for dropouts.

12. Summarize or cause students to summarize the previous class before beginning today's class.

13. Use a point schedule for grading, allowing make-up and revision to add to students' point totals.

14. Create a "paper trail" of course activities by using handouts.

15. Let students know what help is available, such as tutoring, supplemental reading, alternative assignments, extra-credit, counseling, and even referrals to community agencies.

>>>>>**To spark interest:**

16. Initiate student notes with a starter outline handed out or written on board or transparency, getting students to fill details under each heading as class progresses.

17. Vary pace by varying teaching method, including times of silent reflection.

18. Use an "agenda" for each class with quick items first.

19. Value student ideas by paraphrase, praise, and response; by asking groups to discuss and report to the class in informal and single-class tasks or longer projects.

20. Keep students thinking by suggesting incorrect or off-beat ideas, asserting correct or centrist ideas as needed.

21. Watch students' body language and tone to see if they are thinking, confused, on task--participating.

22. Enhance course content with media, case studies, realia and even classroom displays.

23. To extend beyond the classroom, use media, people from the community, visits to the community,

>>>>>**To get students responding to course content and colleagues:**

24. Ask thought-provoking, open-ended questions, letting each student respond (write down answers and get three or four to read theirs), reacting positively to answers as thoughtful, perhaps asking for discussion instead of disagreeing with a response yourself.

25. Review by question, aloud with class, to lead to open-ended questions.

26. Ask frequent respondents to hold their answers to let others have a turn (or get all to write a brief answer and collect these to find out what the quiet ones are thinking).

27. Increase student "buy in" with field trips, group input about tests or assignments, conferences with students who are floundering, insecure, too quiet, disruptive.

28. To supplement the course text, have students write a journal of responses to readings they select (ask Barbara Glenn how she uses a "dialogic journal" in her English 112 class to amplify the course text readings and foster student interaction).

29. List further reading (with annotations to generate interest) in your course syllabus or other handout.

30. Provide sample test questions in advance, especially those that require higher order thinking, and have students write test questions.

31. Design ways for students to apply course concepts to themselves individually, including independent (or contract) study, games and simulations, brief written reflections.

Instructional Delivery

32. Partner with a counselor to help students work through the hidden agendas of classroom conflict, whether motivated by race, gender, transfer intent, family problems, or other self-image and behavioral issues.

>>>>>To value students' individuality and ideas:

33. Give individual attention outside of class by office hours, mandatory conferences, incidental conferences as you pass and call a student by name in the hall, individualized notes on their work; point out <u>good</u> work done by the student.

34. Sponsor/attend faculty-student gatherings, especially early in the term; get students without a major to discuss careers with you or a counselor; talk with students' other teachers to help students learn.

35. Ask students to help determine what methods or time frames will be used to meet certain objectives.

36. Have students make written notes about questions before discussion.

>>>>>To show commitment as a role model:

37. For students, maintain reasonable standards with fair grades and help students keep their goals for course and college in mind.

38. Document photocopied handouts with a standard bibliographic notation or credit line.

39. For colleagues, participate in mentoring for adjunct; keep current in your field and in teaching practices and share methods, ideas, concerns with colleagues.

40. Network with peers, exchanging lesson plans, syllabi, class visits, critiques of each other's videotaped classes or student conferences.

41. Learn with your students. "A great teacher teaches by learning" --Barbara Morgan, NASA Teacher in Space Designee, 1987.

42. When doing work on the board or overhead, team with a student.

Teaching

43. Minimize rote memorization by using computer software, approved cheat sheets, or other collections of memory work; focus classroom discussion and other activities on applications and inferences or extrapolations from the data supplied in text or supplemental sources.

"Extra-Credit": Write your own teaching tips below and send them on to Eric Hibbison, H&SS, PRC, for a revision of this list in a later edition of this Faculty Handbook or other distribution.

Notes on Practical Topics from Meeting of the Celebration of Teaching Forum February 22, 1991

"Is This Really Yours"--Cheating and Plagiarism

Generally, cheating is an aberration, not a large-scale problem at the College. Members mentioned troublesome isolated incidents often involving single tests in a course. Plagiarism seems to be treated as a less deliberate act; it seems students don't necessarily know what plagiarism is or they are unable to paraphrase. Often students provide documentation, but copy significant chunks of source text. Although technically plagiarism, such behavior often leads to revising to paraphrase, perhaps after some discussion with the course instructor.

In some cases, plagiarism is incidental to an assignment; in other cases, collaboration is encouraged, even required, and students must borrow from each other.

A list of problems, solutions, and trade-offs for handling cheating follows:

To provide alternate forms of tests or quizzes for crowded students and for late or make-up tests, computerized test-generating packages like Diploma can select questions and vary answer keys. Even wordprocessing software like WordPerfect can be used to scramble answers with a "block and move" command. Giving short-answer questions for students to write makes variation even easier.

One teacher tells her students to "predict the questions for the first test" and write them with answers on a "cribsheet" that she hands out to the students. Of course, this is really a study method, since students wind up analyzing the course data to predict questions and to write probable answers.

In computerized courses, students who abuse the "diskcopy" command might be given varied problems. Third-party work from a previous term might be discouraged by giving minimal weight on assignments susceptible to cheating. (The potential for abuse might be a concern for teachers of computer, word processing, and composition courses; perhaps they might confer to share ways of minimizing third-party work and other abuses.)

Cheating may be regarded as an admission by students that they can't do the work. But it is often treated as refusal to do the work and a manifestation of a character flaw in the student. In one program, where high ethical standards are specifically

part of the program requirements for graduation, students may be kicked out of the program if caught cheating.

Unfortunately, those who reported pursuing due process with students caught cheating did not feel as if they received support from administrators to back them against the guilty students.

Computer answer sheets present several problems. Sometimes students who receive their computer answer sheets back will erase the answer they marked and remark another, making it look as if the scanner treated the erasure as a double answer. Students in one section might memorize the answer pattern, once corrections are seen, in order to pass answers to fellow students or pals in other sections or late test takers. Photocopying the computer answer sheet before returning it to such a student or asking students to write their answers rather than marking computer scorable answer sheets might minimize erasures, copying, and memorizing for other students.

Other faculty virtually ignore cheating that cannot be proven, reasoning that ultimately students are cheating themselves by undermining their own training.

Finally, a broader notion of "cheating" was offered by one discussant who suggested that students who circumvent a prerequisite are cheating qualified students who get closed out of the class. Enforcement against this idea of cheating requires cooperation and consistency throughout a discipline or a program and often across campuses.

"Being There"--Attendance and Lateness

Attitudes about lateness vary, of course. One member shared a written policy for his course on make-up, attendance, and lateness that places the burden squarely on the student to make up tests before the class's graded tests are returned, to attend every class, to file withdrawal forms themselves, and not to enter the classroom once the class has begun.

Toward the other extreme are faculty who fudge announced deadlines to get work from reluctant students or get work redone if first attempts are not passable, who mail out take-home make-up assignments (even with a return mailer), who call absent students to encourage them to attend but include no punishment for non-attendance, who encourage students to enter the classroom and participate as much as they can even if they arrive late.

Students who arrive late and loud are a special problem; these require separate talks after class, away from the other

students--as do students whose behavior during class reflects a social agenda rather than the teacher's academic agenda.

In one discussion, the group mentioned the problem of students' packing up belongings in anticipation of the end of class. "Settling in" and packing up can eat away much of the class, and teachers try things from humor ("I see it's pack-up time") to last-minute reflective paragraphs ("Write the most important concept from today's class, along with an example of your own to explain it") and quizzes; others simply tell students how rude and wasteful it is to shut down before class ends.

[In last spring's teleconference on classroom research, Patricia Cross advocated the use of "Minute Papers" at the end of class to get brief feedback on a day's lesson. Once in a while, use the last five minutes or so of class to have students quickly and briefly answer one or two questions in an anonymous note to you. The usual sample questions are "1. What was the most important thing you learned in today's class?" and "2. What do you still have questions about?"

For a more detailed explanation with pros and cons and expansion techniques, see or ask the PRC librarian for a copy of pages 148 and 149 in Classroom Assessment Techniques: A Handbook for Faculty by K. Patricia Cross and Thomas A. Angelo (Ann Arbor, Michigan: NCRIPTAL, 1988), which is on reserve in the PRC library for faculty use.]

[Susan Wood (PRC Math) and Eric Hibbison (PRC English) have both informally polled their students regarding absence. Results reveal that students need help with time budgeting; for instance, a few of Susan's students reported anonymously that they were cutting one class to study for another, and Eric's students report conflicts with job and family duties (although health was the most frequent reason for absence reported by Eric's students on a required "absent/late" form). Has anyone else gotten reports on reasons for absences that might indicate a pattern of reasons or suggest a breaking point at which students give up in a course because of logistical problems?]

"How's This for an Opener"--Meeting the First Class

In addition to announcing the name of the course and taking a roster of those present, some faculty greet students person-to-person by telling who they themselves are, including credentials, work and family duties, recent experiences as a student, and asking students to jot down their background (perhaps interests or hobbies, too) and contact information. Some faculty tell students why the course is offered or structured as it is just

before or just after going through the syllabus section by section with the students, explaining each section. Discussants mentioned giving students helpful study hints for the course and in-class conduct, plus ideas on how to use the course objectives.

Another approach introduces the pedagogy of the course by giving a lecture on the first day or doing some other activity that sets the tone for the class or establishes a baseline of students' knowledge.

[A technique advocated in a recent "Innovation Abstracts" (published by The National Institute for Staff and Organizational Development (NISOD), Community College Leadership Program, by the University of Texas at Austin) is giving a quiz on the syllabus to check that students have actually learned crucial logistics or considered a strategic study plan. An alternative is to list questions in the syllabus, perhaps to have students work in pairs or small groups to answer one or two questions per group, such as "What does it take to get an A in this course?" and the implications of course policies on attendance, timely homework, reading, writing, tests, and other logistics.]

INSTRUCTIONAL DESIGN

This section follows most of the categories on our College's standard syllabus form, just to use a familiar framework. It contains many ideas from your colleagues who jotted them down on last Spring's faculty survey for this handbook, as well as other sources. It includes a few free lesson plans from English, nursing, and history--as well as a compendium of lesson ideas from one of our local biology profs.

If you find here some reinforcement for some of your best ideas or enticement to try some other methods for yourself, then your reading will be rewarded.

Prerequisites for Courses

Faculty who teach English 111, Mathematics 165, Critical Reading and Study Skills (English 108), History 101 and History 121, Psychology 201, Biology 101, Business 100, Economics 201, and Sociology 201 have received information about how their students do on the Iowa Test of Silent Reading, the writing placement essay, or the mathematics placement tests. This data may be used to establish or adjust prerequisites or corequisites for these courses.

For instance, if students who score less than, say, 40 out of 100 on the Iowa have never passed Biology 101, why would students with such low scores next Fall be allowed to enroll in Biology 101, especially if students with higher scores would be closed out of a section by the enrollment of a student with low scores?

The combined English Departments decided in Spring, 1991, that "students recommended for ENG 04 may not take ENG 111/112" unless their reading score is at least 53 on the Iowa. Students who are recommended to take English as a Second Language must complete the recommended ESL course or pass the ESL placement test (the Michigan Test) before being allowed to enroll in 100+ courses in English. Mathematics has had and policed similar restrictions for performance in mathematics for years.

Are We Asking the Right Questions? Before asking about outcomes, perhaps we should ask about "ingoes."

* What skills or concepts do students need to have a fair chance at success in the courses you teach?

* What should happen to students who don't have those skills or concepts?

* What attitudes and other abilities should students have to have a fair chance at passing your courses?

* In 1987, JSRCC ranked third in the state's higher education framework in the number of developmental hours generated in mathematics--but sixth in reading and writing hours generated (4,400 semester hours in "foundations" MTH vs. 1,923 for foundations ENG). Has this pattern changed since mandatory testing and mandatory placement recommendations have been instituted?

Here are some questions from another perspective:

* Since even the most reliable testing instruments are poor predictors of course or college success, what are we screening out by use of placement tests?

* Are enrollment caps and budget cuts forcing our open-door institution to close the screen door on nontraditional students?

* Is class size, student incapacity, or teacher burn-out responsible for the decrease in writing assignments and essay tests across the College, textbook reading and outside reading, library assignments, and calculation (if such a decrease has actually occured)?

Differing perspectives: The **accountability** perspective ignores the flaws inherent in one-shot testing of cognitive skills only, yet the accountabilists often question the value of any developmental program at all. They like to count graduates, but they don't have too many ways to get students to that point.

The **student development** perspective recognizes that students need motive, method, and opportunity to complete an action like taking a college course successfully. Motivation, a crucial component of success, requires a backlog of success in similar courses or an over-riding determination based on a need rooted in self-concept. But desire is not enough; know-how, method, including time-management, study skills suited to the course, test-taking know-how, and behavioral skills for dealing with peers and teachers are also needed. Opportunity means that students have to be able to hold their lives together for 16 weeks--no job shift, no debilitating illness, no injured kids, no dead or dying relatives to whom they are painfully close.

The **humanistic** perspective advocates students' right to fail and students' rights to use their home language for school work, but these rights rarely transfer well to the job market or the four-year college.

The **pragmatic** perspective stoically asserts that there are no warrantees on our courses, but we can try to minimize student risk before the course by establishing and enforcing reasonable prerequisites and corequisites. We can try to maximize student involvement in the course by our teaching methods and by actions designed to project our concern for each student's success. We can partner with counselors and specialists in reading, writing, mathematics, learning styles, careers, and motivation to provide support for the weakest students and resources to help with logistics.

Teaching

Which perspective characterizes your attitude about course prerequisites? Jot down your questions and solutions here and share them with the faculty in your discipline:

Office Hours

On the Spring, 1991, faculty survey, the following question was answered by several faculty: "What use do you make of office hours or other out-of-class times for advancing students' learning?"

Some faculty simply expressed willingness to coach or confer with students or an open door. Two of the respondents mentioned seminars or help sessions for groups of students. Two others mentioned spending time preparing transparencies, handouts, or other reinforcers of course concepts. Four others mentioned spending a great deal of time conferring with students, especially the struggling students who needed part of a class presentation clarified or who needed help with an assignment.

One respondent mentioned "tutoring the neediest willing learners" or conferring with all students in one section on the toughest assignment for the term.

None of the respondents mentioned that their office time was eaten away by other duties, such as committee assignments or other college service, although one can hear such observations from time to time.

None of the respondents mentioned using office time to discuss personal matters with students, although such discussions certainly occur, nor to challenge gifted students, which may be happening in other ways.

* How can time in the office be used to increase the course pass rate (student retention)?

* Is the time better spent on refining particular lessons or meeting with particular students? or both?

* What methods or incentives are reasonable to offer to students to attend office sessions singly or in groups?

* What priority should be given to such activity in my evaluation objectives for next year?

Textbooks

On the Spring, 1991, faculty survey, the following question on textbooks appeared: "What role would you say your course textbook plays in educating your better students?" Respondents noted that the book holds the "raw data" for students, terms, the ordinary concepts of a field. One respondent suggested that the textbook could be the sole source of learning for better students. One respondent in a field that required working numerical problems noted that better students can work ahead or use the text to catch if they miss a class. Another in a similar field suggested that students "should have worked the examples" in the text.

Two respondents specifically mentioned required outside reading or listening to supplement the text; two others pointed out that class discussion and lecture show the real thinking in the field, not the textbook.

Finally, one respondent observed that the textbook can be motivating and even reinforce students' self-confidence.

No respondent mentioned that textbooks help students to visualize concepts or practices in their field, although one language teacher noted that the text is "the most direct source [of] cultural background."

* What purposes do you have for the textbooks in your courses? (Circle letter for all that apply.)

  a. selected vocabulary for the subject
  b. background concepts
  c. demonstrations of thinking in the field
  d. motivation of students
  e. reading or working ahead or to catch up with class
  f. major source of testable concepts in course
  g. visualizations of concepts or practices in photos, maps, charts, tables, diagrams, etc.
  h. other:

Instructional Design

* In your subject area, what makes one textbook superior to the competing texts?

* Do you regularly state these reasons for superiority in a text to (Circle letter of "yes" answers.)

  a. your students?
  b. your colleagues in the same discipline when discussing text adoption?
  c. your supervisor?
  d. publishers' sales representatives?
  e. editors or authors, if you review texts?

* If you could design the ideal textbook for <u>one</u> of your courses, what features would that text have?

* If you could have students use supplements to the text for <u>one</u> of your courses, what would those supplements be? (For the sake of this question, ignore expense and logistical barriers.)

Learning Activities

Lecturing

According to the Spring, 1991, faculty survey, lecturing at JSRCC does not mean the stereotypical "talking head" and passive, dosing listeners. Below are listed the activities respondents mentioned for the following question: "If you lecture, what do you do in particular that gets students to think about what you are saying."

EXAMPLES

* Use examples not in the text.
* Use everyday examples or ones with which students can identify.
* Mention interesting "tidbits" about the subject.
* Call on a particular student or students to provide an example.
* Ask a student what his or her opinion is about a statement just made or a concept just introduced.

RECALL/APPLICATIONS

* Ask for summary or paraphrase of lecture up to that point.
* Help work problems.
* Provide an instance and ask students to comment on it based on the principles learned so far (application questions).

INTEREST GETTERS

* Use transparencies.
* Tell stories.
* Say something shocking.
* Make analogies to current events or everyday affairs.
* Use humor and pantomime to relax students and overcome their fears about taking the course.

USES OF INFORMATION

* Flag test or quiz questions or data useful for reports.
* Have groups make answers to study guide questions and state those to the whole class; then I need comment only on what groups overlook or hold back or miss.
* Outline main points on the chalkboard, and list questions students should be able to answer based on the lecture.

The example on the next page was provided with the last activity listed. It comes from an American Literature teacher. You may wish to share it with your advisees who may be required

to take sophomore literature; it provides a "window" into that course.

LECTURE ON LITERARY MODERNISM

[Although] I prefer class discussion to lecture, I recently lectured my American Literature (242) classes on literary modernism. All of the major points of my lecture were provided in outline form, with these questions, the class before the lecture. I told [the students] that I would like for them to be able to explain
--the historical, social, [and] political factors that contributed to the rise of modernism
--the characteristics of "modernist" literature
--the goals of the modernists
--the literary history of modernism (French symbolists to American imagists to modernism)

* For those times when you are talking to instruct (lecturing)--whether that's every class or once in a while--what ideas from this section on lecturing do you wish to try out (pick methods you're not already using)?

Besides Lecturing

When asked the following question on the Spring, 1991, faculty survey, respondents gave the answers listed below: "Besides lecturing, what do you do to get students to learn the course content?"

CLASS DISCUSSIONS

* group work (mentioned by half of the respondents), often to answer specific questions from a study guide, the day's lesson, a sample quiz, or an exercise to accompany the text
* whole-class discussion

WRITTEN ASSIGNMENTS

* paragraphs written to use recent terms from the subject
* pretests and exercise sheets
* in-class essay exam questions given out in advance
* extra-credit tasks: "folder projects" by chapter, field trips and observation reports, reviews of outside reading or viewing

* provide sample lecture notes for students to contrast with theirs; collect one day's class notes to see what students are catching and how they are organizing it (if graded, I give option to recopy, revise, compare with classmates, and supplement to make effective study notes)

* exercises prepared by students to demonstrate course skills, from any source on any subject, but "must be properly documented"
* interview someone who runs a department that uses the skills they are learning and visit the facility; interview and visit both require written reports presented to the class
* research papers on topical subjects of student's choice and "I" search papers on student's career (one occupation at three job levels or job types) or transfer requirements of student's top three choices of four-year schools)
* lab reports

SAMPLES

* samples of previous students' work provided for selected test or report tasks, sometimes for whole class to discuss to understand grading criteria (i.e., what they should learn or do on the assignment)

* sample quizzes given out for practice and reviewed with whole class

* demonstrate how students should read their text by using a sample page from me or from previous student with markings and accompanying notes

MEDIA

* intermix video and text
* transparencies: prepared, used in class to outline main points, used by students to show solutions to problems or exercises
* relevant videotape and recorded materials used, often in segments so I can guide students' perceptions

LOGISTICS

* grades posted anonymously at the end of each unit so students can see missing work or pace themselves for "crunch" times
* flexible deadlines on selected written assignments, make-up tests or quizzes allowed, revision encouraged for subpar and mediocre written work

OTHER TEACHERS

* selected course concepts assigned to students to report on briefly (one-minute reports) during class discussion (with me or another student as back-up for absentees)
* guest speakers on relevant topics

In addition to the faculty survey, a program head survey sent to 43 program heads in Spring, 1991, yielded additional ideas for learning activities. One question was phrased as follows: "What teaching methods used by you or any of your full-time or adjunct faculty might be of interest to the rest of us who teach?"

Most of the program heads who responded mentioned hands-on work of some kind; one mentioned buying supplies out of pocket in order to include more color in class presentations. Here is a listing of respondents' ideas:

ACTIVITIES

* team testing
* games, including some "Jeopardy"-like (Here's the data; what are the questions that arise from it?) and other games
* demonstration
* group discussion

LEARNING AIDS

* posters, charts, color codes, white-wipe boards with color markers
* overhead projector

ALTERNATIVE INSTRUCTIONAL FORMATS

* instructional contracts
* computer-assisted instruction
* field trips to firms or state agencies where the course content is applied

Heads of programs with "a practicum, internship, apprenticeship, or cooperative education" were asked "What do you see as the factors that help and those that obstruct have such experiences in your program?"

Factors that help to foster such experiences include these:

* practical experience: "Students [are] able to see how they operate in the 'real world.'"
  Internships are the "only real source of hands-on experience."
* college credit
* financial support (in some designs)
* adds to students' resume
* "results in placement of most of our students" in jobs in their major

The only obstruction mentioned was pay: if students are not allowed to receive pay, employers may see the internship as a source of free labor.

One program head offers the following guidelines to others who may be considering initiating a practicum, internship, apprenticeship, or cooperative education in their curriculum:

Some Guidelines on Conducting
Practical Experiences in a Curriculum

1. Use specific criteria in selection of sites.
2. Circulate these criteria widely in the community.
3. Stick to your pre-set standards for placement of students.
4. Visit the community participants often (at least every five days).
5. You evaluate the performance of the students on site; the students evaluate the experience; and the community participants evaluate the student.
6. Follow-up with written appreciation to the community participant.

* Based on the survey results in this section of learning activities besides lecturing, what 5 methods you are not currently using would you like to try out. For each method, list the particular course and even the exact unit of the course for your trial run.

Homework

Respondents to the Spring, 1991, faculty survery, handled two other questions on learning activities: "Approximately how many hours of homework per week do you think your students must do to earn an A in your course? Why?"

The average of all respondents who answered the "how many" question was 4.5 hours per week. But the answers ranged from 1 to 15 hours.

Reasons given for time included the following by field; you may wish to pass some of these notions on to your advisees, even though they may not characterize a consensus in that field:

EGR--10 to 15 hours per week for major learning activity: "homework, homework, homework!"

ENG--3 to 10 hours per week: "3-5 hours to keep up with the reading; additional hours to prepare written assignments and review for tests" because "reading leads to smarter listening and prepares students to speak in groups. The writing is based on intensive reading and reflection; it must show insight, which takes time for gathering data, reflecting on it, and making sense--or a pattern--out of the data."

HIS--"at least 5-6 hours" depending on the student's "aptitude for history"

LANGUAGE--5 to 10 hours: "5 for a student already exposed to a foreign language; 10 for a student who's never had language before. Much 'homework' must be done in class to incorporate real communication or to reinforce pronunciation."

MTH--1.5 hours per credit hour: "It is the nature of mathematics that one must practice to learn. However, the student who needs more time than this is doing something wrong."

MTH--6 to 10 hours "to practice the skills"

OFT--1 to 5 hours: "but [the time spent] depends on the student's background and [intelligence]. There is a great deal to comprehend in any chapter. Skill building takes lots of practice."

PSY--2 to 8 hours, depending on the student's reading level; more able readers can spend less time than weaker readers.

Teaching

* What impression do you get about homework from the list above? Does it match the image of the role of homework and the amount of homework in your course for your best students (and your weakest students who actually try)?

* What impression about homework should you convey to your students and to your advisees, based on your reflections for this section?

Diversity

When asked the following question about the diversity of students in their classrooms, one respondent to the Spring, 1991, faculty survey mentioned having little diversity; another mentioned trying to screen students by ability. Three respondents specifically mentioned providing ways, such as group work in class, for stronger students to help weaker ones. Other answers follow to the question, "What do you do to accommodate the diversity of abilities and experience in your students?"

* outline/preview/agenda of class activities for the day or material to be covered
* variety of approaches: lecture, handouts, overhead, films, collaboration in groups or even on assignments or projects
* group stronger with weaker students or give stronger group a harder task (broader, more philosophical, requiring more experience and reflection) and weaker group an easier task (more literal, less inferential; a lower-level inference required; even find specific data in text and apply it in a common situation, probably close to their experience)
* extra-credit options as substitute options for selected assignments, allowing hard work to compensate to some extent for lack of background or lack of interest
* concepts explained in 2 or more different ways
* mnemonic devices and other study hints suggested
* arrange for a tutor in the subject in the College's tutoring effort
* transparencies so deaf students can see outline of lecture and make notes

* tapes for hearing students who wish to repeat practices
* quicker students encouraged to sample all exercises assigned or all problems listed, but then move on (making sure they have sampled the hardest part of the exercise or the most challenging problems in a set)

Based on the notions in this section on diversity, try to answer the following questions:

* What diversity have the students in your courses exhibited in abilities, experiences, interests, or learning styles (preferences about the way they are allowed to learn material)?

* What information could you gather about your students that would help to detect or explain an observable diversity?

* What changes are suggested in the instructional design of at least one unit in one course by the diversity you have seen (if you are not routinely accommodating that diversity already)?

CELEBRATION OF TEACHING FORUM
Notes from April 26, 1991, Presentations on

"What It Means to Think in My Discipline (and How I Get Students to Do So)"

Four presenters addressed the Celebration of Teaching FORUM. The four showed considerable diversity in approach, but all showed ways to get students involved as active learners.

BEV ARONOWITZ (English) spoke of the reading-writing connection inherent in her discipline, but she showed students composing in video. Although the students were not consciously demonstrating principles of a writing course, they nevertheless included in their "news program" format videotape several features of effective research writing: on-camera students acted as newscasters to set a context for their video-essay on music censorship, a film clip served as a kind of quotation, as did interviews conducted in Monroe Park of older and younger people. The commentary section of the videotape was a"round table" discussion of the point established in the essay, based on first-amendment arguments. The credits delivered verbally at the end of the videotaped "essay" served as documentation of the film and audio clips used during their presentation.

Affectively, the group planning and presentation allowed usually shy students to show initiative and insight in a medium other than an essay or classroom discussion.

WAYNE KNIGHT (History) delivered a simulated lecture for which FORUM members served as the class. Using a comparison-contrast chart to summarize several lectures' notes, Knight led his "class" through the ins and outs of the Emancipation Proclamation, revealing it to be a political document intended to compromise between factions whose thinking was represented by Lincoln (as devil's advocate) and Charles Sumner (arguing for the proclamation). This decision chart was set against background concepts (that would have been established previously) regarding Southern and Northern reasons for fighting the Civil War and Lincoln's specific situation in the Spring of 1862, along with the differences between revolt and revolution.

The basic chart is shown on the next page. The "punchline" for the lesson involves the way Lincoln wove accommodations of pro and con arguments into the Emancipation Proclamation, sort of as loopholes, so that he could bring off emancipation in a limited scale but not lose the border states.

[*Lecture methods employed during the presentation included directing questions at individuals, summarizing the point just established before moving on to the next, pegging the discussion on one context (Lincoln's situation in Spring, 1862), connecting the point of the lesson with a theme or pattern already established in the course (the nature of political compromise), praising insights or connections of information that required careful reading and thinking, and, as shown below, providing a graphic framework for understanding the pattern (the nature of political decision making) as well as the pieces.*]

The "class" helped to fill in the empty cells, led by Knight's clues, questions, and information. (Discussion after the simulated lecture noted that participation and pace for such an activity are different in day classes as opposed to night classes.)

for Emancipation Proclamation (Sumner)	arguments	against Emancipation Proclamation (Lincoln: devil's advocate)
	constitutional	
	strategic (plan)	
	tactical (execution)	
	economic	
	moral	

[*The above chart is copied with permission of Wayne Knight. For the "mother of all articles" on such visual organizers to support inductive or deductive analysis, causal chaining, if/then flow (in an algebra word problem), grouping, or Venn diagrams, see the Clarke article listed in the "Works Cited" section near the back of this handbook.*]

**NANCY O'DONNELL (Nursing) explained, with a sample lesson's handout for students, how she gets students primed for in-class discussion (in this case, of "The Nursing Process with the Pediatric Patient") by using a pre-test, a videotape on reserve

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** The four-page handout following this page is reprinted by permission of Nancy O'Donnell. This report continues after the handout pages.

in the LRC, and a text chapter that must be read in advance of the class sessions. Procedures, a rationale, and objectives were all specified in the handout, along with the pretest and warm-up activities. Discussion questions and lecture outline were also provided.

B. Nursing Process

Procedure

Study and lecture for "The use of the Nursing Process with the Pediatric Patient" are based upon the feedback-lecture concept. The feedback-lecture is designed to increase student participation in the teaching-learning process, to stimulate problem-solving ability, and to promote information retention. This is your guide, it includes objectives for this unit, the reading and homework assignments, a pretest and posttest, a lecture outline and discussion questions which must be used during class. To make the most effective use of this study guide, you should do the following:

1. Read the objectives.
2. Complete the pretest.
3. Check your answers on the pretest.
4. Complete the warm-up activities prior to class.
5. Bring the lecture outline and objectives to class. Utilize for note taking.
6. Participate in the discussion session in class.
7. Use information from class to evaluate your written answers to the discussion questions.

Introduction

The use of the nursing process is an important tool, utilized in all areas of nursing, to aid in problem solving. It can help be more successful in your clinical performance because it gives you a structured tool for data collection, assessment and planning. It can also help you because the care plan you write in NUR 214 will be computed in your grade (!) thus offering you an opportunity to reap some of the benefits from your ability to utilize nursing process in planning care.

Objectives

1. List and briefly describe each of the five steps of the nursing process.

2. Differentiate between a nursing diagnosis and a medical diagnosis.

3. Recognize that problems or needs of entire family should always be incorporated into ill child's nursing care plan.

4. When given a simulated patient situation, write nursing goals or objectives including outcome standards that are specific, observable, measurable, individualized, positive, realistic and appropriate for a child's and family's unique situation.

5. When given a nursing goal with outcome standards, write specific, individualized nursing actions.

6. Explain the purpose of evaluation and revision in the nursing process.

7. Complete patient assessment, list all nursing problems and write comprehensive nursing care plan on top five priority problems or needs on simulated or actual patient and family.

Pretest

1. List 2 reasons for developing proficiency in the use of the Nursing Process.

2. List the 5 components of the nursing process.

3. Match the component part of the Nursing process with the activity listed in the column on the left may be used more than once.

	Activity	Nursing Process
____	Turn Q2H	A. Assessment
____	Alteration in Nutrition	B. Planning
	Less than Body Requirements	C. diagnosis
____	Urinalysis	D. implementation
____	Discussion with Mom about	E. evaluation
	when administer Ampicillin	
____	Child coughs Productively	
	post CPT.	
____	Hold child for Abuterol	
	Rx. Offer doll Albuterol Rx	
	prior to child	
____	Mom states "Charlene won't take	
	her Prednisone"	
____	Crush Prednisone and mix with	
	Vanilla ice-cream	
____	Tommy shows gain 1 oz per day.	
	Objective met	

Warm-up Activities
(Alias, Homework)

The following activities are to be completed before the class lecture "The Use of Nursing Process with the Pediatric Patient"

View
"Initial Assessment of the Hospitalized Child" 3/4" video on reserve in the LRC.

Read
Carpenito, Lynda. Nursing Diagnosis. Application to Clinical Practice. 3rd edition p. 25 - 44.

Disscussion Questions

Discussion Session I

The following questions are to be answered in class, in groups of 3-4. You will be allowed approximately 10 minutes.

Using the information you obtained from the video "Initial Assessment of the Hospitalized Child" identify the health needs and health problems of _____. List the problems of priority order. Explain why you gave the problem you did top priority and develop a nursing diagnosis for that problem. After ten minutes of discussion, prepare a group problem list. Be prepared to defend your choice of nursing diagnosis, rationale and supporting data with the class.

Turn in list with the names of your group memebers on it.

Discussion Session II

Develop a nursing-care plan for one identified problem (to be assigned). Include your nursing diagnosis, a goal standards, and nursng interventions for each outcome standards, and nursing interventions for each outcome standard.

Answer to Pretest

1. Any 2 of the following 3
   a. Can aid in problem solving
   b. Improve clinical performance
   c. Improve grade in NUR 214
2. Assess, plan, implement, evaluate
4. D, C, A, B, E, D, A, D, E

Lecture Outline

I. Nursing Process and the Pediative Patient

A. Applying the Nursing Process

1. Assessment

a. Data Collection

1. Subjective

2. Objective

3. Adaptive behaviors

4. Self-care behaviors

b. Analysis

2. Nursing Diagnosis

3. Planning

a. Diagnosis validated

b. Diagnosis ranked

c. Outcomes Determined

d. Plans for interventions

4. Interventions

5. Evaluations

a. Degree of Outcome achievement

b. Change of behaviors towards outcomes

Outcomes Met	Outcomes Unmet
Problem resolved	reassess
or unresolved	Gaps in data?
Continue Plan	New data?
	Change in health status

B. Equilibrium

1. Support Adaptive coping behaviors and promote selfcare

Instructional Design

The type of presentation used is the "feedback lecture," which gets students to practice realistic problem-solving procedures, increases student participation and therefore retention, and allows the instructor to view students' thinking processes and teamwork skills. Ground rules for groups include limits on group size (no more than 5 members), time limits set to force decisions and consensus, as well as procedures for closed-book, in-class group tests (which may count up to 50% of the grade).

Observed benefits of the feedback lecture and group testing include somewhat decreased anxiety since the group can pool information known and problem-solving skills rather than each individual bearing the burden of retrieving all knowledge and having all of the problem-solving insights. Another benefit is that these activities foster thinking and stimulate memory since they are applications of studied materials rather than rehearsals or reviews of those materials.

HUGH ROONEY (Biology) noted that math is a deductive discipline and biology is an inductive one, a distinction that he makes with his students early in the year. He asked his students, "What things done in this course [Biology 102] have made you think?" Answers included the activities discussed below:

- oral testing: An oral test climaxes students' three-week group study of a plant. Students specialize but all are responsible for all of the information. Students divide the work of drawing cross sections of root, stem, leaf. Students also divide the work of learning structures, functions, and reproduction processes for the plant.

- disease research: Students see slides of healthy blood cells, but they are challenged to identify the disease shown in a slide of a diseased blood cell. Students report how they know the cell is diseased, and through library research, students do an outline report on the disease.

- applications: Students are to list 3 or 4 applications of what they learn each week [part of quiz is devoted to these applications. Students look to magazines, television (e.g. the Discover channel, PBS, and even news), and other sources to find these applications of course principles.]

- report analysis: Students analyze a published scientific report to hypothesize about why the author wrote it, why the journal published it, and future implications of the research presented.

• population lab: During this lab, students turn a graph into a written explanation.

• digestive system project: What happens to a bagel as it is eaten, digested, and processed by the body for use and excretion? Students draw on posters to represent the breakdown of the bagel chemically and the different systems involved in digestion. Rooney astounded us with a colorful poster series completed by one of his students, which he has duplicated (after whiting out the labels) for future students to label.

• Why?: Students answer "why" questions, such as, "Why is the red blood designed as it is?" or "Why are fungi cells designed the way they are?"

• How do you know?: At several points during the course, students are asked "How do you know that?" [in order to elicit evidence from class, lab, text, experience].

• uniqueness: Students answer the question "How are you biologically unique?" Their answer has to include meiosis, crossover, mutation, and environment.

• dispassionate analysis vs. fallacy: To understand the nature of scientific discourse and argument, students analyze an article on evolution by Stephen Jay Gould and aa presentation on creationism, such as "How Mendelian Genetics Proves Evolution Is Wrong?" Students look to the author's evidence, language, and examples, and state their own view. Reinforcing a discussion from the first week on what is science and what is not science helps students focus on issues from a scientific perspective, so that they can add new ways of looking to the ways they are learning in other classes and outside of college.

In-class Questioning and Reading: A Demonstration of a Social Aspect in Training for Collaborative Learning

by

Bev Aronowitz

Collaborative learning is the sharing and pooling of observations and insights among peers, as well as participation together in practical, hands-on tasks to understand an idea better or learn how to perform a skill better. Through such communal interaction, the roles of teacher and learner are shared; authority is shared, so that the form is flexible and democratic. A student recognizes that a classroom is where the action is, where pride and autonomy are earned and knowledge is constructed together in a social setting. Many have written about the nuts and bolts of the collaborative model, i. e., group size or task objectives, but without the social impetus, initially modeled by the instructor, what will ensue is a perfunctory acting out rather than a sharing of the human spirit (Golub; Wiener 52-61; Aronowitz and Wiener 831-834).

This essay came out of a collaboration, too, between this instructor and her colleague, a professional writer of fiction, named Jill Birdsall. The social element in our collaboration was as necessary a component as in my classes with my students. I am reminded always that the crucial aspect of collaboration is the social aspect; this is our ability to tune into others, really listen and, in turn, respond; to accept and give with a generosity of spirit.

As I was searching for an engaging story, happily a colleague, Jill Birdsall, shared with me her short story "Pears" (19-25). As I often do, I read for two, for myself and for my students. I felt that for aesthetic as well as teaching purposes, Jill's story was, as Henry James would say, "the right real thing." And I was excited by the notion that Jill would visit our class to observe students talking about her story and her characters in small groups, the text before them.

I chose "Pears" as content for a collaborative reading and writing project because the students would have to wrestle with a

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This article appeared in somewhat different form in the North Carolina - Virginia College English Association Journal, Fall, 1990, under the title "Something Old, Something New: Sharing Reading and Making Meaning Together." Used here by permission.

Permission to quote from the short story, "Pears," has been granted by the Iowa Review.

lean style and use their imaginations to recreate the setting, characters, and situations. I sensed that students would make the effort because they would enjoy the powerful expressivity communicated about familiar experiences: family ties, family history, childhood. Then, too, they would be awakened to difference and strangeness through the sad images depicting old age, chronic illness, and approaching death. The best enticement was that students would soon meet the author.

First section: a reading circle. We formed a circle to read "Pears" aloud; the author was not present. Many students cannot easily begin a work of fiction without some orientation; to read aloud helps them know the sound of the work and the feel of the situation. Who is telling them the tale? From what perspective are they listening? What clues in the text make the strange seem familiar? I frequently interrupt the reading and question students intensely to coax their interpretations and predictions.

Here is an excerpt of the conversation from our reading circle which illustrates the first step to establish a community of learners who interact to create meaning together. [*In the following transcript of a class session, B.A. is Bev Aronowitz, the teacher, and S. represents any student from the class, not usually the same student. Parenthetical characterizations tell reactions of many students at once.*]

I read the initial three words of "Pears": "GRANTREE WAS STRAPPED."

B.A.:Does that make sense?
S.: No.
B.A.:Since it doesn't make sense, are you curious?
S.: (nods of assent)
B.A.:Can you say what GranTree is?
S.: (puzzled looks and silence)
B.A.:(reading on) "GRANTREE WAS STRAPPED in a chair at the center of the yard; gripping its arms, she looked ready to lift off...." Can you say what GranTree is?
S.: A person.
B.A.:"WAS STRAPPED." What does that remind you of?
S.: Hospital bed.
B.A.:Who is GranTree?
S.: An elderly woman. A stroke... "strapped" down.
B.A.:(conintuing to read) "...she looked ready to lift off.... She wore heavy shoes, nun shoes, like the ones that pumped the organ pedals in church."
S.: (laughter)
B.A.:Is this a pleasant or unpleasant beginning?
S.: Very unpleasant.
B.A.:Yet you laughed.

S.: Yes, about the "nun shoes" and lifting off.
B.A.:Terrible yet funny? Old age is terrible yet funny?
S.: (long pause)
B.A.:You see the first three words of the story are in bold, uppercase letters. How does that feel?
S.: Dramatic.

By concentrating on the essential clues in the first few sentences of "Pears," our reading circle had lifted off. We had identified a major character, the "dramatic" circumstance, all the while appreciating, without as yet articulating the tragic and grotesque comic aspects.

If time permits, we read through the entire work, keeping to a pattern of intense questioning about key aspects students should be aware of--even for future reading. My next inquiries (below) would establish the identity of the characters, the occasion, and the vantage point of the narrator. "Pears" represents a complex scheme of family relationships at a heightened moment. Already students have felt the pervasive drama. I continued.

B.A.:Can you tell from the text who GranTree is and how she got her name?
S.: Yes. See here.
B.A.:What page? So we can all see the context.
S: Page 19. Second paragraph: "GranTree was GranTree because her last name was Tree. Other people called her Mrs. Tree. Ceil made up the name GranTree. Ceil was big on names."
B.A.:Who is GranTree?
S.: Ruth's grandmother. It says so right above: "Ruth didn't know much about this grandmother. GranTree belonged to Budd's side. Ruth only knew what Ceil told her."
B.A.:Who is Budd?
S.: Ruth's father?
B.A.:Who is Ceil?
S.: Ruth's mother?
B.A.:Who is telling this story?
S.: The author? Jill Birdsall?
B.A.:Well, yes. Yes, but even though there is an omniscient, or all-knowing, narrator who gets inside the heads of the characters, from whose point of view are we seeing and hearing this story?
S.: Ceil?
B.A.:Well, let's read a bit more: "When Ruth looked at GranTree in the chair, or when she closed her eyes and tried to see who her grandmother might really be, there were all these loose pieces, like parties and pizza--other people's pieces."

From whose point of view do we see the story?

S.: Ceil?

I think to myself: "Perhaps these readers think the child, Ruth, is too young to see and hear the story for us." I look into other faces for a response.

S.: Ruth?

B.A.: Yes, Ruth. But, by the way, I do hear the author's voice in this story, too. That line, "Ceil was big on names" sounds just like Jill. She says things like "Me, too, Bev." You'll meet her tomorrow.

S.: (getting a flash of recognition) Oh! You mean Ms. Birdsall. I had her last semester. Ooooh, I didn't realize....

B.A.: To continue. What event is taking place?

S.: A birthday party for GranTree.

B.A.: How do you know? Let's all look at the text.

S.: (reading) "There were presents on the couch in the house, and a 'Happy Birthday' sign hung from the back of GranTree's chair."

B.A.: Yes, and there's that combination again of the terrible and the comic, isn't there? A dying woman in a chair with a celebration sign, hung like a pennant, which, I'd bet, she can't even see, doesn't know is there.

S.: (nods of assent)

B.A.: Let's stop right here to say something about themes in a story. We'll soon know what is happening in this family. But beyond the telling of a story, we want to find out what special message the author is trying to communicate through the story. She may not tell us directly. In fact, there may be many messages. Each one of us will tune into the message that means the most to us. We all read differently. Reading is creative. But do you see that even from this bit of story, all the details add up to create images and feelings, messages we will translate into our own words? And, I might add, the author's choice of words is deliberate--nothing is wasted. But it will all add up. If it doesn't add up, it's not good. But this is a good story.

Let's continue: What is the family doing?

S.: Waiting in line.

B.A.: Yes. Would you find the page?

S.: (reading) "They didn't really do anything but stand in front of GranTree with their hands folded like at Communion. Ruth thought how much like Confession this was, waiting in line. The same pink dress."

B.A.: I think we can tell how old Ruth is from this bit of the text. Can someone who knows about the Catholic practice tell? I really don't know. At what age do girls have Communion?

S.: About seven.
B.A.:Do you notice all of the Catholic imagery? Remember the "nun shoes" earlier in the story?
S.: (particularly animated) Yeah, I really like this part where Ruth sits in the pew making up stories to confess. I used to do that.
B.A.:(to the same student) Gosh, I'm not really clear on these ceremonies. You mean Ruth wants to be a good Catholic? And to be a good Catholic, you have to confess a sin? She's a child, so she needs to make up sins?
S.: (The student nods assent with an amused look.)
B.A.:When Jill Birdsall comes in tomorrow, we'll ask her about the Catholic references.

Let's continue: "Ruth sat on GranTree's lap. The aunts put her there.... 'Budd and Ceil's girl, the youngest, you remember,' they said."

"Ruth knew GranTree remembered...."

****

"GranTree was smiling and there was a sound bubbling around in the bottom of her throat. She was about to tell Ruth something. Ruth leaned toward her mouth. GranTree's lips were moving but the sound wasn't connecting. She smelled strong. She was trying to tell Ruth-- The aunts leaned in too. They were all trying to hear."

"'I remember,' GranTree said."

"Of course, Ruth was thinking."

****

"'She's the one who brought me the pears.'"

"Ruth's heart was pounding all the way up to her ears. She was trying to remember when she might have brought GranTree pears. Pears? Ruth pictured their cool green skin, their shape: tiny-headed then wide and round at the bottom like GranTree in the chair."

Is this a good moment between Ruth and GranTree?
S.: (nods of assent)
B.A.:What words can you give to describe this moment? Just say them out.
S.: Happy.
S.: Comforting.
S.: Close.
B.A.:Yes, a moment of intimacy betwen a grandchild and her grandmother.

Do you think GranTree is aware of this moment the way Ruth is?
S.: Maybe.
S.: I don't know.
S.: Maybe.

B.A.:Let's continue: "Ruth said, 'About those pears. I must have only given her one. That's why I don't remember.' Ceil was irritated now. She was tired. 'Ruth, you never gave her anything,' she said."

How do you think Ruth feels?

S.: Ruth wanted to know if she really gave GranTree pears, but Ceil just blew her off.

B.A.:Hmmmm. "Just blew her off." Hmmmm. Look at the ending: "Ruth curled herself into a tight ball." Can you picture that? (I dramatize the gesture.) "Her knees tucked under her chin." How does Ruth feel?

S.: Bad.

B.A.:"Ruth closed her eyes and it was as if she were in two places at the same time.... Sitting with GranTree she believed in pears. Riding home with Ceil there were none."

The most powerful idea, the strongest feeling comes at the very end--as it should. Can you say what's being said here?

S.: (silence but studied looks)

B.A.:(offering some ideas to spur further reflection by students) I feel the pears, the idea of Ruth's giving pears to her grandmother makes Ruth feel good and close and warm. She can think about the pears and always feel good about herself and her grandmother. But see that last line: "Riding home with Ceil there were none." No pears with Ceil.

[Discussion with the author followed this reading circle.]

<u>Second Section: a close reading workshop.</u> The workshop assigned in the box below shows how the class training session leads to group work and then essay topics that emerge from the group work.

Instructional Design

WORKSHOP: "Pears" by Jill Birdsall
OBJECTIVE: Students will conduct a close reading of the text together in small groups. They will identify and discuss one of the many relationships between family members.
Then, they will explore how the image of pears has meaning for some aspects of the family relationship they discussed.
OUTCOME: Students will discover a working meaning for the word "metaphor."
Students will be able to write an analysis of the short story which centers on theme and supporting language rather than on chronological story line.

Workshop Instructions: As a small group, choose a discussion leader, a recorder/reporter, a timekeeper/gatekeeper.

1. Center on one of the many family relationships in the story: Ceil and Bud, Ceil and Ruth, Ruth and GranTree, or Bud and GranTree.

2. Describe the relationship chosen, supplying EVIDENCE FROM THE TEXT for impressions given.

   Remember: Sometimes evidence can be understood from gestures between characters, sometimes from statements said about characters, sometimes from direct statements by the chosen character.

3. After concluding your description, try to relate the image or object pears with the relationship you chose. Are there parallels, contrasts? Begin by tracing the appearance of pears in the short story.

4. After general discussion, groups will try to write a definition of "metaphor" using as their source the parallel between pears and a theme in the story.

Section three: writing topics derived from discussion. The following essay directions were suggested during the group and general discussion during the workshop. The essay culminates the unit, which included the following:

Teaching

* modeling "close reading" for the whole class
* application of that method by students in small groups
* group cooperation to define "metaphor"
* topics that reflect discoveries made in group sessions
* evidence to support these discoveries

Topics for Jill Birdsall's "Pears":

Center your essay on one theme using support from the text (the short story), along with your commentary.

1. Portrait of a family: how they are distant/close. What is significant about "pears" with respect to family relationships?
2. Ruth as narrator and character in the story: who she is, how she tells the story, how she's feeling. What is significant about "pears" with respect to Ruth and to her ties with family members?
3. The varied meaning of pears in the story.
4. Character sketches: Bud and Ceil, Ruth and Ceil, Ceil and GranTree, Bud and GranTree, Ruth and GranTree, pears and ????

Learning Resources

Below is a listing of resources that might be used to enhance our students' learning.

Directions: Please circle those you use regularly (set your own standards for "regularly"). Please rank from 1 through 5 up to five additional resources that you would like to work into at least one of your courses. If possible, specify how you will work with your top three choices by doing something yourself or having students use the resources.

COMPUTERS

___ **computer lab:**
* for word processing for you or your students, including spellcheck or thesaurus features
* for gradebook or spreadsheet software for you
* for preview or evaluation of computer assisted instruction or other software relevant to your course

___ **<OFT or Continuing Education seminars>**
* for word processing training for you or your students
* for keyboard ("typing") training
* for database or spreadsheet training
* for other topics related to coursework

___ **Macintosh** production services
* for handouts used annually
* for adding graphics to transparencies, to current handouts or to syllabus
* for a master to be blown up into a poste (as is done for registration posters)

AUDIO-VISUAL SERVICES

___ **transparencies**
* to add color to presentations
* to have students list group conclusions for display on overhead

___ **film and television** viewing and production services
* to order films or videotapes for preview, or showing with equipment in the classroom
* to videotape final exam review, guest speaker, reports on student projects, or other crucial class or event for absentees for later use
* to obtain or request videotaping of an appearance or event in the community that might have been taped by the sponsor (e.g. Maya Angelou's appearance at the University of Richmond or Joyce Carol Oates' appearance at VCU in Spring, 1991, or a CVF Consortium activity)

___ * **Drymounting and Lamination** - available for photographs, signs, posters, forms, and illustrations
* to use audio cassettes, record players, slide projectors, etc. in classroom
* to find out programming on local and national educational schedules for shows relevant to your course
* student use of recording equipment for film, video, or audio (Are these options accessible to students who own or can rent equipment needed? See the summary of Bev Aronowitz's presentation to the Celebration of Teaching Forum in April, 1991, near the end of the "Learning Activities" section just before this checklist.)
* to request, view a broadcast, or view a videotape of a teleconference related to teaching or to your field
* to use closed-circuit facilities
* to edit an in-house (non-commercial) video to a shorter version
* portable computer for the classroom displays and demonstrations

___ **photography**
* to take photos of an event for instructional use
* to obtain photos in support of concepts not portrayed adequately in your text (for example, NASA photos and photos from optical observatories, LANDSAT and other satellite photos can often be obtained for nominal fees)
* to make or obtain slides for class presentations
* to develop or enlarge your photos for instruction

PHOTOGRAPHY AND INSTRUCTIONAL DEVELOPMENT

___ **instructional development**
* to validate and bank test items from your tests, quizzes, or exams
* to detect and edit excessively hard or easy or irrelevant test questions
* to score tests or quizzes; to design a machine-scorable test, test section, or quiz
* to package a section of a course as a module that could be completed outside of class in order to free class time for a different topic
* to kick around ideas on how best to evaluate students' learning of a particular set of concepts or skills
* to develop a simulation to start off a unit or to rehearse students' application or analytical skills
* for catalogs or ideas on computer-assisted instruction for students weak in background or skills
* to design a way to see if your tests are revealing what your students are learning

* to find a way to see if a change you are about to make in a course or unit will have the desired effect (These last two are "classroom research" projects; a-v has a teleconference video on institutional vs. classroom research and assessment--and a 14-minute excerpt just on the small scale classroom study done for the instructor's interest.)

PRINT AND RESEARCH SERVICES

___ **library**
* for specific research tasks in your field
* for outside readings
* for general library orientation
* for research assistance for you or your students
* for a pathfinder bibliography for you or your students
* for your inter-library loans or to obtain short-term reserve reading materials
* to put exam copy of text on reserve (or request SGA to purchase reserve copy?)
* for videotape or telecourse tapes on reserve
* for photocopying assignments before handing them in
* to find catalog information on media available related to your subject
* to use DIALOG, ERIC, or other database for your own research review or on behalf of one or two exceptional students per year
* to find out which library in the state has a particular book or large collection on a subject
* to plan library task relevant to course
* to have students or advisees search college catalogs and reference books on colleges for information on transfer

CIRCULATION AND REFERENCE SERVICES

* to have students photocopy assignments before handing them in
* to place outside readings or an examination copy of course textbook on reserve
* to use the library as a site for make-up tests
* to send college-related telefacsimiles
* to keep up with best sellers/popular titles
* to gain access to the RALC (Richmond Academic Library Cooperative) borrowing privileges
* to obtain books or photocopies via Intelibrary Loan
* to suggest printed resources to be added to the collection reference
* to answer routine or research-related questions
* to obtain a pathfinder bibliography for you or your students

* to schedule course-related library orientation/ instruction for your students
* to access online bibliographic databases via DIALOG or VuText for improvement of instruction or for personal research
* to plan a research task relevant to your course and our library holdings
* to have students or advisers search college catalogs or Career books for information on career-choice or transfer

COUNSELING SERVICES

___ **tutoring** with or without specific directions from you, with or without follow-up report to you

___ **career counseling**
* to find local business contacts for interviews or speakers
* to find national, regional, local job market projections for major
* to find part-time work to supplement income
* to learn specific job-hunting skills for resume, interview, references, etc.

___ **personal counseling**
* to help deal with crisis in family or with coworkers or classmates or other acquaintances

___ **academic counseling**
* to confer with counselor about best accommodations for a student with a learning disability or a physical handicap
* to learn better time management
* to adjust course load or work load
* to learn coping or study skills required for a particular subject
* to check a student's or advisee's high school or college record (See the chapter on "Advising.")
* to help a student or advisee obtain transfer information

___ **registration counseling**
* to find out who signed an overload student's RI form or an RI form for one of your advisees
* to follow-up a student's or advisee's placement testing

___ **referral to outside agency**
* to test for suspected undetected learning disability
* to test for medical conditions
* to check qualifications for rehabilitation, welfare, or other social programs

OTHER

___ **guest speakers**
* See current brochure for JSRCC Speakers' Bureau?
* Obtain similar brochures from other agencies or other colleges?

___ **field work**
* to use known community landmarks, sites, or resources for field trips, student site observations, interviews, polls, or other projects

(For other ideas on services available through the College, see also the handbook sections on "Faculty Development" and "Faculty Services.")

* As a teacher, what rating scale would you construct to match the categories of "avid (or frequent) user of resources," "average user of resources," or "infrequent user of resources"?

* Consider the items you selected to add to your use of resources (up to 5). Should any of the use of these be coordinated by discipline or by program, or is each best left to individual instructors?

Evaluation

On the faculty survey sent out in February, 1991, one question asked, "Besides tests, what methods do you use to get your students to show what they know or can do?"
Respondents listed the following:

* quizzes
* essays
* case studies
* homework
* oral reports
* group work
* collaborative research
* small research projects
* extra-credit assignments
* lab reports
* field work
* programmer projects
* work problems at board and teach the problem to the rest of the class
* class participation, including helping each other in lab

Midterm Assessment

Whether or not they give a midterm test, each respondent to the Spring, 1991, faculty survey question on midterm assessment noted that they provide a divisional standard report form or their own. Some stated that they list ways student can improve their grades or how many points or average they need on upcoming work for a passing grade for the course. Other faculty reported the following:

* compliments to excelling students
* encouragement to weaker students
* one-to-one conferences on work so far
* print out page of work done and grades so far
* request to student for appointment put on individual report
* all grades to date, plus attendance

FYI: Faculty at Eastern Shore Community College send a copy of their midterm grades to their supervisor and they "notify each student," according to the 1990-1991 Faculty and Staff Handbook.

Attendance and Make-Up Work

Respondents to the Spring, 1991, faculty survey who answered this question showed a range of policies. Comments stacked below range from the relatively lenient to the relatively strict policies on attendance and make-up work. Where does your policy fit on this scale?

RELATIVELY LENIENT

"I make a very strong point of not taking attendance. This is not high school." Make-up permission is based "on the merits of the case."

No points deducted for absences, "except on test days--5-point deduction if absent and [the student] must make it up within a week."

Bonus points are given on unit tests for attendance during that unit (2 extra points for no absences, 1 point for 1). Make-up test score is multiplied by .9.

"I describe my expectations and the common practice of those students who have passed the course." "In first-term course I ask students to summarize the reading and the class notes for each class missed and deduct 1% - 5% of course grade if summarizing is not done." "Students have one week's grace period, officially, but I will still ask for missing work if a student stays in the course."

"After many different approaches, I now have no [*attendance*] policy. I am strict about due dates and make-up. I know attendance affects grades directly." For make-up, students are to "notify me in advance and must make up the test in a week." Students "may make up 2 quizzes, but the make-up must be within 2 class days."

Early Alert followed and syllabus says "12 absences = F," but both are underplayed.

Students who are averaging "below a B ought to attend all classes. Students must take tests on assigned days (no make ups) but can take [the test] with another section." Make-up is permitted for "verified hospitalization," a verified death in the family, or verified out-of-state travel for the job.

"I give lots of tests or quizzes. They can not be made up. One or two grades may be dropped."

"Students have one week of free cuts; after that each absence counts off against the final grade for the course (1/3 to 1/6 point per absence, depending on the number of class meetings). Adult ed. courses do not have this policy since those students often travel due to career and they are usually personal satisfaction students." "Students who miss a test use my 'retest' as the make-up test. That means they do not get a second chance at the test. No make-up on short (pop) quizzes; since I give 8 - 10 or more per semester, I refuse to do the extra bookkeeping."

RELATIVELY STRICT

* Here's a "chicken-and-egg" question for you to ponder: In your courses, do attending students pass or do passing students attend?

* Here's a research question for your program: Do students attend their "major" or curricular courses more faithfully than they attend developmental or general education courses they are required to take?

* Here's an in-class research question: Informally and without collecting names, ask you students why they miss class when they do miss a class. Have the class jot down a response and see if you get different patterns of responses from sections of different courses (Susan Wood, Math, PRC, did).

Schedule of Class Events

Three options of those currently used demonstrate the range of practices at JSRCC.

The complete chronology lists all reading, writing, speaking, and other tasks for the entire course class by class--with the grade value of each. The **rationale** for such an approach seems to be that students who miss can still do the necessary work, and all students have a roadmap of the course so they can tell exactly where they are each day. One **drawback** is that students can be overwhelmed by what looks like a huge workload when they see 16 weeks laid out at a glance, and they'll need much reassuring and determination to maintain the pace.

The topic heading list tells what units are in the course and may summarize assignments due. The **rationale** may be that students can get their bearings in such a list but not be overwhelmed by details they may not need at first. One **drawback** is that students may be nervous about what's hidden between the lines and feel that making up a missed class may be somewhat difficult if the day's work isn't listed in the syllabus.

The installment list tells students the work for a week, a unit, a month, etc., at a time. The first installment may or may not appear in the syllabus; if not, it usually is distributed separately within the first week. The **rationale** may be that, for a skill-based course, the instructor needs to see what skills the students are already bringing to the course in order to start with more background and review or move sooner to more advanced work. **Drawbacks** may be that students, especially the less skilled, may feel their classmates have already passed them or that students can't tell what they've gotten into.

The installment list and topic heading list often occur when a teacher does a course for the first time or with a new text; the complete chronology often results from looking back on a first time through a course or a text.

Student perspectives that make the listing of class events problematic are learning style and lifestyle. In terms of learning style, some students prefer the detail and thoroughness of the complete chronology and feel frustrated by anything less complete; other students, on the other hand, need to see the sort of overview that a topic heading list provides before they are ready for the details of each section of the course. The busy lives of students may necesitate knowing their duties for a course well in advance in case they have to travel for their job. The complete chronology lets them see where conflicts will occur

and plan adjustments; the installment list probably can if the installments cover at least a month at a time. Both of these formats can also help students who have to cope with injury or illness--in themselves or in someone under their care.

* Is your syllabus "user friendly"? In particular, can your students tell what's due when and what counts the most? Can they use your schedule of class events to locate the busiest times of the course?

* List as many ways as you can to make reading "count" in your course grade. Compare your list with the ideas in the box below.

The basic answer is to have students write something about the textbook section or outside readings. For instance:

* Write 5 quiz questions and answers based on one page of reading (tell which page).
* Cite one example from the text and the principle it was to demonstrate; make up your own example for that same principle or for another one in the same chapter.
* Summarize one section of the current chapter.
* Paraphrase one paragraph of the current chapter.
* For one paragraph, write everything you can think of that relates to the paragraph (stop at one page?).
* Keep a reading notebook for this chapter, listing in particular the implications of the data in the text.
* You are an author of 10th-grade textbooks in this field; re-write one section of your course text for 10th-graders and include plans for any examples, photos, graphs, maps, case studies, etc. to make that section clear.

NOTE: These tasks demonstrate how students read and assure that students did read, so they are different from test or quiz questions about the textbook or outside reading.

Behavioral Objectives/Student Outcomes

One program that relates course objectives and student outcomes directly with the students is HRIM. David Barrish, the Program Head, was kind enough to share the attached documents.*** His memo to majors lists four measures of success--two for the student, two for the program. The unique feature, the "Course Progress Report," rate the success of instruction based on the work of the instructor and of the student. These reports are tabulated on the summary sheet (note the values from 0 to 3 for three of the items on the progress report itself). As Dave's memo states, students fill out these weekly reports anonymously to increase their candor.

* Especially if your program is coming up for review soon, you may want to invent something similar to the "Course Progress Report" to draw information about particular courses into your review.

* Do you have a course in which you have trouble getting the students to feel accountable for their efforts? Something like the "Course Progress Report"--with a question on what the students did to do the learning--might cause some awareness. How might adapt this idea or the form itself for your course.

*** The following five pages are reprinted by permission of Dave Barrish. The "Statistical Summary" was printed on legal-sized paper originally but recopied here for display.

J. SARGEANT REYNOLDS COMMUNITY COLLEGE

MEMORANDUM

TO: All Hotel-Restaurant-Institutional Management Majors

FROM: David J. Barrish DJB

SUBJECT: Student Outcome Assessment

DATE: May 1, 1991

As a student majoring in the aforementioned business curriculum, you have certain expectations of how the College should prepare you for a career in the hospitality industry. Program faculty have designed courses of study which they believe will prepare you for specific career orientations (i.e. hotel-motel management, dietary management, foodservice management, culinary arts, etc.). Under the guidance of curriculum advisory committees, they have specified several bodies of knowledge and technical skills which they believe are necessary for graduates to possess so as to be successful in entering and progressing through hospitality careers. These are what are commonly referred to as certificate and degree programs.

Your faculty's desire and commitment to convey these bodies of knowledge and technical skills drives the design and delivery of the curriculum, and the individual courses which comprise them. Each course is the sum of several general course objectives. If each specified objective is properly addressed, the desired job-related behaviors will be enabled. Conversely, if any particular objective is not properly addressed, the graduate may not be prepared as intended.

Consequently, there needs to be an ongoing assessment of each student's outcomes as they progress through the curriculum, and at the completion of their studies at the College. Certain of the data will evaluate the student; other data will evaluate how effectively the student outcomes are facilitated by the faculty and curricular design. Outcomes will be measured using the following instruments:

a) **Grades for individual courses,**
b) **Cumulative grade point averages,** for courses in the major only, as well as for all courses including general education courses,
c) **Course Progress Reports,** which will be prepared by students as they receive instruction,
d) **Outcome Assessment Examinations,** administered upon the completion of all specified courses in the major.

The first two measures (a and b) will be utilized to determine if the student has satisfied graduation requirements. The latter two measures (c and d) will be utilized by program faculty to determine whether or not the teaching is effectively administered, and if modifications are in order.

You are being asked to facilitate this assessment effort as follows:

1) Practice learning and studying behaviors which will make your education at the College as beneficial to you as possible.
2) Utilize the **Course Outlines** and **Syllabi** distributed to you. They are the instructors' plan for teaching the course, and the better that both parties (students and instructors) share an understanding of the plan, the more successful the partnership that can be formed.
3) When given a set of **Course Progress Reports**, complete and submit them weekly as instructed. You will not be required to identify yourself on these reports, so your candid responses are appreciated,
4) Arrange for taking an **Outcome Assessment Examination** during your last semester prior to graduation. Note: Your score on this examination will not preclude you from graduating as long as you have received passing grades in the individual courses. This examination is strictly for use in evaluating the success of faculty in delivering the bodies of knowledge.

This concerted effort is being made with the sincere hope that each student in the Hotel-Restaurant-Institutional Management Program will receive the best education possible, and be especially prepared for success in their chosen career. Your cooperation in this effort will be of value to both yourself, and others to come after you.

COURSE PROGRESS REPORT

Course Prefix Number:

Course Title:

Semester Week __ of __

Dates: from __-__-__ to __-__-__

General Course Objectives for These Dates

-Learning activities were scheduled to enhance my ability to...

***** Instructor's Contribution To My Learning These Objectives *****

I rate my instructor's contribution...

0 did not contribute
1 contributed very little
2 contributed moderately
3 contributed extremely

Specific learning activities my instructor conducted (list dates)...

_____

_____

_____

_____

_____

********** My Contribution To Learning These Objectives**********

I rate my contribution...

0 did not contribute
1 contributed very little
2 contributed moderately
3 contributed extremely

Specific learning activities I undertook (list dates)...

_____

_____

_____

_____

_____

********** Outcomes **********

I believe that my understanding of the listed objectives has grown...

0 not at all 1 very little 2 moderately 3 extremely

********** Additional Comments **********

_____

_____

_____

_____

_____

COURSE PROGRESS REPORT
STATISTICAL SUMMARY

Course Prefix Number: **Section Number:**
Course Title:
Semester and Year:

Objective	Instructor's Contribution	Student's Contribution	Outcome	Remarks
a.				
b.				
c.				
d.				
e.				
f.				
g.				
h.				
i.				
j.				
k.				
l.				
m.				
n.				
o.				
p.				
q.				
r.				
s.				
t.				
u.				
v.				
w.				
x.				
y.				
z.				
aa.				
bb.				
cc.				
	Mean Instructor's Contribution	Mean Student's Contribution	Mean Outcome	

Course Outlines and Syllabi

Sharon Rubin, writing an editorial for The Chronicle of Higher Education, suggested that a syllabus is the first place for a student and a faculty member to "connect," or to start communicating. She faults the "lister" who only specify what to read, write, and do when--and not why. She also laments the "scolders" whose syllabus emphasizes rules and penalties.

One of her colleagues at the University of Maryland, Lee Knefelkamp, surveyed 217 faculty at eight colleges and 157 students on what they worried about the most at the beginning of a course. Faculty listed as their concerns whether students will get involved in the course, like the instructor, and work together as a class. Students listed worries about being able to do the work, liking the instructor, and getting along with classmates. There is common ground in these concerns, but the usual syllabus does not take advantage of the commonality.

Naturally, the syllabus alone does not introduce the course; the first class session does. (Celebration of Teaching Forum members listed a few starter ideas for first classes; their ideas are summarized at the end of the "Instructional Delivery" section.) Rubin lists a few things missing from the usual syllabus; those shown below don't necessarily have an allotted space in our College's standard syllabus form. Consider how you already do or might work these kinds of statements into your syllabi:

* For this course, students will primarily be asked to
  - read
  - listen
  - write
  - work in groups
  - complete individual projects
  - ??

* The parts of this course come in the order shown because

  _____

  _____.

* The main sort of thinking required in this course is
  - recall
  - analysis
  - synthesis
  - comparison and contrast
  - criticism
  - ??

Instructional Design

* The main criteria for the major tasks of the course are as follows:
  Excellence (A) =
  Normal Skill (B or C) =
  Unacceptable Performance (<C) =

* The textbook for this course was chosen over competing texts because _____

  _____.

* The course prerequisites listed are such because the skills for entering this course include these:

  _____ _____

  _____ _____

  _____ _____

* The parts of the course will help students achieve the objectives listed by _____

  _____.

* The homework and in-class work fit together thus: _____

  _____

  _____.

Norman Raiford, a history instructor at Greenville Technical College (South Carolina) states in a recent Innovation Abstracts that he includes in his syllabus some words about his "educational philosophy and teaching methods," as well as the reasoning behind his selection of textbooks and other readings. He also encourages his students to look upon testing as feedback. The increased detail, he feels, tells students about the instructor and conveys seriousness for teaching that course. In fact, his follow-up exercise asks students to write a "four-paragraph . . . 'letter' to a friend" describing the general course content, the course requirements in terms of tests and papers, the teacher, and the student's individual hopes and concerns about the course. Basing this "letter" on the syllabus and the introductory class session, students reveal their early image of the course, the instructor, and their match-up of

expectations and reality at the moment. (Secondarily, Raiford uses the essay to check his students' entering writing abilities and to make his criteria for written assignments clear when he returns the essays, offering to give extra-credit for improved versions and alerting the class to his main criteria: a thesis and details. He also notes sources of writing improvement available on campus. This effort results, he says, in later essays that are easier to read and less frustrating to evaluate.)

CONTENT EXPERTISE

Besides attending local, regional, and national conferences, and reading newsletters, magazine and journal articles, and professional books on teaching and on their discipline, respondents to the Spring, 1991, faculty survey said that they increase their content expertise by teaching workshops (sometimes to other teachers) and by working in their field. Most of those who noted that they write, edit, or review textbooks, mentioned benefits, such as updated information for their JSRCC course presentations.

[See the section on "Professional Growth and Development" for specific suggestions of on-campus and other professional resources for assisting your own plans for growth. Also see the checklist under "Learning Resources" in the "Instructional Design" section of this handbook.]

RECORD KEEPING

This section describes what computer software can do for course and test record-keeping. In addition, some interpretation of current copyright law is offered for your protection.

Managing Course Records on Computer

Keeping track of grades with a computer: If you have access to a computer in your building, you may wish to learn how to use a form of gradebook software to keep, process, and print out grade records for your courses--especially if you don't like doing all the calculations to figure grades.

Any of the various kinds of gradebook software can provide a means of storing student records in a format that is easy to use, quick to print, and accurate. The computer automatically does the calculations to show a running total of points or a course average.

Some gradebook software also comes with a test banking capacity so that you can store all of your test questions by format (multiple-choice, essay, etc.) and build different exams by selecting questions from your test bank.

The accompanying pages demonstrate several features of such gradebook software. The first is a class roster. The eight-character label reads **11-20f90** to indicate course, section, and term; but you can use any label that tells you what's in the file. The students are listed according to their identification code, which can be numbers that you assign to them or numbers they already have, like street address numbers or other identifiers. The columns show each students point total for the course and the last four assignments of the course. These are listed by standing in the course, but they could be listed by student name alphabetically or just by id code numerically.

This page makes a handy, informal grade roster to post for the class, since it is anonymous. Letter grade ranges can be written in to show final course grades.

The next sample shows the **results of one test**, the final exam for the course, for each student by name (the names are covered, naturally). The top line shows the name of the test, the highest possible score, and the multiplier for the weight. In other words, this final exam was worth 200 points (out of a possible 2200 points for the term, by the way). The next lines show actual scores: the class average, highest score earned, and lowest score earned. The next line, just above the student-by-student listing, shows the grade distribution, in this case a rather odd one. Only excellence, mediocrity, and failure showed up on this final; there were no grades in the B or D range.

Another record available from this gradebook software is the individual **student report**, handy for midterm assessment or even

end-of-unit checks. This report is for the top student in the class, who completed all 38 tasks that counted (weights of assignments are not shown here; daily work counts a bit so that students can earn about 40% of their course grade through class participation, so absentees can see how many points they are throwing away when the class roster printout is posted). The items that counted most heavily were the five essays, the resume, and the research paper (items 1, 10 and 11, 20 and 21, 37, 38; 36, and 33 respectively).

The student report printout shows for each assignment how the student did compared to the class average. It also lists a zero for work not credited to the student, which is helpful for spotting clerical errors (the student can just show the returned, graded paper to get the grade recorded) and for showing the student what needs to be made up, if that option is given.

The eight-character names for assignments can seem rather cryptic, but they parallel the complete assignment names in the course syllabus so that students can often figure them out for themselves--or at least ask for translations of specific assignment tags. For instance, item 26, "RePaPlan" translates fairly easily into "Research Paper Plan," a nine-part report listed in detail in the syllabus. But it also can be easily confused with item 14, "RePerPlan," which is actually an abbreviation of an assignment from the course text to plan a "Remembrance of a Person," a biographical writing task. Tags in the small spaces of a grade sheet in a spiral notebook can be just as cryptic sometimes.

The **main advantages** of such gradebook software, then, are these:

* The computer will calculate point totals or student averages with each new grade entered.
* Individual grade reports and class standings can be printed at the touch of a button.
* Alphabetical and numeric lists of students can be typed once and students dropped or added easily into their spot in the list.
* Gradebook software works from menus so that it is easier to learn than most computer software that requires using the function keys or the math keys.

Other functions of some gradebook software include test making and a calendar for appointments. The final display page in this section shows three of the several screens that can be used for these functions.

Making tests with a computer: The **test bank screen** shown here is a display of a question from a test bank that has already been made; its label is **heur.mlt** because the questions in the bank

were generated by use of a heuristic procedure, and the questions are all multiple choice. When the questions are written into the test bank, this software program asks for a topic heading under which to house the question (this is often a chapter title from a textbook, for instance), a difficulty estimate, the correct answer, and the number of lines for any accompanying figure or graph (up to 10 lines per question are allowed in this software program). Notice that the commands below the question box are in a menu format; that means to select a command, like edit, a user simply types the letter E on the keyboard.

Once the test bank has been written, making an exam involves simply selecting questions from the bank. The middle sample, the **examination screen**, shows one question from an eight-question quiz about an article on employee theft. At the bottom of both screens is an option menu set up to allow moving to the previous question or the next question of an exam file or a test bank. The brief manuals that accompany purchased software often list the options of each menu for each screen and what the option means. With about an hour of practice at any pc, a user can become familiar enough with such software to use it reliably to make quizzes, tests, or major exams with questions in a variety of formats.

The main advantages of the test bank software, then, include these:

* Quiz, test, and exam questions can be formatted and stored to make alternate test forms, alternate answer key patterns, or both.
* Questions can be edited, sorted by topic, scaled by degree of difficulty, and used with figures or graphs.
* When used with machine-scorable answer sheets, the difficulty, ease, or irrelevance of any test item can be indicated with a a statistical software program used when the tests are scored (contact your campus instructional developer [Cynthia Sugg or Barry Burkholder]). Such questions can be edited or replaced in a test bank by putting the gradebook and data disks into any pc.

NOTE: Since division offices are equipping their computers with pc capabilities, the same terminals used at registration might be available at other times for word processing, gradebook, test bank, and other uses for faculty or anyone who can be talked into supplying such services for faculty.

Is your division office set up so that advisors or faculty can have access to a computer terminal during a semester? If so, and if demand is high enough, it might become a training center (WordPerfect, for instance, comes with a set of training lessons) or an open use terminal even if faculty need to sign up to reserve time. (Would the demand ever become so great that a sign-up system would be necessary?)

Keeping track of appointments by using a computerized calendar: The last screen shown in the samples displays the appointments of one faculty member for Friday, October 19, 1990. Most folks scribble notes onto a portable calendar or a wall calendar. This program has two advantages over paper calendars:

* The writing space is somewhat larger than on the usual paper calendar--and notes are typed.
* The calendar program can, in this case, access any month from the years 1900 through 2099. (So far nobody has carried a lap top computer to a meeting to take minutes, but this program is the ultimate answer to the question, "Who's got a calendar for next year?")

What are the implications of the information above for you?

* The college has a site license for WordPerfect. Should this word processing program be installed in a computer near you? (It's already in division offices and campus computer labs.) Should you take one of the Continuing Education one-day seminars to begin learning WordPerfect? Or should you wait until the College gets a grant to put computers in all faculty offices, if that happens before you retire?

* Does your campus computer lab have samples of software that you might try out, along with a trained lab proctor who can help you learn programs? (For at least one campus, the answer is yes. Apparently, he does not check campus id's at the door.)

* Gradebook software can be purchased for less than $150. If you wanted such a collection of floppy disks for your use, where might the purchase money come from?

--department budget?
--division budget?
--instructional development budgets?
--part of an instructional development or other in-house grant?
--for non-travelers: travel and professional development allocations?
--other sources?

Some Ideas on Avoiding Copyright Violations: A Personal Interpretation

The general thrust of the copyright law, it seems to me, is to stop the sort of wholesale photocopying that amounts to a kind of restraint of trade on publishers. (Besides, a photocopier is probably one of the worst places for trying to design a coherent textbook.)

The basic issue seems to be whether a teacher can copy something and use it in class without written permission of the copyright holder.

The following cases illustrate the guidelines that I use myself.

Case 1. If I ask my students each to find and copy an article (one copy), no permission is required since single copies can be made by individuals for educational and research purposes, especially if the amount copied is less than 5% of the original.

Example: This takes some lead time, so I do this, for instance, by telling my students in Critical Reading and Study Skills about two weeks before the final exam that they must bring copies of two listed articles to the final exam period in order to write about them. (Yes, a few students have to be told directly to read, underline, and index the articles in advance for quick reference during the exam.)

Case 2. If I copy an article, let's say, for my class, no permission is needed, probably, for the first use, especially if I copy within a week before giving it to my class (spontaneously, written permission takes at least two weeks). I still must type an acknowledgement onto the original before copying.

Example: If I judge that I haven't done enough to prepare my developmental writing students for the reading in the credit-level College Composition courses, I might run off an appropriate, challenging magazine article and ask students to do two or three kinds of English 111 responses. Such moments usually hit me about 45 minutes before class; that's spontaneous in my dictionary.

Case 3. If I make a class set of something, such as a magazine article, and collect the copies to reuse in other classes, I probably should write for permission from the copyright holder (which may or may not be the magazine publisher) if reuse beyond one semester is projected. I must type an acknowledgement onto the original before copying.

Example: In a College Composition class, I might have run across an article that applies to and supplements an article from the course text. One time when research papers were coming due, I copied such a supplemental article for the class and asked what information the writer of the article in our text might have used to update her essay on the homeless--and how would this extra essay be documented if she were writing a research paper. I collected the supplemental article copies and used them in my next section for the same purpose. (We changed texts the following term.)

Case 4. If I have old chestnuts that work well each term, I probably should obtain written permission to use these copyrighted materials, even if they are from superceded editions of texts or magazines no longer available for purchase. (The copyright holder is supposed to get a shot at charging me a fee, even a small one, for such use; if I don't seek permission, I'm blocking that chance, which authors and publishers must see as a form of theft.) I must type an acknowledgement onto the original before copying.

Example: Once I tried to turn my slide presentation on the Search for Extraterrestrial Intelligence (SETI) into a slide-tape presentation for Center for Humanities or some such audio-visual publisher. It didn't take too many permission inquiries before the total in permission fees per unit exceeded any reasonable retail price and I expected the movie studio that gave me one free copy of the mothership from Close Encounters of the Third Kind to say a flat "NO" to copying that slide. But in-house use was no problem, since I charged no admission (made no money that could be tapped by people whose pictures I had used), and I had permission from the studio before they sent me the slide to use in-house for non-commercial, educational purposes.

Case 5. If I am copying articles or chapters of texts and selling the copies to my students, I should have written permission from all of the copyright holders in advance--including the exact wording of the acknowledgement they require.

Example: If we use course packs here that include copyrighted material, permission will have to be obtained in writing well in advance of printing, as was true for my dissertation and for the textbook I wrote for a commercial publisher. That even includes use of student materials. Such recurrent copying amounts to publishing.

Case 6. If I want to copy something I wrote for J. Sargeant Reynolds for use in-house, I don't need any permissions.

Example: A packet of exercises I designed under a Title III, AIDP grant in the early '80s is considered "public domain" by the federal government and copyable anywhere. The state, which put in matching funds for the grant, allows in-house use without formal permissions. Over the years, I have used the entire packet or selected exercises in quantity in class.

Case 7. If I want to publish something I wrote on state time, I need written permission in advance from the college president, or I need to adapt it fairly radically so that it is essentially a new document.

Self-Test on Copyright Infringement

Ok, here's a test. See whether you consider these uses as possible violations of copyright--and, more important, what would you advise a colleague who is using each practice?

Practice 1: You see a staff member at the copier making multiple copies of a chapter from last year's textbook. You recall that this colleague argued vehemently not to change texts but was outvoted by the rest of the department. [Such cases could become rare, since the clarification of our College's textbook policy. See "Textbooks" in the "Instructional Design" section.]

Practice 2: You find in your classroom a copy of a very ordinary drill page from a very ordinary textbook not used at this college. You infer that someone who used the room before you has photocopied the worksheet in quantity to use with a class in your discipline. The worksheet bears no acknowledgement to the copyright holder.

Practice 3: You find a discarded scientific journal from the campus library, and you correctly infer that someone is using discarded journals and magazines in class. (This is a trick question, since use of original materials wasn't discussed above.)

CAUTION: The Northern Virginia Community College faculty handbook spells out an obvious point. Faculty who are sued for violating copyright will not be backed by the college. (Does our liability insurance cover us for such suits? Does it cover adjunct?)

The attached document shows a form for seeking permission from students to use their work. Virginia does not claim copyrights to work done by students during courses (it does claim rights to work done for pay, such as by work-study students).

PERMISSION TO COPY OR ADAPT WRITING BY A STUDENT

Check here ____ if you want a copy of the writing for yourself.

I grant permission to Eric P. Hibbison to copy or adapt my writing, entitled

_____

[Write title or, if untitled, write type of assignment.]

The following conditions apply:

1. Dr. Hibbison will not use my name if he makes changes for instructional purposes in my writing, such as dismantling the paragraphs into sentence lists, inserting errors or choices, and other adaptations. (But he can list my name in generic acknowledgements.)

2. Dr. Hibbison may use my name at his discretion, as long as my work is presented as an example of good writing, such as to demonstrate an effective writing process or product.

3. Dr. Hibbison may include my work in publications that he authors or edits; he may do so without further permission from me and without paying me a fee for using my work.

4. Dr. Hibbison may use my work in his classes or in convention presentations and workshops without further permission and without paying me a fee.

5. Dr. Hibbison may also offer my work for publication in the writing or presentations of other teachers with the same provisions as 1 through 4, above.

_____ _____

[signature] [date]

_____

[*Printed name as it should appear on the writing, if used.*]

The address and telephone number <u>on the back of this sheet</u> may be used to notify me if my work is included in a publication, such as part of a textbook or journal article.

<u>NOTE:</u> Keep the second copy of this permission contract for your records.

Audio-Visual Copyrights

FYI: The following guidelines appear in the New River Community College Adjunct Faculty Handbook for 1990 - 1991.

1. Duplication of copyrighted material such as audio and video tape or computer software will not be made without the [*written*] permission of the copyright holder.

2. Only those materials which are in compliance with the copyright law will be shown over the college's closed circuit television system. Media not in compliance with copyright laws should not be shown using any college equipment. For example: [c]ollege owned and cleared media, rental media with appropriate clearance, and off-air taped media within the first ten school days after tapind can be shown. Dubiously obtained materials will not be shown.

3. Off-air taping will follow the Kastenmeier Guidelines [*highlighted below*].

4. Back-up copies, or change in media format copies, will not be made without the permission of the copyright holder.

[5.] If you have any questions concerning the copyright status of any media you use for your instructional activities, please call the LRC director for clarification. The LRC will also be more than happy to help you request copyright clearance on any materials you need.

The Kastenmeier Guidelines, mentioned in the NRCC statement above, resulted from negotiations by 19 educators and copyright proprietors 1979. They were charged with applying the "fair use" provision to use of off-air television recording in classrooms of non-profit, educational institutions.***

*** These guidelines appeared in the Congressional Record for October 14, 1979, pages E4750-E4752.

1. Off-air recordings can be kept for 45 calendar days; after they must be erased.

2. Within that 45 days, off-air recordings can be played back once by individual teachers and repeated only once for review. Playback must occur within the first 10 class days.

3. Off-air recording must result from a request by individual faculty. A duplicate request by the same faculty member must not be honored, no matter how many times the now is re-broadcast.

4. The number of copies to meet requests of different individual faculty must be "limited," and each copy is subject to all guidelines.

5. After the 10 class days, only the requesting faculty member may view the recording without further authorization from the copyright holder, such as to decide whether to seek permission or purchase for use of the program in later courses.

6. The entire recording does not have to be used, but the recording may not be edited without permission nor may the off-air recording be combined with others to make "anthologies or compilations" ("Guidelines" 683).

7. The copyright notice from the broadcast must be included on all copies.

It's up to each college to design procedures to enforce these guidelines.

Concerned faculty users of copyrighted works should ask the U. S. Copyright Office for a copy of Circular R21 and related circulars produced since 1978. (See "Works Cited" for a complete reference to this circular and the brochure mentioned below.)

Concerned faculty authors should obtain the brochure from the Virginia State Bar on protecting <u>their own</u> rights to work they produce and check the summary of the "Intellectual Property" policy of the VCCS in Appendix 1 of this handbook.

Reprinted from Circular R21: Copyright and the Librarian, a public domain document from the federal government· Copyright Office, Library of Congress (Washington, D.C.: U.S. Government Printing Office, 1977).

AGREEMENT ON GUIDELINES FOR CLASSROOM COPYING IN NOT-FOR-PROFIT EDUCATIONAL INSTITUTIONS WITH RESPECT TO BOOKS AND PERIODICALS *

The purpose of the following guidelines is to state the minimum and not the maximum standards of educational fair use under Section 107 of H.R. 2223. The parties agree that the conditions determining the extent of permissible copying for educational purposes may change in the future; that certain types of copying permitted under these guidelines may not be permissible in the future; and conversely that in the future other types of copying not permitted under these guidelines may be permissible under revised guidelines.

Moreover, the following statement of guidelines is not intended to limit the types of copying permitted under the standards of fair use under judicial decision and which are stated in Section 107 of the Copyright Revision Bill. There may be instances in which copying, which does not fall within the guidelines stated below, may nonetheless be permitted under the criteria of fair use.

GUIDELINES

I. Single Copying for Teachers:

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

A. A chapter from a book;

B. An article from a periodical or newspaper;

C. A short story, short essay or short poem, whether or not from a collective work;

D. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.

II. Multiple Copies for Classroom Use:

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion; **provided that:**

A. The copying meets the tests of brevity and spontaneity as defined below; **and,**

B. Meets the cumulative effect test as defined below; **and,**

C. Each copy includes a notice of copyright.

DEFINITIONS:

Brevity:

1. Poetry: (a) A complete poem if less than 250 words and if printed or not more than two pages or, (b) from a longer poem, an excerpt of not more than 250 words.

2. Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

[Each of the numerical limits stated in "1" and "2" above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.]

3. Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.

4. "Special" works: Certain works in poetry, prose or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "2" above notwithstanding such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not

more than 10% of the words found in the text thereof, may be reproduced.

Spontaneity

1. The copying is at the instance and inspiration of the individual teacher, and
2. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect

1. The copying of the material is for only one course in the school in which the copies are made.
2. Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.
3. There shall not be more than nine instances of such multiple copying for one course during one class term.

[The limitations stated in "2" and "3" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.]

III. Prohibitions as to I. and II. Above

Notwithstanding any of the above, the following shall be prohibited:

A. Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or are reproduced and used separately.

B. There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.

C. Copying shall not:

1. substitute for the purchase of books, publisher's reprints or periodicals;
2. be directed by higher authority;
3. be repeated with respect to the same item by the same teacher from term to term.

D. No charge shall be made to the student beyond the actual cost of the photocopying.

GUIDELINES FOR EDUCATIONAL USES OF MUSIC**

Representatives of the Music Publishers' Association of the United States, Inc., the National Music Publishers' Association, Inc., the Music Teachers National Association, the Music Educators National Conference, the National Association of Schools of Music and the Ad Hoc Committee on Copyright Revision developed the following:

The purpose of the following guidelines is to state the minimum and not the maximum standards of educational fair use under Section 107 of H.R. 2223. The parties agree that the conditions determining the extent of permissible copying for educational purpose may change in the future; that certain types of copying permitted under these guidelines may not be permissible in the future; and conversely that in the future other types of copying not permitted under these guidelines may be permissible under revised guidelines.

Moreover, the following statement of guidelines is not intended to limit the types of copying permitted under the standards of fair use under judicial decision and which are stated in Section 107 of the Copyright Revision Bill. There may be instances in which copying which does not fall within the guidelines stated below may nonetheless be permitted under the criteria of fair use.

I. Permissible Uses

A. Emergency copying to replace purchased copies

which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.

B. For academic purposes other than performance, single or multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or aria, but in no case more than (10%) of the whole work. The number of copies shall not exceed one copy per pupil.

C. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.

D. A single copy of recordings of performance by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.

E. A single copy of a sound recording (such as a tape, disc or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.)

II. Prohibitions

A. Copying to create or replace or substitute for anthologies, compilations or collective works.

B. Copying of or from works intended to be "consumable" in the course of study or of teaching such as workbooks, exercises, standardized tests and answer sheets and like material.

C. Copying for the purpose of performance, except as in I.A. above.

D. Copying for the purpose of substituting for type purchase of music, except as in I.A. and I.B. above.

E. Copying without inclusion of the copyright notice which appears on the printed copy.

PROFESSIONAL GROWTH

AND

DEVELOPMENT

PROFESSIONAL GROWTH

AND DEVELOPMENT

This chapter contains ideas on growing in the profession and helping others to grow as well. It includes ideas from Polk Community College in Florida and Sinclair Community College in Ohio, as well as ideas from Virginia.

Also included are notes on sources of interest, local and national, for college teaching, including award-winning software, samples of some free materials obtainable from ERIC (digests and topical bibliographies), plus information on using ERIC resources. Also included are directions on using DIALOG with your campus librarian, a sample bibliography from Academic Index.

Near the end of the chapter, "Faculty Services" available from the College are profiled (old wine in new bottles).

This chapter ends with one last checklist, a "Teacher's Self-Assessment Scale," and a tongue-in-cheek "job description" by Sherolyn Heatwole.

Professional development may be fostered by any number of enriching activities for individuals, departments, campuses, or the entire college. Ultimately, however, we grow when we learn for ourselves and with our colleagues and students.

Suggestions for Uses of Faculty Professional Development Time at Little or No Cost

The following report offers many suggestions gathered from a variety of experiences at this college. Your goal in reading should probably be to select a few ideas for the front burner and note a few others for the back burner. The last half of this report describes a collegial effort to incorporate adjunct into one department, an effort that is growing into a college-wide effort of considerable benefit to the Florida community college that is implementing it.

Departments or Disciplines

Faculty (full-time and/or adjunct) in any department or discipline might meet together for professional development by doing any of the following (the precedents mentioned are simply ones I've heard about, not an inclusive list):

Make a site visit to observe state-of-the-art technology or a new procedure in their field (precedents in health tech. and printing(?))

Meet with discipline faculty of another institution to discuss one particular issue relating to teaching or to their field; meet informally or co-invite a speaker, workshop leader, practitioner, or researcher in the field for a formal presentation (precedents in nursing & English).

Exchange viewpoints on a pre-selected issue, based on experience, reading, results of a computer search, abstract search, or search of the computerized Foundation Grants INDEX.

Meet with local employers of their program's graduates to discuss an issue of mutual interest in their field (precedents = advisory committee sessions).

Have a "Great Books" session on a pre-selected work important in your field (precedent = 1980-81 sessions among English faculty on AIDP grant released time; bibliography agreed on and divided up for group members' reports to rest of group on scheduled days & times).

Such sessions might include adjunct faculty, local practitioners, or invited faculty from area high schools or colleges.

Informal Gatherings

In addition to these professional activities, faculty may wish to foster departmental or discipline solidarity by having a planned informal activity, such as a departmental dinner (precedent = H&SS Division goodbye dinners for departing colleagues) or cocktails (precedent = Fall, 1990, PRC English after dinner gathering for adjunct), attendance at a movie of interest to most with discussion afterward, a get-acquainted luncheon with your department's adjunct faculty, alumni, or new program candidates (or attendance at a Richmond Braves game if the department prefers it). In short, activities that foster collegiality and togetherness build a sense of community. Of course, any of these informal and many of the above listed activities could be encouraged among classified and administrative staff, as well as full-time and adjunct faculty.

Individual and Paired Professional Development

Besides departmental professional development, there are several interesting pursuits that one or two faculty might find professionally rejuvenating.

Site visits: Any faculty member might visit a state-of-the-art shop in the field or visit another college or university to determine their approach to students in the field, uses of technology, of cooperative education, or any specific problem in the field (I found out and shared with various administrators several ideas on placement, course offerings, etc., while visiting two higher education sites in Nevada).

Computer searches: Any faculty member can request a database search for titles relevant to an issue in the field; depending on cost, abstracts might be available for some references. Such searches can be free to the faculty member (I've had searches done on a variety of topics over the years to support research done for the college and my own curiosity and course support).

Manual literature searches: Any faculty member can attach extra credit in appropriate courses for students who gather information on topics of interest to the faculty member (I've had students over the years gather articles on Hemingway to support a research assignment in one of my composition courses; I've searched Book Review

Digest and Biography Index myself for references to Hemingway and to Helen Hayes in support of course units and an LRC Book Discussion).

Keep a "teacher's journal": Any faculty member can jot down notes about methods tried in a course and how they worked and speculate about why (I'm doing so this term for an English 112 section). Such notes could lead to "classroom research" on particular approaches, units, and other course design features.

Visit a colleague's classes: A pair of faculty members might get along well enough to sit in on selected classes during a term (precedents = Pat Johnson sitting in on Hugh Rooney's biology section in order to run a concurrent study skills course for his biology students; interns in English 112 as observers, team teachers, or teachers of selected units, with supervising teacher sometimes sitting in or with intern sometimes sitting in on another section of the supervising teacher's course so that both may reflect on teaching methods, perhaps sharing observations and rationales with each other or with other interns or other supervising teachers).

"Classroom research": Any faculty member can design small-scale trials for selected techniques, as several faculty do within and outside of the BASE group. [References: K. Patricia Cross and Thomas A. Angelo, Classroom Assessment Techiques: A Handbook for Faculty; Ann Arbor, Michigan: NCRIPTAL, 1988 (available from BASE faculty) and Doris M. Cook, Strategic Learning in the Content Areas; Madison: Wisconsin Department of Public Instruction, 1989.]

Positive vs. Negative Professional Development Activities

These departmental and individual methods can certainly include adjunct faculty just as easily as full-time faculty. All of the methods above are inexpensive yet potentially very rewarding for the participants because they are directed at promoting change and examining our operational bases as teachers. One-day workshops with consultants do not have the same potential impact simply because they do not cause action, as they have been implemented here in the past--there's no follow-up, usually, and

not enough interaction to allow interested faculty to adopt a method as their own.

Other group approaches to professional development used at the college have been the sharing sessions, usually in the form of small, concurrent presentations or workshops presented at the beginning of a semester, and intermittent workshops on selected topics taking perhaps half a day and often conducted on one campus Examples are the DTC workshop on student retention a few years ago, the PRC session on learning disabled students a few semesters ago, the Celebration of Teaching Forum presentations of April, 1991, and the "Back Porch Sharing Sessions" planned monthly for 1991-1992, listed in the following box.

BACK PORCH SHARING SESSIONS

During the 1991-1992 year, please join faculty from BASE and the Celebration of Teaching Forum at Friday afternoon gatheringss to discuss teaching, colleague-to-colleague, informally for the mutual joy and benefit of all present.

Exact times and places will be announced in late August.

Friday, September 13, 1991
Reaching Out: Hands-On Activities for Teaching in My Discipline

Friday, October 11, 1991
Students Don't All Learn the Same Way: What We Do to Deal with Varied Learning Styles

Friday, November 8, 1991
Bridges to the Past: Building on Students' Prior Knowledge

Friday, December 6, 1991
Looking at the Fish: Metacognition = Knowing What You Know and How to Find Out More

Friday, January 10, 1992
Is There Life After Class? Making Connections with the Real World

Friday, February 14, 1992
Who's Life Is This Anyway? Increasing Students' Responsibility for Their Own Learning

Friday, March 22, 1992
A Picture Is Worth . . .: Using the Whole Brain to Learn

Friday, April 10, 1992
X in a Box: Designing Frames for Learning Concepts in My Discipline

Although concurrent sessions might present one finite activity that teachers could readily adapt, the half-day and all-day workshops can only serve at best to launch initiatives to which faculty have already committed. But that implies continued guidance for positive change and intermittent evaluation of progress; more importantly, the "launch" metaphor implies that the astronauts have already volunteered for a project and that

people with line authority have committed to long-term involvement for the project. Such conditions do not usually apply to the in-service workshops held at this college; the AIDP, Ford, and BASE projects are exemples of continued effort precisely because they had such commitments from their beginnings or nearly their beginnings (and perhaps they included a finite, committed group of faculty and managers).

A few words about grants: Notable research has been conducted under the auspices of various grants over the years. The AIDP grant, for instance, allowed three English instructors to compare three teaching methods for the now defunct English 101 and 102 courses. The Ford Grant allowed reading and content area faculty to interact across an entire semester to assess reading skills of students in, for instance, psychology--and to have an impact on course prerequisites and methods. The BASE Project, funded by a grant written by two cooperating division chairs, allowed a cadre of interested teachers to conduct small-scale experiments in developmental writing, reading, and math classes. This project, like the Ford Grant, has led to continued cooperation among faculty, largely through the impetus of the college's reading specialists. Although the BASE project started with a consultant, the grant contained provisions for the BASE faculty to implement or adapt several strategies proposed by the consultant (and the consultant worked for more than one day with the faculty).

Grants, the main tools of institutional research, can have healthy impact on classroom practices, but so can teacher interaction and small-scale classroom research. Assessment activities, such as those forced on us by SCHEV and SACS, <u>can</u> have some impact for good if their results are shared with faculty and supported by further inquiry to determine the causes of findings. For example, English 01 and English 03 have deliberately broadened beyond the scope of a few years ago because of the assessment conclusion that students who passed that course did not do better in English 111 than students who ignored a recommendation to take English 03--but the hypothesis that a mismatch of course contents, not student motivation or prior knowledge, would explain the assessment results requires a follow-up survey or initial measures of students' motivation and prior knowledge that might help to clarify these assessment results.

The Emerging Full-Time and Adjunct Professional Development System at Polk Community College, Winter Haven, Florida

What can happen when a department or a college devctes its major effort beyond the classroom to collegiality and to improving teaching rather than devoting major efforts to governance?

On February 14, 1991, at a preconvention workshop associated with the convention for the Southeastern Conference on English in the Two-Year College (SCETC), a group of full-time and adjunct faculty from Polk Community College described the underlying models and the several components of their professional development system. The design began in their equivalent of our Humanities & Social Sciences, Arts and Sciences divisions but is being implemented across the college. Many parts coincide with things that we do as a college, but even in these parts they do much more and much more practical activities to foster collegiality.

Their system is based on several guidelines adapted from an article in Educational Leadership:

1. Participants can be induced to "buy into" an activity if they have considerable control over the content (This principle was recently demonstrated at JSRCC when the Celebration of Teaching Forum designed its own academic-centered professional development meeting; this principle has been thwarted at JSR when faculty have been subjected to videotapes on how to conduct a meeting or received communiques on telephone etiquette).

2. Job-related tasks considered important by the participants must be the focus of a professional development activity.

3. Practice of new skills in simulated and real settings will foster adoption of the skills (one-day and half-day consultant visits without follow-up may be inspirational but they do not develop new skills).

4. Small-group work allows faculty to learn from each other.

5. Peers need to give each other feedback about performance.

Other principles underlying the Polk CC professional development effort include recurrent needs assessment by surveying previous participants (used to renovate orientations for new adjunct, for instance) and on-going evaluation of the

process being implemented (at least every six weeks was their guideline).

Other important principles came from a position paper issued by the Conference on College Composition and Communication in October, 1989, on educational quality for full-time and adjunct faculty. The most important is, perhaps, the assumptions that adjunct faculty "should be given a voice in the formulation of department policy regarding courses and programs in which they teach (for example, by voting at department meetings and by serving on curriculum and hiring committees" and that "they should have the same right as full-time faculty to participate in the design of evaluation procedures" (emphasis added).

The Polk faculty were attempting to solve the problem of integrating their adjunct faculty into the total faculty. They noted several problems that should sound very familiar to us:

* Most adjunct were new or teaching courses new to them.
* The department needed consistency in course content.
* Communication with adjunct was inconsistent.
* Adjunct didn't identify with the college or their program.
* Adjunct recruitment was passive; they requested employment, rather than the college actively seeking and inviting qualified people to teach.

The solution, as it has evolved since about 1987, began in the English department with an adjunct coordinator on released time and has come to include several components, including the several conditions in the "Adjunct Faculty Agreement" (Attachment 1). [*By the way, Polk pays its adjunct a flat rate of $17.50 per hour, which is $840 per semester for a 3-credit course.*]

Selected components of their emerging system include several ideas we might seriously consider across the college:

Informal Collaborative Learning

Since full-time faculty often share office space with adjunct, they also share course materials and methods in pairs. The faculty conference room also became adjunct office space, which included exam copies of textbooks from book reps. Adjunct were invited to all curriculum planning sessions and textbook selection meetings in their departments.

Mingling was encouraged by giving all adjunct a list of each course and who was teaching it, as well as by informal social gatherings (spaghetti dinners at the home of a full-time faculty member were often mentioned).

Peer Observation

The fear inherent in this activity was minimized by the informal efforts above, by discussions of the meaning of good teaching (based on Attachment 2--a list on presentation, involvement, and questioning), and by emphasis on the positive in the forms used to plan and to report on the observation (See Attachment 3). Further collegiality could be achieved by having an adjunct faculty member observe a full-timer using the same forms. Note that the faculty member observed controls the goals of the observation.

In the English department at Polk, all faculty train together to implement a similar grading procedure, which all use to grade students' final essays every term (on one Saturday morning). Their training in this "holistic" scoring system began with a consultant; it continued as the teachers used the scoring criteria they adapted to train students in their classes to evaluate sample essays and their own work, and the method has been adopted as their system for grading final exams impartially and consistently.

On the "Staffing Information Sheet" (Attachment 4), note that adjunct are polled at the bottom of the page to determine when they might attend "staff development workshops." The Polk English Department, which originated the plan and forms discussed in this summary, held workshops for several issues and tasks, including these:

* Do our courses accommodate current trends in society, such as computer use, second-language learners, the surge of women in the workforce, at-risk college students? (One result was that all composition students must type their research papers on computer discs; the department or teacher keeps the printed copy.)

* They surveyed their teachers for one course, asking how much time they spent on each of the headings under "content" in the course outline and what other topics they included. The survey formed the basis of a departmental workshop on revising that course outline--with all full-time and adjunct teachers invited.

* Textbook selection workshops include deriving an explanation of how the selected textbook matches the course content, so that all users of the text will understand the rationale for its selection.

* Another workshop considered alternative ways to achieve the objectives of a particular course.

For each workshop, actual student data, a survey of students or faculty, or some other data assessment is used to drive the workshop. Their planning principles also included the idea that all participants should be in on the planning phase in order to broaden the diversity of topics.

Current discussions of change to this system at Polk are informed by comments from adjunct participants surveyed. Several suggestions useful at JSRCC include these:

* Orient new adjunct differently than experienced, returning adjunct.

* Observations should be mutual, optional, and on-going during each semester.

* The adjunct office should have hours posted for all adjunct and an answering machine to record messages in off hours.

Finally, the panel leader from Polk, Georgia Newman, recommended the book, Faculty Development in a Time of Retrenchment, as a seminal study still applicable today.

Further implications from the Polk Community College panel presentation include the notions that we should list for ourselves which colleges and universities our adjunct come from and meet with teacher trainers at these institutions to share ideas on what we expect from our adjunct as teachers (the program or discipline level is probably the best level to implement this idea).

Why not compensate adjunct out of department funds for attending professional development activities during the term?

Why not pay some adjunct travel and even professional organization memberships out of department, division, or central professional development funds?

Departments or disciplines could even have what amounts to an "academic retreat" if several members, including adjunct, were travelling to a selected convention--and the funding required would be only travel funding, by whatever method each individual used. Only additional planning would be required to make such travel into a "retreat."

Networking

At J. Sargeant Reynolds when a group of us turns our attention toward solving a problem, many creative ideas emerge. So far this report has contained solutions that individuals,

departments/disciplines, and the college as a whole might consider to foster professional development--a need central to the cause of quality education and a force for positive change in the substance as well as the morale of this college.

The focus in this section is strictly individual. A recently published study (Sands, Parson, and Duane) suggests that colleagues help colleagues in a variety of ways. If you're willing to spend 1 - 3 hours per week (as the respondents in the study's survey reportedly did), you may wish to seek or to be one of the following types of colleagues (categories were actually made from a factor analysis, so don't be surprised if you see possibilities of overlap; the authors noted these relationships are "complex" and "multidimensional"):

1. A friend: Like friends in general, friendly colleagues lend emotional support, give advice, help us figure out career options and personal problems; they also socialize with us and may defend us from criticism.

2. A career guide: These colleagues collaborate with us on research and even publication. They introduce us to helpful contacts, encourage us to take a more visible role in our profession, and help us find the backing for our good ideas.

3. An information source: These colleagues help us decipher policies, requirements for promotion, duties of committee work--basically helping us cut through the red tape.

4. An intellectual guide: These colleagues give us helpful praise and prods, treating us as equals even though they may be more experienced on some topics than we are, and review our plans and drafts to help make them better.

In the study, equal status seemed to foster collegial friendships. Women in applied sciences seemed to seek career guides and information sources, while faculty who had mentors in graduate school sought out colleagues as intellectual guides.

Obviously, other activities are possible. The authors of the study picked some out as nearly as significant as the above factors in maintaining collegial relationships. Those colleagues who help us believe in ourselves, help us find places to publish

or even jobs are helping us professionally. Those who want to nominate us for honors, help with our teaching, give us encouragement or coaching if we need it and serve as role models are helping us develop.

The study spells out another obvious feature of networking--it's voluntary and it's mutual. Departments can encourage such relationships as those described above, but rarely are such colleague-to-colleague relationships assigned.

In short, there are many ways to pursue professional development--as an individual, with a colleague, within a department or discipline, and institutionally.

Survey Results

Respondents to the Spring, 1991, faculty survey reported membership in up to 9 local, regional, and national organizations; the average number for those responding to the request to list organizations they belong to was 4.

When asked for titles of presentations given at professional conferences in recent years, those responding listed up to 9 presentations, with the average being 4 for the few who responded to this question on the survey.

When asked for titles of works submitted for publication in recent years, respondents listed up to 7 works, with an average of 4 for the few who responded to this item.

* Judging from notices in The Informer, many faculty make presentations who did not happen to respond to the Spring survey. Given this small and voluntary sampling of faculty, what might be a reasonable conclusion about the status and uses of scholarship and publication at JSRCC?

* What responsibility do excellent teachers have to share their experiences, methods, and theories, and what might be the best method to accomplish this sharing?

Faculty were asked to speculate on ways to share ideas with colleagues. Program heads were asked to list "initial and follow-up activities" if they were in charge of professional development for their programs and had (1) a limited budget and then (2) "if a few thousand dollars were available." Program heads were also asked this question: "Given current funding and enrollment patterns, what do you believe might help improve the quality of teaching in your program (no matter how good it is already)?" Answers to these several questions on professional development are listed below.

SHARING WITH COLLEAGUES

> "I discuss frequently my lectures, structures, organization with one 'senior colleague.' I have relied on her as a mentor; interestingly, though, as I have begun restructuring my courses she is getting ideas from me. I like the give and take of informal discussion with people teaching the same course."
> team teaching

Professional Development

> organizing a panel for a conference
> workshop or brown-bag lunch discussion for colleagues
> writing papers for conferences or publication
> work with an intern
> would like meetings by course to discuss teaching methods
> would like discussion with local high school faculty on methods, and area university faculty (esp. VCU and GMU)
> attending seminars or conferences with JSRCC colleagues in the same discipline (or generic ones on teaching)
> group discussions at conferences
> would like to report to colleagues on conferences attended and have them do the same for me [Some departments do this reporting already, but not necessarily universally and automatically.]
> have colleagues exchange visits to classes, assignment ideas, text samples, lesson or unit designs
> share articles or tests with colleagues

PROFESSIONAL DEVELOPMENT IDEAS with a limited budget

> activities by discipline or by program dealing with instruction
> find volunteers to do training sessions on teaching
> train locally in WordPerfect, CAD, etc.
> attend VCCS/VCCA regional training seminars
> in-house workshops on instructional methods, competency-based education, and evaluation techniques

PROFESSIONAL DEVELOPMENT IDEAS with a few thousand dollars

> externships requiring release from some or all College duties for a specified time
> attend national conferences or hire outside professionals to train us in advanced teaching technologies--and buy the equipment and software to go with the training
> hire a consultant to help sensitize us to minority students' needs and set up and sustain minority peer support groups
> more tuition reimbursement, increased travel for conference attendence (and participation: it's hard to commit to speaking if we can't count on the money to travel to regional or nation-wide conventions)
> turn it back to programs to repair equipment, purchase state-of-the-art equipment, and maintain supplies: enthusiasm and ideas need support

IMPROVING WITH CURRENT FUNDING

> upgrade computers, computer support, and minimize territorial blocks to sharing available computer resources

Survey Results

> increase quality of audio-visual support and availability to most on-campus and off-campus sites
> additional training for faculty for using available computer resources to enhance their teaching
> more time to spend with adjuncts (their schedules and mine are crowded)
> a climate of substantial administrative support would go a long way toward easing job stress
> adjunct needed to sustain and expand course offerings to fit demand
> updated and repaired equipment

Selected Resources for Faculty

Other sources of useful information on teaching include these available from Eric Hibbison by request (1-3046, H&SS. PRC):

* The National Center for Research to Improve Postsecondary Teaching and Learning (NCRIPTAL)

  The 1987 - 1990 award-winning computer software for college courses. (Scan these for your subject field.)

* Educational Resources Information Center (ERIC)

  Part of a booklet called "All About ERIC," a public domain document available from ACCESS ERIC, and an order form for ACCESS ERIC. (Contact the clearinghouse from which you would like to start receiving FREE materials and order forms for reprinted articles on fiche or on paper.) Samples of free, reprintable materials include

  > an ERIC DIGEST called "'High Risk' Students and Higher Education: Future Trends"

  > another ERIC DIGEST that explains "Metacomprehension"

  > an information update, "Vocational Education: The School-Business Relationship"

  > a topical bibliography on "Entrepreneurship and Small-Business Development Programs in the Community College"

  > another topical bibliography on "The Transfer Function"

  > <u>All About ERIC</u> excerpt

  > Sample FREE order: Free Products Currently Available (from the junior college clearinghouse at UCLA)

* DIALOG (available througn campus reference librarians)

  Details are provided by a description from a campus library.

* Academic Index (available at JSRCC)

  The sample provided shows what you can do with 15 minutes or less at one of the LRC computerized magazine and journal indexes.

See also The Teaching Professor, a monthly newsletter, probably in a binder in the campus LRC.

For occupational educators, the Technical Assistance for Special Populations Program (TASPP) has a computerized database for anyone interested in offering vocational education to populations with special needs. For directions on accessing this database contact:

Sheri C. Kallembach, Assistant Director
TASPP Office
University of Illinois
Room 345, Education Building
1310 S. Sixth Street
Champaign, IL 61820
(tel. via SCATS: 8-217-333-0807)

FACULTY SERVICES

This chapter contains descriptions of some services faculty may use to foster their own professional growth or to benefit their students or advisees.

Students with Learning Disabilities

If students have identified themselves to a counselor as having a learning disability, you should receive a notice from a counselor (DTC) or from Joyce Knight, specifically (PRC), when that student enrolls in your class.

If you have a question about what constitutes a "reasonable accommodation" for that student (or for physically handicapped students), as prescribed by laws relevant to higher education, consult with a counselor.

In general, teachers provide the following:

* extra time for examinations or in-class writing assignments
* alternative forms of examinations or assignments
* permission to the student to tape record lectures

A counselor can help students who are visually handicapped to find recordings of textbooks and other books.

Written notes you receive from counselors result from a case-by-case review by the counselor with the student. Suggested accommodations for the student are based on the information contained in appropriate documentation--a psycho-educational evaluation--provided by the student.

The student, perhaps with preview or follow-up by the counselor, arranges with each instructor how they will receive the necessary accommodations.

Although there is not a specific program for learning disabled (LD) students at J. Sargeant Reynolds Community College, the College's commitment to these students extends to several general services, including free tutoring, career services, counseling, and learning assistance.

(based on written information from Joyce Knight and brief discussion with Barbara Caul and Jacqueline Burke)

CAREER Tapes

According to Connie Warne, the CAREER Association has a number of videotapes and audiotapes that may be useful to several teachers or counselors who deal with student attitudes, using human potential, and fostering professionalism, particularly in a business setting.

Contacts to preview or use the videotapes or audiocassettes are the campus CAREER representaives: Sylvia Taylor (DTC:6-5987), Deborah Canada (PRC:1-3302), Pam Hicks (W:6-3316).

Tapes available:

Self-Improvement

Self-Esteem and Peak Performance (two 90-min. videos)
How to Set and Achieve Goals (two videos, 97 & 86 min.)
Controlling Anger (audio)
Overcoming Procrastination (audio)
Memory Power (audio)

Productivity and Professionalism

How to Present a Professional Image (two 90-min. videos)
How to Get Results with People (one 90-min. video)
First-Time Manager (audio)

Communication

How to Deal with Difficult People (two videos, 74 & 116 min.)
Confident Public Speaking (audio)
How to Listen Powerfully (audio)
Personal Power (audio)

Center for Professional and Economic Development

The Center supports the College's commitment to economic development and community enrichment by providing training and education that may also be of interest to faculty. Low cost, flexible scheduling, and high-quality instruction mean access to sound educational opportunity at three convenient locations.

Of particular interest to faculty as they gain increasing access to computer facilities on campus may be the many one-day seminars on micro-computing, such as these:

"Introduction to Micro Computers and the Disk Operating System (DOS)"
"Introduction to WordPerfect" (along with intermediate, advanced, and desktop publishing)

Many people find such seminars a convenient means to add a software package to their skills inventory or to enhance their knowledge of other areas. The Center also offers the so-called soft skill seminars, such as these:

"Customer Service Seminar"
"How to Read a Financial Statement"

Evening and Saturday sessions appear on a summary listing in our course listings each semester.

Global Studies

According to Bev Aronowitz, Project International Emphasis (PIE) is the largest grant awarded by SCHEV to date. The project began at George Mason University with faculty-counselor teams in August, 1990: Lois Bradley, Gloria Hsu, Bev Aronowitz, Claire Robinson, and Erlene Carter-Dabney.

Doing business in a market economy means knowing foreign languages, being sensitive to cultural differences, and understanding the sources of cultural difference in order to respect differences. The most effective source for global education, concerned both with academic and career goals, is the community college. These beliefs underlie the PIE effort.

Although there are international perspectives in many courses taught at the College, the PIE effort links internationalism to students' career goals and academic objectives.

So far, 15 components for existing courses have been completed in these disciplines:

economics	administration of justice
reading	English
nursing	dentistry
business	foreign language

Faculty in these additional disciplines have pledged to develop modules with a global perspective:

math	biology
information systems	finance

A videotape about PIE efforts is in the works.

Also, faculty are invited to attend PIE meetings in 1991-92 to learn about outcomes established so far and efforts for the year and the future.

For more information, contact Bev Aronowitz (H&SS, PRC: 1-3096).

Bev reports stopping at the Charleston Marriott on the way to Pennsylvania. To their surprise, the Aronowitzes found hardly any room. At dinner, they kept hearing around them, "Welcome to West Virginia!" Invariably, a West Virginia businessman was greeting a party of international business people--ready to do business. Who would think of West Virginia as a hub of international trade? Will anyone think of Virginia education as part of the means to garner international trade?

The Central Virginia Faculty Consortium

J. Sargeant Reynolds Community College, Randolph-Macon College, the University of Richmond, Virginia Commonwealth University, and Virginia Union University are working cooperatively to provide professional development activities and networking opportunities for all of their faculty.

Each year these activities include lectures, seminars, symposia, and other activities on a variety of academic topics. One popular offering has been a "behind the scenes" series on various Richmond institutions, including these:

the Richmond Braves
the Virginia Museum
the Science and Technology Center

Activities of general interest to faculty provide opportunities to meet colleagues from other institutions. Under the original Ford Foundation grant, the Consortium also sponsored intensive summer seminars on interdisciplinary topics.

The CVFC is proposing to create a regional center for faculty development. One purpose of this center would be to provide facilities for faculty to learn and experiment with new instructional technologies.

Further information on the Consortium is available from the College's representatives to the Consortium's Board:

Wayne Knight, A&S, DTC
Roland Moore, A&S, DTC
Jim Martin, E&AS, PRC
Arthur Dixon, H&SS, PRC

The Faculty Senate of Virginia

Closely affiliated with the American Association of University Professors (AAUP), the Faculty Senate of Virginia customarily conducts its semi-annual meetings with the Virginia Conference of the AAUP. Although the VCCS is under censure by the AAUP for its abolition of faculty tenure, many Virginia community colleges actively participate in the Faculty Senate of Virginia and the AAUP.

These two organizations often rally to the side of the VCCS faculty on community college issues with statewide implications. For its part, the Virginia's community colleges have, over the years, provided the Faculty Senate of Virginia with some of its most effective leadership. Community college representatives have served in every capacity, including the Presidency and on the Executive Committee of the FSV.

While President, Ben Wright of Central Virginia Community College, spearheaded an effort that resulted in the Report on Faculty Participation in Governance of Virginia Institutions of Higher Education. Produced by the FSV, this report was largely responsible for the JSRCC Faculty Senate President being invited to participate formally in monthly meetings of the local College Board.

Because of its wide-ranging constituency, the Faculty Senate of Virginia has the ear of the higher education governmental and professional organizations, including the State Council of Higher Education (SCHEV), the General Assembly, the Office of the Secretary of Education, and lay advisory boards.

At its semi-annual business meetings, the FSV establishes its positions and designs appropriate actions. For example, in Fall, 1988, a resolution by the Faculty Senate of Virginia was instrumental in persuading the House Education Committee to allow time for the VCCS to reconstruct its Faculty Grievance Procedure and thereby avoid having faculty to follow the State (Classified) Employee Grievance Policy.

In short, the Faculty Senate of Virginia provides a unique but productive forum for the exchange of faculty perspectives on the academic environment; it also serves as an advisory resource and plays a leading role in policy formation for academic, administrative, and professional issues.

For further information, contact Ty Corbin (A&S, DTC), JSRCC's representative to FSV.

Curriculum and Educational Planning

We all know that this office gives considerable guidance in developing courses and programs, including help with the paperwork for explaining our curricular offerings to external approval agencies and the public.

Mainly, this office handles the following:

> college-wide curriculum planning and development
> coordinated and systematic academic assessment
> research for educational development, institutional management, and marketing
> reports on assessment and other institutional research results

According to Beverly Allan, there are resources and services this office provides that can be very useful to faculty. Some of the work done in cooperation with faculty and managers include these responsibilities:

* Coordinate curricular plans: Program heads and division chairs work with Curriculum and Educational Planning when developing new or revised courses and curriculums; this office monitors the external approval process to promote positive consideration.

* Promote the development of articulation agreements and maintain official College files of articulation agreements.

* Coordinates the preparation of the curriculum and course description sections of the Catalog.

* Maintain the Curriculum Development Manual (a copy is in each division office).

* Maintain all permanent documents for academic programs, including approvals of programs and courses, course outlines, and current rosters of Advisory Committees.

* Prepare the Handbook for Advisory Committees consistent with current policy.

* Maintain the Manual for Evaluating Academic Programs, including providing workshops, evaluation materials, and data to programs conducting their self-studies and to the Curriculum Committee.

Resources for Faculty

* Recommend appropriate assessment instruments and methods.

* Identify topics and carry out research studies, including those suggested by assessment results, as well as faculty studies for improving instruction.

* Provide data and written analyses for making decisions, including enrollment projections.

* Coordinate development of the College's Master Plan.

* Maintain a research library for all faculty and staff, including institutional data and general documents on the study of instruction and administration in higher education.

Other documents not mentioned above and available from this Office are the annual two-volume sets of the College's Statistical Profile Booklet, the Articulation Manual, and all of the assessment materials listed below:

Manual for Evaluating Academic Programs

Assessment of Developmental Studies (1983-1988)

Developmental Education: Results of an Opinion Survey of Faculty and Administrators, 1988

Student Assessment Report of Findings, 1989 Vols. I, II, III (submitted to SCHEV)

Postsecondary Plans of High School Graduates in the J. Sargeant Reynolds Community College Service Area, (1988-89)

Faculty Training in Qualitative Assessment of General Education Outcomes: Focus Groups (July 1990)

Student Assessment Report of Findings 1991 (submitted to SCHEV on August 1, 1991)

Staff to contact at 1-3286 (CAB, room 332) for information or assistance:

* Beverly Allan, Director, Office of Curriculum and Educational Planning
* Lonnie Schaffer, Coordinator for Academic Assessment
* Bruce Bartek, Coordinator for Institutional Research

WRAPPING UP

This section of the "Professional Growth and Development" chapter concludes the major consideration of teaching and learning in this handbook. It includes materials selected for a final reflection on what it means to be a teacher:

* the College's "Statement of Philosophy for Student Access"
* a "Teacher's Self-Assessment Scale"
* Sharolyn Heatwole's tongue-in-cheek job description, which may convince us all that we must be crazy--or something--to work this job; but it's also a useful reminder about the impact of "cognitive dissonance."

J. SARGEANT REYNOLDS COMMUNITY COLLEGE

Together...We Build the Future

Statement of Philosophy for Student Access

J. Sargeant Reynolds Community College is committed to a philosophy which advocates the student's right to quality education. The College strives to assure that all students are academically prepared to benefit fully from the resources afforded by the College. All students must be given maximum opportunity to acquire the skills and knowledge necessary to reach their educational goals.

Therefore, the College affirms the following commitments to provide opportunities for student access and success:

- We commit to setting standards and criteria for assessing progress and to instilling in students the motivation and commitment to develop the skills and knowledge that contribute to success.

- We acknowledge the need for consistently applied procedures for entry skills assessment, course recommendations, and program acceptance.

- We recognize developmental studies course work as a vital component of the College mission; students who demonstrate a need for this instruction must be properly placed and satisfy these requirements.

- We commit to providing high quality academic advising and student development services as integral functions of the teaching and learning processes.

- We commit to giving high priority to providing the resources and organizational structure that ensure students are afforded the opportunity to achieve their educational goals.

adopted Spring 1990

Teacher's Self-Assessment Scale*

The Teacher's Self-Assessment Scale contains descriptions of effective practices in six areas. Rate your performance using the following scale.

5 Outstanding: well above performance standards.
4 Superior: above performance standards.
3 Satisfactory: meets performance standards.
2 Adequate/Marginal: meets minimum performance standards.
1 Unsatisfactory: does not meet performance standards.

INSTRUCTIONAL PLANNING

> **Selection and Establishment of Goals**: I establish goals taht are relevant and appropriate both to the content of the curriculum and to the kinds of students being taught. The purpose of lessons is clear. 5 4 3 2 1

> **Setting Standards and Mastery Criteria**: I establish standards of performance, procedures for monitoring student progress, and how students are to demonstrate mastery of goals and objectives. 5 4 3 2 1

> **Planning for Teaching**: I allocate sufficient time for instruction and plan activities clearly related to instructional goals. Contexcual variables (e.g., instructional groupings, class social structures, physical arrangements, routines) are considered in planning. 5 4 3 2 1

> **Adapting Instruction**: I prepare lesson content relevant to the interests and background ofthe students, assign tasks and practice activities at students' appropriate instructional levels, and have a plan to adapt instruction for those students experincing less success. 5 4 3 2 1

* Adapted from the following with permission of Pro-Ed: Ysseldyke, J., S. J. Samuels, and S. Christianson. Collaborative Teacher Evaluation Scales: A Comprehensive System for Instructional Evaluation and Improvement. Austin, TX: Pro-Ed., 1988.

INSTRUCTIONAL MANAGEMENT

> **Establishing Rules of Conduct:** I use a small number of important rules to govern classroom behavior and teach these rules to students. Students know how they are expected to behave, and they perform classroom routines without constant direction by me. 5 4 3 2 1

> **Motivating Students:** I emphasize the value of learning in addition to task completion and establish a system to involve students in the management of their learning. Tangible or social reinforcement or other incentives are used appropriately to motivate students. 5 4 3 2 1

> **Managing Teaching:** I manage instruction effectively and efficiently. There is a well organized physical environment, instructional routines are clear, and there is a task-oriented, academic focus in the classroom. 5 4 3 2 1

TEACHING PROCEDURES

> **Establishing Purpose:** I establish the purpose of lessons by reviewing prerequisite information, providing an overview of new material, communicating my expectations, and explaining why the work is important. 5 4 3 2 1

> **Presenting Information:** I communicate task directions clearly and ensure that lesson goals are understood. Skills or concepts are presented in an explicit, clear, organized manner, and ample guided practice opportunities are provided. 5 4 3 2 1

> **Monitoring and Adjusting Instruction:** I actively monitor student performance, correct errors, and adjust teaching procedures to meet students' needs. 5 4 3 2 1

> **Assigning Work:** I assign sufficient relevant work, and assignments are varied. I select materials that are appropriate to daily goals and student skills. 5 4 3 2 1

> **Pacing:** I adjust lesson pace and practice rate to meet variations in students' rates of learning. Instructional modifications are provided for students who fail to master lesson objectives as well as for those who do so quickly. 5 4 3 2 1

MONITORING PROCEDURES

> **Formative Evaluation:** I inspect the work of each student on a regular, ongoing basis. Frequent feedback is provided to students and enrichment or remediation is provided. 5 4 3 2 1

> **Summative Evaluation:** I measure student achievement after large segments of work have been completed and use this information to make instructional decisions for individual students as well as status decisions for groups of students. 5 4 3 2 1

PERSONAL QUALITIES

> **Relations with Students:** I interact with students in a tolerant, positive, encouraging, and respectful way. 5 4 3 2 1

> **Instructional Style:** I am enthusiastic, creative, and flexible. 5 4 3 2 1

PROFESSIONALISM

> **Interstaff Relations:** I get along with other members of the college and listen to and take action on the basis of appropriate constructive suggestions from others. 5 4 3 2 1

> **Professional Development:** I regularly engage in such activities, keep up with new advances, participate in professional organizations or groups, and am a willing participant in research. 5 4 3 2 1

Only Interested Parties Need Apply

by

Sharolyn Heatwole

Looking for a job? Maybe you'd like to respond to this ad:

WANTED!

People to teach college students under the following conditions:
-no parking space for your car if you arrive between 9:00a.m. and noon
-no replacement furniture for your office should any of yours break
-sign out all copier paper used each day
-arrange coverage of your own classes if you are ill

There is no guaranteed employment for 3 months of every year, and pay during those 3 months is at a reduced rate. Under the best of circumstances, you will be paid for only 50 weeks out of 52. Additional benefits include potential pay reductions and/or mandatory furloughs with no pay.

Should you choose to work after 6 p.m., there will be limited security services for your protection and no readily available support services for your classroom instruction.

If you are interested in furthering your own education, limited amounts of money will be available to be shared among 175 other people like yourself.

Should you wish to teach with current technology in your field or in education, you will most likely be told your employer cannot provide such things and that you should apply for a grant or attempt to solicit them from businesses in the community that hire your graduates.

Should your boss resign, you'll be told you can live without him or her because it costs money to hire a new one, and you can do part of the job along with your own. You must be able to keep relatively large amounts of paper work up to date. You must be immune to verbal abuse and able to neutralize occasional physical threats. You must display patience, kindness, understanding, and caring--and not complain or you could be perceived as being a disloyal employee who is ungrateful for having a job.

Salary is in no way commensurate with experience and ability. Only those interested in making the best of what you currently have need apply.

Professional Development

Would anyone ever work at a job like the one described in this ad? Certainly! Approximately 130 of us do it every day. We're called "community college faculty" and we work at J. Sargeant Reynolds Community College.

Why do we do it? I'm not sure. The bottom line for most of us is probably the same: Despite the very trying circumstances of our day-to-day employment situation, we believe we can make a difference in a student's life. I believe that much of learning, after all, takes place during or because of some type of interaction between a student and a faculty member.

Does that mean we will accept without complaint whatever meager resources are given to or taken away from us? I certainly hope not. If we do not demand better working conditions for ourselves and a better environment for the education of our students, little will change.

The idea for the above editorial came from Cindy Mitch's "Thank Heavens for Crazy People (American Journal of Nursing [January 1991: p. 108]).

COLLEGE SERVICE

Our College Identity provides the framework to see how we fit into the governance structure of the College, and we have campus, division, discipline, textbook, and ad hoc committees to serve. Please refer the current edition of Our College Identity and to the charges of local committees for considerations of college service.

Two college-wide committees not at JSRCC include an Instructional Improvement Committee and an LRC Committee. Here are descriptions of such committees as they were given in the 1990-1991 handbook of Wytheville Community College.

Improvement of Instruction Committee

The function of this committee is to study and recomend or take actions tht will result in the improvement of the instructional aspects of the College program. Special emphasis is placed upon the organization, methods, and techniques of instruction. The committee will also assist the Dean of Instructional Services in planning for the activities of faculty orientation and professinal development days and will manage the process for selection of the individual to receive the annual improvement of instruction award. Recommendations of the committee are to be made to and acted upon by the President or his designate. [As at JSRCC, their Curriculum Committee focuses on programatic review and change.]

Learning Resources Committee

This committee acts as an intermediary between the Learning Resources Center and the faculty, staf, and student; interprets the policies and procedures of the Learning Resources Center; makes suggestions for the improvement of learning resources services; keeps the faculty informed as to the available learning resources funds and encourages them to select learning resources equipment and media for purchases in their respective fields; aids in any way possible to maintain accreditation for the Learning Resources Center and encourages full usage of learning resources services. Committee recommendations are made to and acted upon by the President or his designate.

* Are you glad or sad that such college-wide committees do not exist at JSRCC?

COMMUNITY SERVICE

Consult a copy of the current JSRCC Speakers' Bureau as one form of community service.

Here are other ideas from the Spring, 1991, survey of division chairs concerning what some faculty list in this section of their annual evaluations. They list service on

* the JSRCC Community Involvement Team
* a Community Advisory Board for a Henrico County school
* Junior League committees
* judging panels for various community-based activities, including speech contests, Henrico County CLASSIC Challenge academic competition
* church or community organizations, including being officers or activity coordinators
* organizations to benefit children, such as Big Brothers, Scouts, Special Olympics, Make-a-Wish Foundation, Richmond Neighborhood Soccer Association

* Which of the above activities looks worthy of your time? How could you make contact?

BENEFITS

This chapter assembles statements of benefits from some of the colleges in the VCCS. Further information can be obtained from the Personnel office. In future editions of the faculty handbook, this section could be expanded to include comparative explanations of various options, but some printed statements already exist for annuities/retirement plans and health plans.

Talk to Debbie Carter sometime about how she has helped the beneficiaries of those who have gone before us; if you have concerns, I believe you'll be pleasantly reassured.

Disclaimer

The information in this chapter is listed only to show you options. Nothing in this entire handbook is legally binding on anyone. Reasoned discussion with those who make or apply policy is, however, certainly encouraged.

ALLOWABLE DEDUCTIONS AND OTHER COVERAGES

Annuities/Optional Retirement Plans: In February, 1991, retirement plans were announced for several companies, with the note that yearly opportunities to change your retirement plan option would occur. The 1991 providers included these:

* Fidelity Investments Institutional Services
* Great-West Life Assurance Company
* Metropolitan Life Insurance Company/Metlife Resources
* TIAA-CREF
* T. Rowe Price and Associates
* Variable Annuity Life Insurance Company (VALIC)

The conventional wisdom, echoed by some of the company represtatives, was that faculty who have been in the VSRS for several years would not gain by switching plans. The company reps will prepare figures on earnings, but extreme care must be taken if you wish to receive comparable data from these statements.

Faculty with vested income in the VSRS can obtain a percentage of that money if they switch retirement plans and take the percentage of vested money as a payment. The conventional wisdom voiced at the gathering of company reps and faculty in Spring, 1991, was that the tax penalties and the reduced percentage would not make the move worthwhile, especially in the long run, due to earnings given up that could apply to retirement.

Annuities/deferred compensation plans may also be arranged in addition to your retirement plan. Carriers such as TIAA, CREF, and VALIC offer plans for which payroll deduction can be made.

Cancer Protection Plan: American Family Life Assurance Company offers a plan of daily benefits, first-occurence benefit, a progressive-payout benefit, and certain scheduled benefits. Brochures can be obtained through the College's Personnel office, but interested faculty may wish to contact their hospitalization carrier to compare coverages and to ask about that carrier's policies regarding supplemental care insurance. (Also available are Universal Life with a Long Term Care Rider and Hospital Income insurance).

Credit Union: Deductions up to the full net pay can be sent to your bank or the credit union. Allocations you designate can be made to checking, savings, loan payments, Christmas Club, etc.

Disability Income Insurance: Pilot Life Insurance Company offers an income protection plan which employees may buy as a precaution against temporary disability. (This coverage is not to be confused with the VSRS coverage for retirement due to permanent disability.)

Flexible Benefits: These are reimbursement accounts, currently offered for dependent care and medical; these are pretax set-asides for certain eligible expenses. The program began in May, 1991; contact Personnel or Human Resources for details.

Hospitalization: See Health Benefits, Sourcebook 91 produced by the Department of Personnel and Training, which can be obtained from the JSRCC Personnel office, or wait for the update (the 1991 edition came out in Sept., 1990).

Life Insurance: Faculty hired before age 70 are required to participate in a group life insurance policy, but there is no cost to the faculty member. Coverage = twice the current annual salary (rounded to the next $1,000). The 1990-1991 Northern Virginia Community College Faculty Handbook states that "Coverage decreases incrementally beginning at the time the faculty member retires until the policy reaches 1/4 of its value. Section 79 of the IRS Regulations stipulates that coverage of over $50,000 must be included in gross wages and is subject to Social Security taxes but is not to exceed the taxable FICA base for the calendar year" (NVCC, section 6.7100).

Personal Property of Faculty: According to the 1989 Piedmont Virginia Community College Faculty Handbook (section 4.17.2), "Personal property used in the course of employment will not be covered by the Commonwealth's property insurance program, unless the property is specifically included in the employment agreement. For example, if a personal computer is stolen from an employee's office, there will only be coverage provided if, as written condition of employment, the employee is required to provide his or her own personal computer."

Teachers Public Liability Insurance: According to the 1990-1991 Faculty Handbook for NOVA, "all faculty have public liability insurance coverage provided through the state Division of Risk Management. This insurance covers claims made against college employees arising out of activities in an official capacity. There is a limit of $2,000,000 for any claim against individuals.

"Members of the faculty of health-related programs are provided additional coverage in respect to 'malpractice liability insurance.' This insurance has liability limits of $1,000,000 for each incident and $3,000,000 aggregate."

U.S. Savings Bonds: Annual opportunities to sign up for a payroll savings plan occur in the Spring.

VSRS: A Handbook for Members and an annual Member Benefit Profile outline the provisions of this plan; basically, retirement benefits can continue until the death of the member, depending on adequate years of service.

NOTE: Since insurance coverages must extend through the Summer, but faculty might not be on the payroll during the Summer, separate payments are required. The 1990 Thomas Nelson Community College Faculty Handbook notes that "Insurance policies will be cancelled by the company for failure to pay any month's premium when due." An annual reminder has been copied to faculty in the Spring of each year concerning Summer deductions, premium payments, and Summer paydays.

APPENDICES

APPENDIX 1

Annotated Listing of VCCS and College Policies Relevant to Teaching Faculty

PERSONNEL

Contents of VCCS POLICY MANUAL, Section 3, "Personnel," and related COLLEGE policies.

* indicates a policy that is highlighted in this appendix

Policy Highlights: Faculty

* indicates a policy that is highlighted in this appendix

3.1 Categories of Employees

All VCCS employees are State employees. Nine-month teaching faculty include program heads and assistant division chairs. Management at a college consists of "the President and all twelve-month administrative faculty . . . ." In the VCCS, management consists of the colleges' management plus "the Chancellor, Vice Chancellors and Assistant Vice Chancellors in the System Office."

Final Pay for Separating Faculty: When faculty take unpaid leave or separate from the college, their pay stops.

The rules for final payment are detailed, with an example, in the Policy Manual, Appendix 3-I; but the most notable item is that separating faculty are not paid for holidays, such as Christmas and Spring Break. [*For instance, faculty who were separated as of January 15 of one year did not receive paychecks in December and January that contained the amount of gross or net pay they earned in their October checks because Thanksgiving and Christmas holidays are not paid workdays.*]

Summer Session Pay: Summer Session is regarded as 16.5 weeks of work no matter how short or long Summer Session lasts. During the Summer, teaching faculty earn per credit hour about 85% of what they earn per credit hour during the regular academic year, and the usual maximum load is 10 credits rather than 15. [*So Summer Session pays about 56% of a regular semester's pay--at the most*]. The President may prorate pay for under-enrolled courses and designate the maximum load to be less than 10 credit hours (or the equivalent in contact and credit hours). Regardless of the ratio of nine-month teaching faculty to adjunct during the Summer Session, 75% of "the credit hours taught at a college during the summer term should be paid at a full-time . . . rate."

The COLLEGE Policy, 2-5 "Summer Session Guidelines--Summer 1991," specified a 65% to 35% ratio of full-time pay to part-time paid credits, that contracts in Nursing may not be prorated, and that there are no "constrained activities" [*programs*]. Efficiency set for non-constrained disciplines was 103% in Summer, 1990, and 108% in Summer, 1991. Overage could be used at the faculty, "department, division, campus, or college levels"--but only once and with clear documentation of where it was being used.

Technically, full-time faculty on summer contract are supposed to perform their summer's percentage of a full load, including that percentage of "office hours, committee assignments, and student advising." [*In practice, of course, faculty must use considerable discretion in performing, say, 30% of a committee assignment or doing 30% of their advising duties if they are teaching 30% of a full load.*]

Policy Highlights: Faculty

Technically, released time is not available during the Summer Session. Special summer contracts are available for non-teaching work, however, such as placement testing, administrative support, and microcomputer support, with funding by the college or through grants, provided funding is available and the work is approved by the College's executive officers.

A full-time teaching load at the College for summer is 10 credit hours with 10 contact hours OR 8-9 credits and 13 contacts OR 8 credits and 16 contact hours. Summer overload may only be granted if it is caused by a portion of a course pushing the total above the credit maximum, the total does not go more than 3 credits above the maximum, the overload is paid at adjunct rates, and the division head has found no other full-time faculty to take the course "as part of a full load." [*Presumably, the course could be part of a partial load.*]

The pay periods for full-time faculty are the five regular pay periods, whether paid at full-time or adjunct rates [*AND regardless of whether your actual teaching occurs in the first or second 5 weeks or is spread across the entire Summer Session*]. Overload is paid at the end of the summer session. Adjunct faculty get checks at the end of the fifth week and the end of the summer session. (See pages 3 - 5 of COLLEGE policy 2-5 for examples of calculating partial loads.)

FYI: Eastern Shore Community College's Summer Session Policy (p. 30, ESCC Faculty and Staff Handbook)

Summer Appointments

Nine-month teaching faculty employed at the discretion of the institution during the summer shall be employed on a temporary appointment. They may be employed for teaching, approved curriculum development, research project, approved resident study at a university, and/or other approved special projects.

Summer employment is based on student enrollment. Every effort will be made to determine summer enrollments by the middle of the spring semester so that faculty members can make their personal plans for the summer.

3.4 Faculty

Anyone who has the credentials for a faculty rank and is not a classified employee [*teachers and administrators*] is a "faculty employee."

Rank and Promotion (the VCCS-29): VCCS faculty ranks and the minimum qualifications for each are summarized in the VCCS-29, a form with paragraphs on one side and a chart on the other. The chart implies that no one is hired to start as a full professor. The rank of assistant instructor may be used to start someone who is within a year of having the requirements to be an instructor (with a one-year renewal possible if the person is actively trying to fulfill the requirements for instructor). Other than these two extremes on the chart, hiring and promotion requirements vary with the kind of degree program the faculty member teaches in.

For foundations and developmental preparatory programs [*not listed in the chart portion of the VCCS-29 because these aren't programs from which students graduate*], faculty are expected to have completed "a master's degree with a major in the teaching field." "In special cases," those who are working on a master's may teach these courses if their bachelor's degree includes a major in the teaching field and they have "related occupational and/or teaching experiences."

Initial qualifications for hiring faculty in programs from which students graduate include only degrees with a minimum of credits in their teaching field for associate degree programs or appropriate training and work experience in occupational programs. [*Although the paragraphs don't specify, apparently professional and community activities may be considered in assigning initial rank while hiring new faculty.*]

Promotion Guidelines: Responsibility for getting documentation into the faculty member's personnel file on time for promotion consideration rests with the faculty member. Such documentation may include the following:

1. a "Letter of Request" that matches the faculty member's qualifications with the VCCS-29 requirements and highlights noteworthy qualifications

2. a completed "Faculty Transcript Analysis Sheet" (JSRCC Form 92) to document credit hours in the discipline.

3. letters from colleges attended if needed to confirm that a course or courses actually can be considered within the faculty member's discipline [*if the transcript is ambiguous*]

[4. *annual evaluation packages are already in the faculty member's personnel file from previous years; the current evaluation should be expedited so that its contents may also be included, and so that the good, very good, or excellent rating can be confirmed in the division chair's recommendation letter (see below).*]

Policy Highlights: Faculty

DUE DATE = January 23rd to the division chair. The faculty member's division chair verifies these documents and transmits them with a letter of recommendation to the campus provost or dean by February 1st. (For other details on timing promotion requests and a copy of forms used, obtain a copy of section 3-6 from the COLLEGE policy manual.)

Interpreting the VCCS-29: Of course, division chairs can report the specific qualifications that have or have not been accepted for promotion at this College, but concerned faculty may wish to check for themselves the stipulations in the VCCS Policy Manual, section 3.4 and Appendix XIII, "3.4.4.6 Academic Rank Promotion Policy," along with COLLEGE Policy 3-6. The summary below draws from these documents and, as noted at the end of this interpretation, some guidelines from Faculty Handbook, 1990-1991 Academic Year, Northern Virginia Community College.

For promotion faculty must meet qualifications in 5 categories:

(1) **job performance** [evaluations according to the "Faculty Evaluation and Reward Plan" for a specified number of years in a row prior to promotion]

(2) **college training** [degrees or other credentials, including specified graduate semester credit hours in the teaching field]

(3) **experience** [occupational, teaching, time within the VCCS, and time in the previous rank]

(4) **professional activities**

(5) **community activities**

COLLEGE Policy 3-6 also specifies that "special contributions to the College" "shall be" one of the criteria for promotion considerations.

These five categories are repeated in each row of the VCCS-29.

Virginia Community College System
GUIDELINES FOR ACADEMIC PREPARATION OF FACULTY

For Associate in Arts and Associate in Science degree courses:

To teach courses that are usually applicable to Associate in Arts and Associate in Science degrees (usually the college transfer programs), a person must possess a master's degree, including a minimum of 18 semester hours (or 27 quarter hours) of graduate work in the field of specialization for which courses are taught. If the person teaches courses in more than one field of specialization, he would be expected to possess a minimum of 18 graduate semester hours (or 27 quarter hours) in each field of specialization for which courses are taught.

For Associate in Applied Science degree courses.

To teach courses that are usually applicable to Associate in Applied Science degrees (usually the technical and semi-professional programs), a person is usually expected to possess a master's degree, including a minimum of 18 semester hours (or 27 quarter hours) of graduate work in each field of specialization for which courses are taught or possess a baccalaureate degree and professional competency in the area of specialization in lieu of the master's degree. Such professional competency may include certificates, licenses, apprenticeships, and training in trade schools or special schools. Persons holding only the baccalaureate degree, who are given initial appointments due to professional competency, are expected to actively seek the master's degree in their fields of specialization.

For occupational certificate and diploma programs:

To teach occupational courses that are applicable to certificate and diploma programs (but may not be counted toward associate degree programs), a person must possess a baccalaureate degree or appropriate related occupational training and experiences in lieu of the baccalaureate degree. This may include certificates, licenses, apprenticeships, and training in trade schools and special schools. To teach the related academic subjects for students majoring in non-degree occupational programs, a person must possess (a) a master's degree, or (b) a minimum of a baccalaureate degree with a major in the teaching field and appropriate experiences in the occupational field (such persons are expected to be working on their master's degree).

For foundations and developmental preparatory programs:

To teach courses in the foundations and developmental preparatory programs, a person is (a) usually expected to possess a master's degree with a major in the teaching field, or (b) in special cases a person may teach in the foundations and developmental programs with a baccalaureate degree with a major in the teaching field and related occupational and/or teaching experiences, but such persons are expected to be working on their master's degree.

Revision Approved by State Board for Community Colleges
September 18, 1980
Effective July 1, 1981

Virginia Community College System

NORMAL MINIMUM CRITERIA FOR EACH FACULTY RANK

This chart is structured for teaching faculty. It also applies to administrators, counselors, and librarians. In these three categories, teaching experience may include professional, academic service

	Faculty in Developmental Studies, Humanities, Soc. Sciences, Natural Sciences and Math, Counselors, Librarians		Faculty in Specialized Professional or Technical Associate in Applied Science Degree Fields		Faculty in Non-Associate Degree Occupational Fields	
	Initial Appointment/ Promotions	Promotions	Initial Appointment/ Promotions	Promotions	Initial Appointment/ Promotions	Promotio
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
ASSISTANT INSTRUCTOR	Appointments on a temporary or emergency basis for a period of one year for persons who meet most of the minimum requirements for the instructor rank and who show evidence of being able to complete such requirements within one year. A one-year renewal only of assistant instructor appointment may be considered upon request of the college administrator for a person who is actively pursuing completion of the necessary requirements.					
INSTRUCTOR						
Job Performance	Good recommendations		Good recommendations		Good recommendations	
College Training	Masters (18 grad. sem. hrs. in teaching field)		Bachelors (Major in teaching field)		H.S. dip. or equiv. min. required. Asso. or equiv. in teaching field pref.	
Experience:						
Related Occup. Exp.	0		2 yrs.		10 yrs. [2]	
Total Teaching Exp.	0		0		0	
F/T Exp. in Va. CC System	0		0		0	
Professional Activities	Nominal		Nominal		Nominal	
Community Activities	Nominal		Nominal		Nominal	
ASSISTANT PROFESSOR						
Job Performance	Good recommendations	Good	Good recommendations	Good	Good recommendations	Good
College Training	Specialist or equiv. (36 grad. sem. hrs. in teaching field) [1]	Masters + 15 grad. sem. hrs. (27 grad. sem. hrs. in teaching field)	Masters (18 grad. sem. hrs. in teaching field)	Bachelors + 15 grad. sem. hrs. (Major in teaching field)	Assoc. or equiv. (Major in teaching field)	Assoc. or equiv. in teaching field pref. 30 sem. hrs. req.
Experience:						
Related Occup. Exp.	0	0	2 yrs.	2 yrs.	8 yrs. [2]	10 yrs. [2]
Total Teaching Exp.	2 yrs.	5 yrs.	2 yrs.	5 yrs.	2 yrs.	5 yrs.
F/T Exp. in Va. CC System	0	3 yrs.	0	3 yrs.	0	3 yrs.
Professional Activities	Average	Average	Average	Average	Average	Average
Community Activities	Nominal	Nominal	Nominal	Nominal	Nominal	Nominal
ASSOCIATE PROFESSOR						
Job Performance	Very Good (2 successive yrs. prior to promotion)	Very Good (2 successive yrs. prior to promotion)	Very Good (2 successive yrs. prior to promotion)	Very Good (2 successive yrs. prior to promotion)	Very Good (2 successive yrs. prior to promotion)	Very Good (2 successive y prior to promotion
College Training	Doctorate (54 grad. sem. hrs. in teaching field)	Specialist or equiv. + 15 grad. sem. hrs. (45 grad. sem. hrs. in teaching field) [1]	Specialist or equiv. (36 grad. sem. hrs. in teaching field) [1]	Masters + 15 grad. sem. hrs. (27 grad. sem. hrs. in teaching field)	Bachelors (Major in related teaching field)	Assoc. or equiv. (Major in teaching field)
Experience:						
Related Occup. Exp.	0	0	2 yrs.	2 yrs.	6 yrs. [2]	8 yrs. [2]
Total Teaching Exp.	6 yrs.	7 yrs.	6 yrs.	7 yrs.	6 yrs.	7 yrs.
F/T Exp. in Va. CC System	0	4 yrs.	0	4 yrs.	0	4 yrs.
Professional Activities	Average	Average	Average	Average	Average	Average
Community Activities	Average	Average	Average	Average	Average	Average
Min. Ingrade Exp. In Previous Rank		3 yrs.		3 yrs.		3 yrs.
PROFESSOR						
Job Performance		Excellent (2 successive yrs. prior to promotion)		Excellent (2 successive yrs. prior to promotion)		Excellent (2 successive yrs. prior to promotion
College Training		Doctorate (54 grad. sem. hrs. in teaching field)		Spec. or equiv. + 15 grad. sem. hrs. (45 grad. sem. hrs. related to teaching fld.) [1]		Masters in related teaching field
Experience:						
Related Occup. Exp.		0		2 yrs.		6 yrs. [2]
Total Teaching Exp.		10 yrs.		10 yrs.		10 yrs.
F/T Exp. in Va. CC System		5 yrs.		5 yrs.		5 yrs.
Professional Activities		Extensive		Extensive		Extensive
Community Activities		Average		Average		Average
Min. Ingrade Exp. In Previous Rank		3 yrs.		3 yrs.		3 yrs.

[1] Specialist degree or equivalent (minimum of 24 semester hours beyond the master's degree in a plan approved by the Community College President).

[2] Each year of additional study in college or special school (30 semester hours) may be substituted for 2 years of occupational experience up to a total of 4 years of occupational experience.

- Fulfillment of normal minimum criteria does not guarantee original placement in, or promotion to, a given faculty rank.
- Minimum degree requirements for original appointments and promotions must be met. Some experience may be substituted for additional academic credit. Such credit must be part of an approved by the Community College President and filed with the VCCS Human Resources Office. The college will assess the nature and content in determining the level of credit (graduate, graduate) to be granted. Credit hour equivalency may be granted for no more than a total of 15 semester hours by either a. or b. below or a combination of both during employment in the VCCS.
  - a. Active participation in given learning experiences (e.g., classes, workshops, conferences, seminars, etc.) when part of a plan approved by the Community College, applying the following formula: 45 contact hours is equivalent to one semester credit hour.
  - b. Non-teaching work experience directly related to the faculty member's field at a rate not to exceed 1.25 semester credit hours per month of full time equivalent work experience and not to include work experience applied toward initial appointment.
- Any exceptions to the criteria as outlined in the VCCS - 29 must be fully justified and documented and must be submitted in advance to the VCCS Human Resources Office for approval. Refer to VCCS Policy Manual Section 3.4.2.

Below are notes on interpreting the five VCCS-29 categories, with annotations on particular columns for some categories.

(1) Job performance after hiring relates directly to your annual evaluations under the Faculty Evaluation and Reward Plan [see this plan for details on ratings of good, very good, and excellent].

(2) College training, also called "educational and occupational training" includes degrees with numbers of undergraduate and graduate hours in the teaching field. It also includes certificates, licenses, apprenticeships and internships, training in trade schools and other special schools, advanced studies, previous experience "in business, government, industry, and the professions," as well as any previous educational experiences. Occupational/technical faculty usually start teaching with relevant work experience, and they are encouraged to keep current by "visitations, summer employment in industry, or other occupational experience."

Professional (and occupational) activities include membership and work with professional organizations at any level; participation in professional meetings, in-service training, college and VCCS committees, relevent business and industry activities; "writings, speeches, research reports, and consulting"; as well as "knowledge of current developments in education and industry" and "contributions to the profession."

Community service includes belonging to and working with civic organizations; participating in the college's community service program, an adult education program "local college advisory committees," or any "contribution to community welfare and community developments."

*[In general, **columns 1 and 2** on the chart apply to counselors, librarians, PRC faculty in the Humanities and Social Sciences Division, Math and Science faculty in the Engineering and Applied Sciences Division, and DTC Arts and Sciences faculty.*

*These columns also apply to all administrators (unless they have a great deal of occupational experience and can therefore use columns 3 or 4). **For example** (comparing the associate cells in column 1 vs. column 2), a reading specialist with 45 graduate semester hours in the teaching field of reading can qualify to become an associate professor without a doctorate, but it takes an extra year of teaching experience, including a minimum of 4 years in the VCCS and 3 years as an assistant professor.*

*In general, **columns 3 and 4** on the chart apply to faculty who teach in associate degree programs in the technologies or applied sciences; **columns 5 and 6** apply to faculty who do not*

teach in associate degree fields. In each pair of columns, the more credits or higher degree faculty have, the less teaching experience, occupational experience, or time in the system they need for promotion.

Faculty who are trying to determine their eligibility for promotion should consult with their division chairs regarding current interpretations of the "college training" categories, as well as local operational definitions of "nominal" or "average" professional and community activities.]

Appendix XIII to Section 3 ("3.4.4.6 Academic Rank Promotion Policy") says, among other things, the following:

* that promotions are college-wide

* that only one year of [*occupational*] experience may be credited per twelve-month period even if a faculty member taught for the year and worked in a related business for a year

* that substitutions for experience and education can be made (see the footnotes below the chart on the VCCS-29 for mention of the number of clock hours equivalent to credit hours (45 contact hours: 1 credit hour for "workshops, conferences, seminars, etc.") and up to 1.25 credit hours "per month of full-time equivalent work experience" beyond the work experience at time of hiring.

FYI: The Northern Virginia Community College Faculty Handbook for 1990-1991 (pages C - 4 through C - 11) contains many interpretations for the VCCS-29 beyond those stated just above. Highlights follow:

1. Faculty appointed in Column 3 with a bachelor's and extensive professional certifications and experience should be appointed at the Instructor level and obtain a master's that includes 18 semester graduate hours before promotion to Assistant Professor.

2. In Columns 2 and 4, when a + is used, it means "after" the degree. For instance, in Column 2, an Assistant Professor rank requires a master's degree PLUS after that another 15 graduate semester hours in the field.

3. Part-time occupational experience does not count, and full-time experience only counts if it is not at the same time as full-time teaching experience.

4. In Column 2, for full Professor, the 54 hours of graduate work must be in the teaching field, but they need not be toward a degree. All relevant graduate courses count.

5. Faculty in technical associate degree programs must use Columns 3 and 4 for promotion unless they have the years of full-time occupational experience to qualify in Columns 5 and 6.

6. Administrative faculty, counselors, and librarians qualify for promotion in Columns 1 and 2. Faculty teaching in more than one discipline must meet the qualifications of each.

7. Professional degrees, such as M.D., D.D.S., J.D., usually equate to master's or specialist degrees unless they involve 7 years or at least 84 semester hours beyond the bachelor's degree.

8. Degrees must have been awarded by accredited institutions (or an overseas equivalent). Only courses with passing grades (above a D) count in the required totals.

9. A second master's in the teaching field or an MFA with at least 60 graduate semester hours equate with specialist degrees.

10. Faculty working toward academic minimums for promotion should file a plan for approval in advance through the usual administrative channels [division chair up to provost or president].

11. Courses in the teaching field are accepted by the division chair. Disputes about the acceptability of course work promotion may be settled by provost, dean, or president.

12. Years of teaching experience are reckoned to be nine-month academic years for teaching faculty and nine-month counselors and librarians.

13. Part-time teaching experience <u>before</u> employment at the College counts as 30 semester hours being equivalent to one year.

14. Although the years of experience, teaching experience, and time in the VCCS do not have to be consecutive, they must be full-time or equivalent part-time teaching experience. Full-time experience means during an academic year and paid in one fiscal year. If a leave without pay extends more than 14 calendar days into a semester, that semester does not count in experience (and fractions above a year are all rounded down to the nearest whole number).

15. Librarians may use teaching or library experience as teaching experience needed for promotion.

16. <u>Graduate credit equivalents</u> can be counted as graduate credits toward promotion. Such professional development projects must be approved for credit in advance. They cannot, however, substitute for a degree--only for hours up to 15 credits. Proposed projects cannot include regular duties, nor can they equate to more than 3 credits of graduate work. No released time may be used for this purpose. A peer group previews the proposal and reviews the results before equivalent credit is given toward promotion at NVCC. Projects may include relevant independent study, travel, seminars, consulting, shows presented, publications, speeches, scholarly research, conducting workshops or instructional development beyond the usual, and grants.

17. <u>Non-teaching work experience</u> beyond that applied at hiring can be credited as a month of relevant work experience equating to 1.25 graduate hours.

Other parts of section 3.4 in the VCCS Policy Manual on faculty give some details on the following:

degrees equivalent to earned doctorates (the D.A. is not mentioned, specifically)

qualifications of "lecturers" and administrators (usually columns 1 and 2 from VCCS-29, but columns 3 and 4 can be used for those with extensive enough "experience related to the administrative position")

Section 3.4 also mentions interactions between college presidents and the Systems office regarding recruiting, selecting, and appointing new faculty, as well as suspending, reappointing, changing the status of, and transferring of present faculty (for transfer, both college presidents have to approve).

Appendixes related to this section include those which describe procedures for nonreappointment (III) or dismissal (IV) of teaching or administrative faculty, faculty grievances (V), and "reduction in force" of teaching or administrative faculty (RIF) (XII). Highlights from other appendixes related to this section follow.

Multi-Year Contracts: The "Professional Employees' Appointment Policy" (Appendix II to Section 3 of the VCCS Policy Manual) contains the sequences of appointment durations for multi-year contracts: normally, 3 one-year appointments, 1 three-year appointment, and then five-year appointments until retirement--but this expected sequence doesn't prevent additional one-year or three-year appointments or even shortening of appointments once five-year appointments have begun. Administrators "receive only one-year appointments."

Reduction in staff [*force*]: Reductions can occur not only for "lack of funds" but also for "lack of sufficient enrollment in certain offerings or disciplines" or "a reorganization or a change in curriculum." A year of service includes "two academic semesters (fall and spring)." Educational leave with partial pay extends a multi-year appointment by one year. Leave without pay necessitates written agreement in advance between the faculty member and the college president regarding multi-year contract extensions and break in service conditions. The normal retirement date is currently "the employee's sixty-fifth birthday."

The "Reduction in Staff" policy (Appendix XII to Section III) was revised in January, 1989. It now includes "three months' severance pay" for faculty who are laid off by a RIF. Such faculty can be interviewed for vacant positions but they cannot bump less senior faculty at other community colleges. (See the VCCS Manual for more details, including what constitutes

a break in service. [The policy specifies seniority as the criterion for laying off faculty-rank personnel, but it offers no criteria for telling which positions or disciplines in which to locate the least senior people.])

"Temporary Part-Time Faculty Appointments": These may be made according to the provisions in Appendix XIV to Section III, which include "Special Conditions." [*Program heads may wish to take a look, especially if they have been looking for a way to include adjunct in in-service training and other professional development activities.*]

Screening and Hiring Procedures: For faculty who will serve on screening committees, COLLEGE Policy 3-1 describes in detail the exacting procedures and levels of approval for all faculty and administrators who will participate in attempting to fill a vacant position--from advertising through interview procedures and a job offer. Usually, a copy of the relevant sections will be given to committee members, and the chair of the committee will receive instructions for documenting each decision of the committee. Committees screen candidates to a minimum of three and the supervising administrator then recommends the candidates to go forward. Only the President, upon specific recommendation of the Dean of the College, can offer a position or hire a faculty member. [*Recent attempts to hire have occurred in Math and English; members of those screening committees can testify to the time and exactness necessary.*]

3.5 Tenure

[*Those faculty who are on tenure should consult this section of the VCCS Policy Manual for guarantees and due process. The "Reduction in Staff" policy, for instance, is superceded by this tenure policy.*]

[*Academic freedom and responsibility are also addressed in this section; each assurance of freedom is accompanied by a reminder about responsibility to the college, the community, or the profession.*]

3.6 Faculty Responsibilities

"The major emphasis shall be on teaching, by working with students in classrooms, laboratories, individual conferences, and related activities to help the students develop their interests and abilities to the fullest capacity to become better persons, better workers, and better citizens."

Workload: The regular session normal workload may include day, evening, and weekend classes as determined by "the needs of the college." [*Neither state or college policy mentions anything about sites involved, including number, conditions, procedures for assignment, application of credits generated to one campus or divided to match the actual teaching sites of a faculty member, nor any other standards related to the travel or transportation involved in a teaching load.*]

As stipulated in COLLEGE Policy 3-2, a full teaching load for a semester involves a combination of credit hours and contact hours, according to the following formula: 15 credit hours/contact hours = < 12 credit hours and 24 contact hours = 12 to 15 credit hours and 20 contact hours.

Adjustments to this teaching load can be approved for

- team teaching
- use of instructional assistants
- other variations in "instructional mode or staff differentiation"
- for large sections of 3-credit 22:1 courses (excluding summer and laboratory courses)
- released time (being released from 3 credit hours or 3 contact hours requires spending 8 clock hours per week on the released time project)
- extended or independent studies (which may last beyond one semester and require signing a "Declaration of Compensation and Faculty Responsibility Form)

Faculty should expect adjustments in one semester's teaching load so that their academic year teaching load works out to be exactly 30 credit hours or the equivalent mix of credit and contact hours.

Such workloads should ordinarily require

- no more than 3 preparations per semester
- no more than 3 consecutive instructional periods per day [COLLEGE Policy 3-2 says "hours," but of course that doesn't work on Tuesdays and Thursdays]
- no more than 4 sections of the same course in one semester

Proration: Generally, proration will not be done during regular session due to low enrollment. With the concurrence of the faculty member, however, the usual regular session workload "may be prorated . . . during the start up of a new program, the discontinuance of an existing program, during a (temporary) period of low program enrollment . . ., or with the specific direction" of the campus provost or dean.

Policy Highlights: Faculty

Concurrence of the faculty member is required
- to prorate overload in regular or summer session
- to prorate summer "base load"
- to prorate a course taught by an adjunct faculty member

The division chair, however,
- decides whether or not to offer a course without full enrollment
- designates which regular session courses comprise a faculty member's full-time load (and which others are overload).

Overload: COLLEGE Policy 3-3 follows the VCCS policy (3.6.3) in stipulating that
- teaching faculty may teach more than 30 credits per academic year (or the equivalent) and be paid extra at lecturer rates
- [*although faculty may request overloads,*] the division chair makes all overload assignments, usually if qualified adjunct are not available to teach the additional credits
- up to five credits per semester, 10 for the academic year, may be assigned as overload
- the faculty member asked to teach more than 30 credits for the academic year (or the equivalent) may refuse the overload assignment
- the credits designated as overload are to be specified by the end of the Add/Drop period
- overload should not significantly weaken a faculty member's teaching performance nor lessen other commitments such as "advising, course development, office hours, committee work, etc."

Overload pay is given at the end of the academic year and set at lecturer rates. VCCS policy (3.6.3) further specifies that the proportion of pay should be the same as during the regular session, so that a faculty member in the middle of the assistant professor scale will also be paid overload at the rate in the middle of the [*assistant professor lecturer*] scale. (For a sample calculation of overload and a formula that accommodates credits and contact hours, see COLLEGE Policy 3-3, page 2.)

Released time: According to COLLEGE Policy 3-4, released time includes three categories:

(1) "standard" released time in 1990-91 was for administering programs (equals 3 credit hours per semester for every 5 FTEFG in the previous year), the Faculty Senate President, computer

support, and acting or temporary administrative or faculty positions

(2) "non-standard" released time derives from the projects in the "Professional and Organizational Development Opportunities Budget Package"

(3) "special summer contracts"

All three types are reviewed annually by the executive officers.

In addition to the workload issues related to teaching, faculty are expected to post and maintain 10 hours per week as office hours for working "with students on their individual academic and occupational problems."

Other responsibilities include support of "committee work, student activities, community activities, student advising, and professional activities" [*these categories appear in the faculty job description and in the evaluation plan for faculty*].

Twelve-month administrative and non-teaching faculty may teach credit classes, but not for additional pay. Faculty may be assigned to teach non-credit classes as part of their regular teaching load, or faculty may elect to teach such classes for extra pay--but not for more than the equivalent of 3 Continuing Education Units (CEUs). Pay is at "hourly or CEU rates."

Outside employment and consulting: These activities are permitted, even "encouraged to assist business, industry, governments and other educational agencies," as long as these activities don't interfere with a faculty member's work at the College nor create a conflict of interest.

3.7 [Faculty Compensation]

The following charts show the pay scales by rank authorized for 1990 - 1991 for teaching and for non-teaching faculty. These remain unchanged for 1991 - 1992. [*After reviewing these charts and section 3.7.3 in the VCCS Policy Manual, on calculation of entry-level salaries, faculty may wish to discuss any perceived inequities with their division chair. Resolution of inequities by increased pay during the next budget period has been used at this college in the past, although it is not part of the agenda for make-up increments for 1991 - 1992.*]

VCCS-18
Revised 4/90
EFFECTIVE 12/1/90
Continuation Sheet - 1

SYSTEM

VIRGINIA COMMUNITY COLLEGE SYSTEM
SALARY SCHEDULE FOR TWELVE-MONTH FACULTY APPOINTMENTS

Position	Category/FTES	Minimum Salary	Midpoint	Maximum Salary
	Campus Size			
Provost	I	$55,068	$61,361	$67,654
	II	58,214	64,508	70,801
	III	61,361	67,654	73,948
	IV	64,508	70,801	77,095
	V	67,654	73,948	80,241
	College Size			
College Dean	I	$53,494	$59,788	$66,081
	II	56,641	62,934	69,228
	III	59,788	66,081	72,374
	IV	62,934	69,228	75,521
	V	66,081	72,374	78,668
Asst. Coordinator/ Administrative Officer/ Counselor/Librarian		$31,467	$41,694	$51,921
Coordinator		33,041	44,841	56,641
Campus Dean/Director/ Div Chairman/Assoc Dean		36,187	49,561	62,934

12-Month Teaching Faculty

	Minimum Salary	Midpoint	Maximum Salary
Assistant Instructor	$ 24,03.	$ 28,036	$ 32,041
Instructor	32,041	38,449	44,857
Assistant Professor	36,847	44,056	51,265
Associate Professor	41,653	49,663	57,673
Professor	46,459	55,270	64,082

12-Month Administrative Faculty

	Minimum Salary	Midpoint	Maximum Salary
Assistant Instructor	$ 23,600	$ 27,534	$ 31,467
Instructor	31,467	37,761	44,054
Assistant Professor	36,187	43,267	50,347
Associate Professor	40,907	48,774	56,641
Professor	45,627	54,281	62,934

Policy Highlights: Faculty

Merit pay: According to COLLEGE Policy 3-8, merit pay comes in two forms:

(1) a "cumulative merit salary award" included in the pay of faculty who receive evaluation ratings of "excellent" or "very good" and who are not at tne top of the salary scale for their rank

(2) a "non-cumulative merit salary award" for meritorious faculty who are at the top of the salary scale for their rank

Leave Types:

FYI: The Eastern Shore Community College Faculty and Staff Handbook, 1990-1991 (p. 28) lists the following types of leave available to faculty:

workman's compensation leave
military leave
leave without pay
civil leave
educational leave

[None of the types of leave necessarily constitutes a break in service up to a point. The faculty member and the resident have some leeway depending on the conditions and lengt of the leave. Agreement should be determined in advance, if ssible, and written into the faculty member's personnel file.]

Below are some provisions regarding leave. Civi leave, also called "administrative leave," (usually jury duty) and military leave are rare and not explained below.

Personal leave for 9-month faculty consists of 3 days per academic year to be used by faculty "at their discretion, provided satisfactory prior arrangements have been made" with their division chair. [*Personal leave is to be used for such times when we need to be away from work but we're not physically ill.*] Unused personal leave converts to accrued sick leave before the next academic year begins.

Sick leave adds up at the rate of 4 1/2 days per semester. Faculty are to use sick leave when

- illness or injury prevents them from working
- their exposure to contagious disease would place coworkers or students at risk of contagion
- they have a health exam that can't be scheduled around classes or other college duties
- illness or death of a parent, spouse, offspring, sibling, or any relative living in the faculty member's household requires time away from the College. Up to 5 days of sick leave may be used per illness, injury, or death, but no more than 10 days per fiscal year.

[*In reality, faculty in crisis work out some plan with their division chair for covering classes. At some point, replacement faculty may be assigned to the class(es) and salaried compensation to the original faculty member may stop. Insurance, workman's compensation, or disability insurance may be initiated.*]

FYI: What happens after 5 days depends on the nature of the problem. The old faculty handbook says the President can grant extensions provided the college doesn't have to pay a substitute to teach the class. A draft of a "Teaching Faculty Sick/Personal Leave Policy" dated 5/13/91 specifies that faculty are not required to make up lost instructional time for leave; faculty are, however, expected to assure coverage of course content, using options that are their discretion. This draft policy also reminds faculty to contact their division chairs in advance or asap, and it specifies that the college arranges substitution of teachers for longterm instructor absences.

Leave without pay may be granted by the college president for such things as professional development [*such as working in industry*], full-time study, exchange or overseas teaching, serious illness of the faculty member or of immediate family, maternity leave, extra educational or military leave beyond that allowed with pay. Such unpaid leave can not be for more than two years; a letter stating the conditions of leave and reinstatement must be signed by the president and the faculty member before the leave begins, and a copy goes into the faculty member's personnel file. Written notice to return to the college [*for the following academic year*] must be received by the president before February 1st. Reinstatement usually means faculty return to their former

positions, unless they release the college from this obligation in writing or the college has to reassign them due to a reorganization.

Educational aid, since it is for improving the college, must be justified

- as training "in the use of new or modified methods and equipment"
- as training in skills or knowledge needed due to changes in the faculty member's position [*re-training*]
- as training for advancing to "positions for which qualified applicants are not otherwise available"
- as training faculty who were hired with less than minimum qualifications, according to Appendix VII to section 3, "Educational Aid for State Employees," [*such as "assistant instructors"*]
- as aid to allow faculty to obtain advanced degrees if the degree helps the college meet its "established standards" or if research or advanced study help meet specified needs of the college.

Educational aid only goes for "specific courses, research, or degree programs" that are approved in advance [*by the president*] and not for audits or less than full participation. [*New faculty should check through their division chairs to see if they have been here long enough to qualify for educational aid.*]

The college may reimburse the costs of registration, laboratory, and tuition fees for after-hours study (usually night or correspondence courses) provided the faculty member documents successful completion. [*Whether full reimbursement is made depends on the rules of the faculty member's division for allocating professional development money and whether money can be obtained outside the division.*]

Three Types of Educational Aid

1. Non-credit, during hours study: Up to a total of 8 weeks in any five-year period, may be paid for by reimbursement or direct payment to the training institution. If the training isn't at the college, the faculty member's full "salary, travel expenses, living expenses . . . and fees" may all be paid. If the total is more than 8 weeks and full salary is paid, the faculty member is supposed to work "six times the period of absence" for the college to make up the cost.

2. For credit study during hours of work: The faculty member can be excused from [*some*] duties to attend classes up to 3 semester hours (or the equivalent) and still earn full salary. Beyond 3 semester hours, full salary is only paid for time on the job and half salary for time absent. Payment for academic fees can be done as reimbursement or as direct payment to the credit-granting institution.

3. Resident study: Courses of study no longer than 12 months can be started with only justification within the college. Longer programs have to be justified and approved by the [*state*] Director of Personnel. The absent faculty member can earn no more than half salary, but the college can pay for "registration, laboratory and tuition fees" directly to the place of study or reimburse the faculty member.

All of the above absenses count as active service for merit pay. All except resident study continue sick leave accrual. During hours study beyond 3 semester credits and resident study require the faculty member to sign a promissory note. This note holds the faculty member liable for payback of the funds expended at 3% interest, payable to the college if the faculty member does not stay at the College for a time equal to the time (for during hours study) or twice as long as the time away for resident study. The amount to be paid back in such cases includes all the money the state paid out (including the half salary). The note specifies that the full amount will be paid back in no less than a year after resident study concludes. Any of these types of study may affect salary and merit raises.

(For details on forms required to apply for educational aid, to obtain reimbursements or payments, and for information on records of completion required to cancel the promissory note, faculty should see Appendix 3-VII-1 in the VCCS Policy Manual and consult with their division chair.)

Policy Highlights: Faculty

FYI: The Northern Virginia Community College Faculty Handbook for 1990-1991 specifies that educational leave may be used by administrative or teaching faculty.

FYI: The same handbook spells out the conditions for the Faculty Exchange Program. Basically, faculty can arrange a job swap with a faculty member of the same discipline (or an acceptable alternative discipline) at another college. Each faculty member draws pay, benefits, and years of service toward promotions or multi-year contracts from his or her own institution, not the host college. The visitor [technically] does all of the duties of the College's faculty member and must qualify to do so. Written contracts, evaluations, and credentials are all part of the package to be set up by the faculty members.

Two VCCS-Sponsored Study Programs

The following programs encourage management training or teaching prowess.

The Chancellor's Fellowship to train managers provides "a one-year leave of absence with some financial support for doctoral study at the Center for the Study of Higher Education at the University of Virginia and in the Community College Program Area at Virginia Tech." Annually, two "outstanding professional educators" from the VCCS receive a fellowship grant of at least $10,000 and half salary; benefits continue. [*For those interested: The policy in Appendix 3-XV-2 of the VCCS Policy Manual does not tell frequency or method of payments, nor whether tuition waivers are granted by U. Va. or Tech, even though they are paying the faculty member's half salary as a stipend. Samples of the agreement and promissory note to sign are attached. The policy summarizes eligibility requirements, application and selection procedures.*]

The Chancellor's Commonwealth Professor Program "to recognize and support teaching excellence in the VCCS" awards "a lump sum stipend" for each of two years in the program. Up to four "teaching faculty members with at least five years of service in the VCCS" begin the program each year. The rigorous application procedure includes nomination by peers, explanation of how the excellence of the nominee as a teacher "sets a standard" for the VCCS, "objective and testimonial evidence" of that excellence, and a proposal for a two-year "self-directed project of personal and professional development related to

community college teaching," including "a detailed budget." Part of the College's nomination process is to pin down the amount of released time, travel, and other program expenses to be paid by the College, as well as to divide between the individual and the College the costs of the project. The VCCS pays only the $2,500 stipend for each of the two years. [*Interested faculty should see the policy printed in Appendix 3-XVI in the VCCS Policy Manual and consult with the College president and past nominees or members of the College's past nomination committees, as well as obtaining information from the Chancellor's office on past Commonwealth Professor projects.*]

INTELLECTUAL PROPERTY

Unless faculty make a separate written agreement with the College president, the VCCS may claim "an ownership interest" in anything invented or written by anyone receiving pay from the College, if it is "produced as a result of an assigned duty or with the substantial use of College resources, facilities, or funds," with the following exceptions:

1. "dissertations, theses, and classroom instructional materials" unless the faculty make a written agreement with the College giving up rights of authorship or royalties. Claim can be made by the VCCS if they are not routine and "involve substantial use of college resources" (which means involving "out-of-pocket" expenses by the College, more than 10% of the faculty member's "normal duty time," or more than 10% of the "normal work hours" of a College employee who helps the faculty member.)

2. "literary works (such as poems, plays, novels, essays, musical scores, etc.)" with the same provisions as in #1, above

3. student-produced course work

Faculty who are producing materials or inventions as part of consulting during "hours they would normally be expected to be on campus," (emphasis added) MUST get written approval from the College president. Similarly, faculty who write or invent anything not in the routine performance of their college job and who make "subtantial use of college resources" (defined in #1, above) MUST get in writing, preferably in advance, that the College does not claim this "intellectual property." [*Basically, creativity is encouraged. If, however, faculty produce something by unauthorized use of College resources or through use of more than 10% of their time or the time of an assisting College employee, the VCCS may assert a claim of ownership. The faculty member is responsible for notifying "the College policy administrator" about production of intellectual property.*

Policy Highlights: Faculty

Faculty who plan to write textbooks, computer programs, or the like, and faculty who want to use College facilities to work on an invention should clear the use of College computers and other facilities with the president in advance.] (See VCCS Policy Manual, section 12 for provisions of this policy; in particular, see section 12.0.5 to see what form of notice you must submit before working on something claimable.)

APPENDIX 2

Annotated Listing of VCCS and College Policies Relevant to Students

Policy Highlights: Students

STUDENT DEVELOPMENT SERVICES

Contents of VCCS POLICY MANUAL, section 6, "Student Development Services," and related COLLEGE policies

* indicates a policy that is highlighted in this appendix

6.0 Admissions

[Much of this section of the VCCS Policy Manual is adapted for use at JSRCC in the J. Sargeant Reynolds Community College Catalog section on "Student Information," especially "Admissions." Information below was not specified in the 1990-1991 catalog.]

Students admitted as curricular students "may be required to meet with one of the college counselors" to talk over academic interests and corresponding needs, as well as to apply for admission to a particular curriculum. Admission to curricula should be permitted to anyone who meets the prerequisites, provided that space is available. Applicants to associate degree programs "must be high school graduates or the equivalent, have completed an approved developmental studies program, or otherwise be considered eligible by the college."

If a curriculum must limit enrollment, priority goes to qualified applicants geographically: first to residents of our service area, then to other Virginians, then other Americans, and finally to international students.

COLLEGE Policy 1-1 is generally echoed in the current college catalog, but the policy specifies the mechanisms by which students admitted under the Ability to Benefit regulations will be monitored by a counselor and by Admissions and Records staff.

6.2 Student Registration and Records

[Basically, this section tells colleges to set procedures for pre-registration, registration, add/drop, withdrawal, and student record keeping, including what records are to be kept for at least 1, 3, or 5 years. Selected highlights are given below.]

To request to "enter a new class after the first week of a semester," students need approval by the course instructor and the division chair. Withdrawal procedures are strictly a college decision; "failure to follow such procedures may result in the assignment of failing grades to the student's permanent records." *[Note that the VCCS does not mandate giving F's to students who leave a course without filing a withdrawal form, nor does COLLEGE Policy 1-10, but the college catalog does under "Grading System." This inconsistency in policy documents can be handled before publication of the next catalog. Faculty interested in how the inconsistency is remedied should discuss the matter with their Faculty Senators and their division chair.]*

COLLEGE Policy 1-26 equates the transcript with "the student's permanent academic record" and specifies confidentiality of all student records. *[Much of it is echoed*

under this heading in the college catalog.] Even a student's grades cannot be released to parents without the student's prior written consent.

6.3 Classification of Students

Curricular students have a GED, a high school diploma, or other [*equivalent*] qualifications for admission; they have supplied the necessary documentation: [*the college catalog lists these under "General Admission to the College"*] a completed admission form, official transcripts from "all high schools and colleges attended" (or an Ability to Benefit Form completed by a counselor), and placement test results; they have been admitted to a particular degree, diploma, or certificate program [and been notified in writing by the division office].

Non-curricular students may not include students on federal or state aid, nor international students "requiring issuance of an I-20" [a type of student visa that requires completion of 12 credits per semester toward a degree]. Non-curricular students also do not include students "placed in developmental studies." "Students who are not formally admitted to one of the regular curricula" are classified according to one of the following personal goals:

- upgrading or developing job skills
- exploring careers (up to 30 credits)
- personal satisfaction and general knowledge
- transient student (primarily enrolled at another college)
- non-degree transfer student (going to another college before graduating from here)
- high school student (with written approval of JSRCC and the high school principal)
- general or curricular requirements pending (need one semester to fulfill an admission requirement)
- restricted enrollment (waiting for space in a curriculum for which they are eligible)
- auditing a course (with documented permission of the division chair).

6.4 Student Development

[*This section authorizes or requires several activities intended to benefit students. Specifics for JSRCC on financial aid programs in which we actually participate are under "Expenses and Financial Assistance" in the current college catalog. Other notes on counseling, advising, testing, and some student issues not addressed in the VCCS Policy Manual are under "Student*

Development Services" in the catalog. Following are a few notes on items ***not*** *in the catalog.]*

This section mandates several counseling functions, but it also directs counselors to refer unusual problems to other professionals at the College or in the community; pre-college counseling is part of articulation with area high schools and the community. Advisors, who may be counselors or teaching faculty, are characterized as "academic consultants" to their advisees. Group and individual tests and inventories "shall be ones designed to support the counseling function," whether administered through counseling or not. The mandate to "each college . . . to develop a plan which shall provide for proper course and curricular placement, and which shall assure serious attention to the validity, reliability, and practicality of . . . instruments . . . used for placement decision-making" is in this section on student development [the mandate actually originates with SCHEV].

6.5 Student Conduct

[*This section focuses on dealing with demonstrations and also includes other policies echoed in pages 49 - 54 of the current student handbook.*]

COLLEGE Policies Related to Students

COLLEGE Policy 1-5 stipulates that the P (pass) or U (unsatisfactory) grades may be used in credit courses, but only those authorized by "division chairs, in consultation with the faculty." If a credit course is designated as one in which the P/U option is available, students have until the withdrawal date for the course to apply for the option through their curriculum's division chair or, for non-curricular students, a counselor. As JSRCC Form No. 166 makes clear, only 7 semester credits of P grades may apply toward graduation, P equates with at least C performance in the course, and such credits might not transfer. (To see the form and other provisions of this policy, see COLLEGE Policy 1-5 in the college policy manual.) [No list of credit courses designated for the P/U grading option has been disseminated yet at the College. NOTE: Developmental courses will return to the S grade starting summer, 1991, reserving the P grade for nondevelopmental courses.]

Students may be "required" to participate in assessment activities in their curriculum, according to COLLEGE Policy 1-24; qualified applicants for graduation are expected to show up for the Spring ceremony, stipulates 1-25; and 1-22 says retakes of a course are listed and averaged with all other attempts at a course shown on a student's transcript.

Policy Highlights: Students

Placement

COLLEGE Policy 1-11, "Placement Testing, Prerequisites and Developmental Studies Course Recommendations," [*embodies the College's current attempt to comply with SCHEV mandates on placement; it also embodies a compromise in the College between a "gate-keeping" philosophy and a "student development" philosophy. The following are selected highlights, but all advisors and English and Math faculty should study COLLEGE Policy 1-11, and all teachers of first-year courses should read the policy to see its implications for their courses.*]

Placement involves an on-going effort to balance many factors impinging on students and the requirements of the College in order to "maximize the student's opportunity for success." To that end, several provisions of this policy are directed, including those listed below.

1. "Students shall not be permitted to take courses for which they lack prerequisites." [*On the basis of correlations between grades of past students and their reading scores, some disciplines are listing reading performance cut-offs or an S in English 04 as prerequisites for their entry-level courses or completion of English 108, Critical Reading and Study Skills, as a prerequisite or a corequisite.*]

2. Prerequisites can be listed in the Schedule of Classes [*not just in the less often revised college catalog*].

3. Developmental course recommendations are a counselor's judgment based on placement test results AND review with the student of documented and self-reported data.

4. Students take placement tests in reading, writing, and mathematics if they are curricular students (see definition above). Non-curricular students take placement tests to take more than 6 credits per semester, to enroll in a course for which placement tests are given (such as writing or mathematics), if they have 9 or more credits but a GPA below 2.0 or an F or U in any class.

5. International students "shall be required to take the Michigan English Language Placement Test prior to registering for any courses at the college."

6. Students who document disabilities can take the placement tests under special conditions if they ask to.

7. Students are to take placement tests no more than once in a semester; if scores are more than one year old, the student

should re-test to update the course recommendations. [*The assumption is that students' reading scores, for instance, may be higher if they are older, have been reading and advancing academically in the past year, and try their best.*] Exit-tests in developmental courses may be given more than once per term.

8. Third attempts at the same developmental course require approval of the appropriate division chair and the campus provost or dean.

9. Discipline faculty decide the entrance requirements for their courses. [*The trade-offs involve current vs. later enrollment for underqualified students, as well as the pros and cons of ability grouping.*]

10. Discipline faculty can confirm proper placement of their students at the beginning of the term [*such as by checking students' yellow placement receipts or by asking the Computer Center for a class roll that lists their students' placement record: **TRK820***].

11. Discipline faculty may drop students who are at proven risk in their courses, those "who lack the course prerequisites," if students refuse to adjust their enrollment themselves.

(**NOTE**: Various ideas on advisors' duties related to placement are in the chapter on "Advising" in this handbook, including information available from the "Curriculum Progress Report" and actions to take based on your reading of your advisee's records.)

APPENDIX 3

Annotated Listing of VCCS and College Policies Relevant to Educational Programs

EDUCATIONAL PROGRAMS

Contents of VCCS POLICY MANUAL, Section 5, "Educational Programs," and related COLLEGE Policies

* indicates a policy that is highlighted in this appendix

5.0 Types of Programs

According to section 2-A of the VCCS Policy Manual, the State Board of Community Colleges sets statewide criteria for programs, but regional differences are allowable and duplication is discouraged. The usual programs include occupational/technical education to train workers, transfer education equal to the same levels in four-year schools, general education that includes eight cross-disciplinary elements, continuing adult education, developmental preparation for college classes, and specialized uses of college facilities by the community and even for upper division and graduate extension study.

In addition to the above description from 2-A, section 5.0 specifies that community colleges may offer apprenticeship training and related instruction at sites mutually convenient to the apprentices and their employers, under the auspices of the State Department of Labor and Industry and the Apprenticeship Council.

Continuing Education, in its broadest sense, includes any credit or non-credit work taken by students not enrolled in a curriculum. If Continuing Education Units (CEU's) are not given for a non-credit activity, it is considered a community service.

(For further definitions of formats for activities, applying CEU's, required records, and administrative guidelines for non-credit activities, faculty should see the VCCS Policy Manual, sections 5.0.1.0.0 and following, or their campus Director of Continuing Education and Community Services.)

5.2 Curricula

Table 5-1 shows the minimum requirements for the four types of associate degrees in the VCCS. The last line, above minimum totals, combines requirements for a "major" and for "college electives" suitable to a program.

At the minimum, 15% of the credit hours in a curriculum (including certificates and diplomas) must be general education courses, but the courses may be inter-disciplinary social science courses or separate courses in English, psychology, government, and economics.

[Table 5-1 was undergoing study across the VCCS in Spring, 1991. If changes are finalized, faculty would receive photocopies to update the table.]

Occupational curricula may offer two-year diplomas, certificates with a minimum of 30 credits, or career studies certificates (for 10 - 24 semester credit hours, according to the COLLEGE policy manual) using courses numbered 10 - 299. Students earning associate degrees must complete at least 15 credits at the College; for diplomas and certificates, at least 25% of the course work must be done at the College.

(For other graduation requirements and provisions for an "Award of Completion" and multiple graduations, faculty should see section 5.2.2.2 in the VCCS Policy Manual or consult with their division chair or Admissions and Records.)

5.3 Development of New Programs and Courses

New course proposals are to reviewed with recommendations by the college Curriculum Committee and approved by the President and accepted by the VCCS Instructional Programs Staff.

(For guidelines on developing new programs, interested faculty may wish to consult the JSRCC Curriculum Development Manual housed in division offices and campus libraries.)

5.4 State Curriculum Guide and College Catalogs

Besides detailing the minimum kinds of information to be listed for courses, this section defines lecture credits as those given for teaching concepts by means of lectures, seminars, discussions, and the like. Laboratory credits are given for applied concepts and training in laboratories, shop, clinical training, supervised work experience, coordinated internship and the like. One credit equates to 50 minutes of lecture for 15 weeks and 1 exam period, or 2 or 3 hours of laboratory (depending on the curriculum) for 16 weeks with 1 exam period.

(The STD section of the State Curriculum Guide has details on using variable credits for Coordinated Internship, Cooperative Education, Seminar and Project, and Supervised Study.)

Credits in increments of 1/4 hours up to 1.00 may be given for short courses to business, industry, and government, such as those numbered 95, 195, 295, or other variable credit courses of one credit or less.

5.5 Articulation

As of Spring, 1991, three statewide articulation agreements had been finalized between the VCCS and Old Dominion University, Virginia State University, and James Madison University. The JSRCC Articulation Manual contains relevant information.

5.7 Academic Policies

(For descriptions of the grading system, grade reports, grading in developmental studies, the pass/unsatisfactory grading option in designated credit courses, and academic standing, the section on the "Grading System" in the current college catalog is most relevant.)

[*Topics not reprinted elsewhere include the following; only information not generally known is included here.*]

Examinations: Students need the permission of the course instructor and the "Dean of Instruction or another appropriate academic administrator" to take exams at other than the regularly scheduled time. [*NOTE: In practice, there has been a tradition here at the college which allows students scheduled for more than two exams on the same day to negotiate with each teacher concerned to work out an alternative time or form for one of the exams. In addition, faculty generally handle make-up for absences by using the policy they print in their course syllabus or by adapting to the circumstances of the particular case. Division chairs rarely need to be involved.*]

Auditing a Course: [*Although we discourage audits in deference to students seeking credit who need space in a course,*] the VCCS policy does state that students may, with permission of the division chair, sit in on a course without taking exams or receiving credit. Students can switch from audit to credit up to the end of the add/drop period; students can switch from credit to audit at any time up to the W date, but they still need the division chair's permission. For audits, an X appears on the transcript.

FYI: The Northern Virginia Community College policy on "Class Attendance by Students" includes the following consequences to students:

1. "Absences equal to 30% of the scheduled instructional time for a course will be defined as unsatisfactory progress unless the instructor has made other arrangements for the class or individual students to complete the course objectives."

2. "Frequent unexplained absences may result in a dismissal from a course." (emphasis added)

3. "When an instructor dismisses a student from a course, it the instructor's responsibility to notify the dean of student development in writing."

4. "Students who receive financial aid and fail to begin attendance in any class may be liable for an overpayment.

Withdrawal from a Course: Given documented "mitigating circumstances," a student might withdraw from a course after the 60% deadline; the documentation goes in the student's file.

A W indicates that the student withdrew or was withdrawn before the 60% deadline, that the student was "making satisfactory progress" in the course (passing?) when the withdrawal was processed, or that "the student was administratively transferred to a different program." [*A student might withdraw from a course that wouldn't count in the new program.*]

Repeating a Course: Usually, students should not be allowed to enroll in a credit course more than twice, but a third enrollment could be allowed if one of the College's chief academic officers allows it and the reasons are documented. Multiple enrollments are allowed in studio and performance courses (asterisked in the state Curriculum Guide) and "General Usage Courses" numbered in the 90s, such as 90, 190, 290, and so forth.

Academic Load: If Orientation (STD 100) is the 19th credit on a student's schedule, no special permission is required to carry this load.

Waivers and Advanced Standing: Students can earn advanced standing or waive courses by documenting acceptable scores on

college, CLEP, or CEEB tests if the College participates in these, or by documenting previous postsecondary course work or work experience equivalent to the credit-level course. The division chair and provost must both approve the waiver or advanced standing, and other courses will likely have to be substituted in the student's program to gain the total required for graduation.

[*In practice, a few waivers have been given for documented learning disabilities that precluded students from learning particular subjects, but a waiver at this college does not guarantee to the student that a four-year school will accept the same conditions.*]

Veterans can substitute other courses for the physical education requirement.

Academic Calendar: The faculty contract runs from August 16 through May 15, including 180 working days with 150 instructional days, 10 instructional evaluation days, and 20 days of registration and faculty in-service days. The actual days for each calendar year are approved after the Faculty Senate reviews and recommends the calendar.

Instructional Minutes: COLLEGE Policy 2-4 stipulates that one semester credit hour means 800 minutes of instruction, "or the equivalent," listing classroom instruction, laboratory hours (3 lab hours usually equals one instructional hour), and "appropriate outside projects" as ways to spend the 800 minutes per credit. "Every activity, classroom instruction, project, or lab time which makes up a portion of a particular course will be properly supervised and will be included in the evaluation of the student for grading purposes." Nevertheless, extended, independent, and self-paced courses may be offered because they specify objectives to be completed at individual rates within an overall time frame.

Classes that meet for 126 to 300 "continuous instructional minutes" should add a 10-minute break. Class meetings of 301 up to 420 minutes of instruction should provide a 40-minute meal break and a 10-minute break. Classes longer than 420 minutes should add another 10-minute break in their schedule. [*That means classes that meet for two hours and 15 minutes customarily include a 10-minute break, as do the usual evening and Saturday sections of 3-credit courses. It suggests that ordinary summer day classes of two hours do not customarily include a 10-minute break. Does this policy preclude faculty from occasionally ending a class early or scheduling student conferences during class time? Should a long class be all lecture?*]

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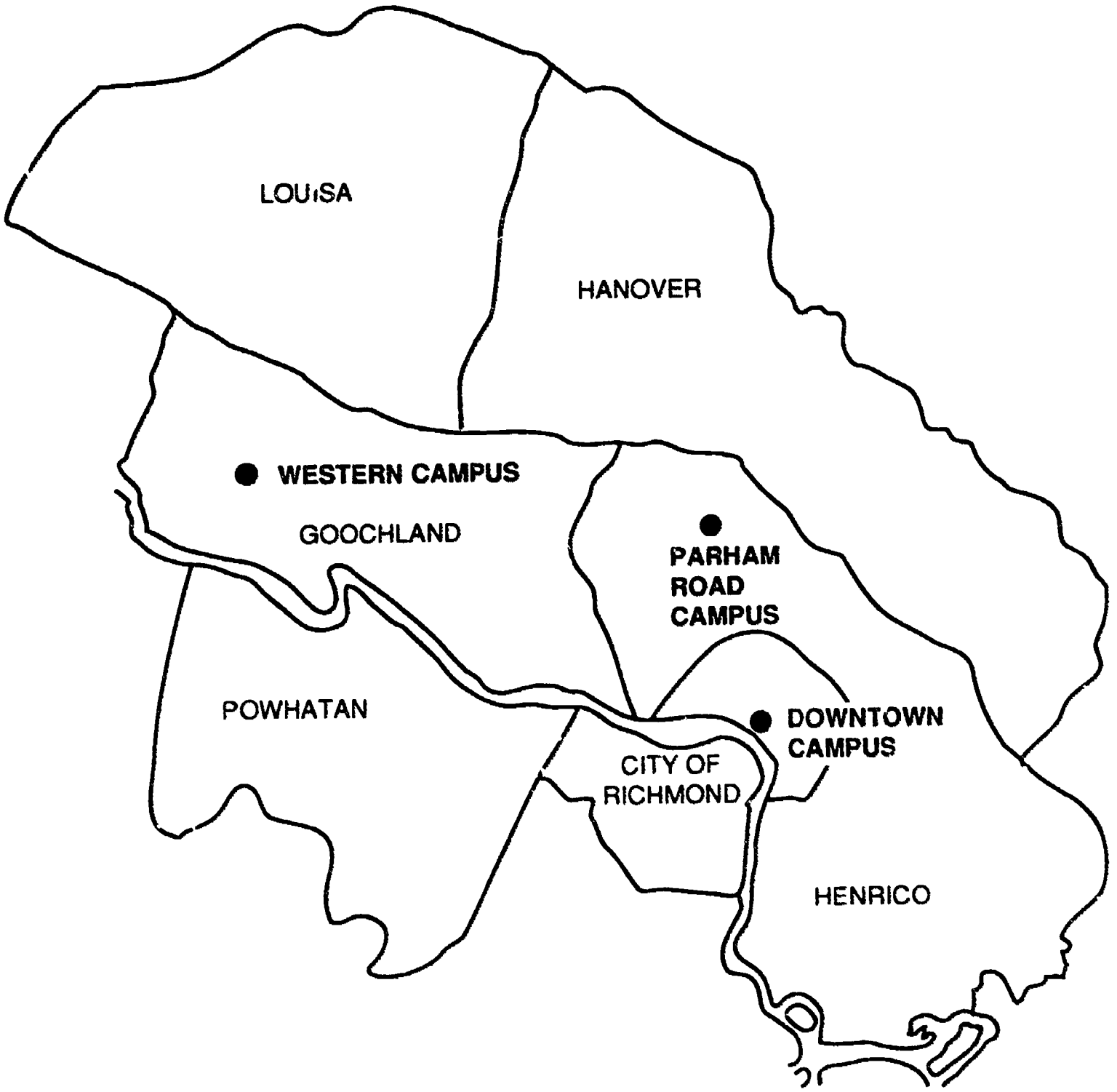
JSRCC SERVICE REGION



"If we didn't believe in human perfectibility, we probably wouldn't be teachers."

Eric Hibbison
Associate Professor
English

J. SARGEANT REYNOLDS COMMUNITY COLLEGE