Academic Master Plan

The Book and Beyond:

The Experiential Learning Initiative at Hampden-Sydney College

2017

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Introduction: Principles and Background

The operating conviction of the Academic Master Planning Committee (AMPC) is that the academic mission of the college is the primary "business" or "vocation" of our institution. The Committee was charged by Provost Dennis Stevens and the Board to engage the faculty to think of innovative, distinct, yet sound ways to promote recruitment and retention of students over the next five years through programmatic, structural, and co-curricular means by engaging the faculty for those ideas. Specifically, in August 2017, the Provost made the following charge to the Committee:

> The academic program at Hampden-Sydney College is already strong. But we find ourselves in challenging times for small, liberal arts colleges. In order to thrive in our current environment, we need to go beyond simply having a quality academic program. We need distinctive programs, approaches, and perspectives that will help us attract and keep students. With this in mind, I offer the following charge to the Academic Master Plan Committee.
>
> 1. To offer a picture of what our academic program will look like in five years
>
> 2. To explore and promote proposals from the faculty for distinctive changes in the curriculum that will help us attract and keep students
>
> 3. To explore distinctive changes in our academic structure that will help us attract and keep students
>
> 4. To explore new opportunities to bring together academic affairs and student life
>
> We ask that the Academic Master Plan Committee bring forward to the faculty and the administration for their consideration a list of prioritized proposals generated by the committee and solicited from the faculty.

The AMPC also understood that the faculty expected a plan that prioritized the educational purposes of the College, firmly rooted in its mission and articulated in its strategic plan, and then it was to connect that vision to specific tactics or ideas that should or might be implemented and supported by the institution. We understood that this task cannot and should not usurp or diminish the purview of existing faculty committees or authority. We further believed that we must and should entertain and communicate to the faculty the ideas, charges, and concerns of trustees, students (current and prospective), and administrators. This process, therefore, was necessarily an endeavor that required communication and dialogue between all stakeholders in the educational mission of the institution. Thus, this document is a multi-constituent document. In other words, if the Academic Master Plan is a platform to express faculty views and ideas to support the educational mission of the institution, it should also be a document that takes seriously the strategic priorities set by the Board of Trustees, the President, the Administration, and our students.

The AMPC worked 18 months between Spring 2016 and Spring 2017. The committee completed a "vision statement" during spring 2016 and held four town hall meetings with faculty on October 25 and November 1, 8, and 15 2016. The AMPC also solicited green papers and proposals from faculty members. Over the course of the Fall Semester, faculty produced 38 proposals and green papers. In the Spring semester, the AMPC reviewed the green papers to produce its recommendations. Further, Dr. Utzinger made two presentations before the faculty (12 September 2016 and 11 May 2017) and one to the AAC (22 March 2017). Four presentations were made to the Board: by Dr. Hardy on 7 May 2016, Dr. Utzinger on 5 February 2017 and 21 March 2017, and Dean Mcdermott on 12 May 2017.

As the AMP Committee progressed in its work several working assumptions of the group emerged that complemented the charge.

1. The Committee chose not to promote particular programmatic changes that enhanced particular departments. Quite simply, an academic master plan should be made to enhance the general academic environment of all students, rather than those in a particular major. This means that the proposals put forward here are interdisciplinary or have broad college application. The AMPC sent and will send, at the conclusion of its work, departmental programmatic changes that came forward in green papers to the Academic Affairs Committee.

2. The Committee chose "a scaffolding approach" for the plan. Once the AMPC realized that many of the plans coalesced around similar topics (particularly experiential learning), the Committee chose to create a structure that would allow multiple green papers and proposals to be implemented onto the "scaffolding" based upon the interest and energy of the faculty, general donor interest, and administrative support. It did not take the Committee long to realize that structural changes needed to advance successfully most of the proposals required a combination of funding, administrative expertise, and general faculty interest. The complexity of this was never lost on the AMPC, which spent hours and hours trying to imagine what was reasonable and possible, let alone what was new and innovative. The Committee also believed this approach best honors the extensive work of our colleagues and their 38 proposals, which translated to hours and weeks of work by the authors.

3. The Student Life Master Plan was initiated after we began our work and our charge. Because of this the AMPC offered SLMP Committee access to faculty green papers and proposals. Nonetheless, the committees generally did not work together on the committee level. Rather, Provost Stevens, Dean McDermott, and Dean Sabbatini orchestrated how our work might overlap on a higher administrative level. For this reason, the AMP did not work extensively on co-curricular engagement. The combination of these two plans is promising but will be the work of the transition committee.

4. Although the AMP is completed, much work will remain, and in what follows the AMPC has recommended the formation of a new transition committee, whose job it will be to work with the appropriate constituents across the college to facilitate the implementation of the AMP, also making sure that appropriate faculty committees and administrative offices vet the ideas.

5. The AMPC also would like to note that timelines for these recommendations will vary depending upon the project undertaken. Any curricular changes will require vetting through the faculty's Academic Affairs Committee and require a faculty vote. Other recommendations, such as the Academic Communications Center, have already begun. It will be the job of the administration and transition committee to gauge the appropriate timeline to ensure successful implementation.

6. Finally, the AMP Committee also wishes to be clear that we do not think we speak on behalf of all faculty. Nonetheless, we have engaged in our task as the faculty's elected representatives, who, in good faith, have tried to fulfill our charge from the Provost to look at innovative curricular, structural, and co-curricular programming. While we have taken our charge seriously, we ultimately know and understand that this work now must be passed on to the faculty and its committees, the administration, and the staff, who will be the final arbiters of the committee's recommendations.

The following document develops a central core for the Academic Master Plan, building on the work of many colleagues over the last year and a half. As mentioned above, these ideas draw on green papers as well as on other institutional documents, including the AMP Vision Statement, the Strategic Plan, and the Four Pillars of the HSC education. The plan starts with a curricular recommendation, and this is followed by structural recommendations (some of which have curricular implications) and then by recommendations for specific support of the several new initiatives. If some of these recommendations might technically occur in isolation, the AMPC more often than not saw them as intertwined and, as will quickly become evident, mutually supporting in many ways.

Accordingly, even if portions of the AMP will have to be considered, vetted, and voted upon individually, the AMPC presents it as a generally cohesive whole. This plan promotes a key curricular change (experiential learning) buttressed by a structure and support system that creates a distinctive, innovative, and sound educational experience for all of our students. The title of the plan is "The Book and Beyond: The Experiential Learning Initiative at Hampden-Sydney College." With this title and all that follows, the AMPC intends to convey that experiential learning, while hardly a new idea in higher education, should have a distinctive hue in our setting at Hampden-Sydney, where we believe theory and practice meet inside and outside the

classroom.

Recommendations of the Committee

Curricular Recommendation:

Experiential Learning Component for all Hampden-Sydney Students

Green paper resource: "Experiential Learning Initiative" by Dr. Sarah Hardy

The Academic Master Plan Committee proposes the addition of a new category to the Core Curriculum to be labeled "Book and Beyond." This change will build on a number of existing courses and programs, but as a graduation requirement it will add a distinctive integrative dimension to the HSC education, one that should also serve to attract and retain students. The requirements for satisfying this component of the core curriculum are as follows:

> **3-2-1: 3 Experiential Courses in at least 2 divisions of the current curriculum with at least one course "off the Hill."**

The courses may be 1, 2, or 3 credit hours and they may also satisfy other categories of the core if they are of the correct credit hour requirement. Specifically, the kind of experiential learning the AMPC proposes is *reflecting on learning by doing in such a way that students reflect on both the outcomes and process of the experience*. Courses that would qualify for this experiential portion of the curriculum would need to demonstrate that a substantive portion of the course is dedicated to this style of learning.

"On the Hill" experiences are designed to give the student a broader view into subject matter "beyond the book." These courses should require the students to engage the material through practical and hands-on approaches. They should also go beyond the practical to require reflection on and conceptualization of students' experiences.

"Off the Hill" experiences are designed to give the student an opportunity to engage with the mission statement of the College of being a "good citizen" through interaction with a broader community away from HSC. Students will be able to explore their interests by engaging with a field of study more deeply and demonstrate the values of the College by serving as ambassadors for the institution. These courses should also fulfill the goals of an experiential learning course (as described below).

Framing Discussion:

The 2016 AMP Vision Statement states that

In a liberal education, learning happens in a variety of places and through a range of experiences, including but not limited to the traditional classroom. A curriculum that reflects this spectrum of learning will encourage and include experiential learning that extends beyond a traditional liberal arts course of study, such as summer research, internships, cultural or service learning, an international experience, or a guided "gap" year. The College should create curricular spaces to encourage engaged learning, where guided reflection occurs.

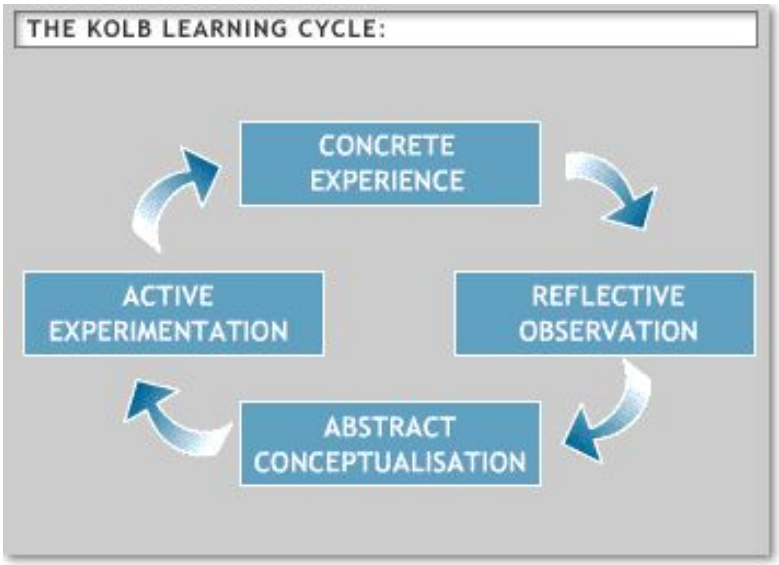
As a way to help students develop vocational skills in the liberal arts tradition, the college should allow space in the student's course of study for developing practical and technical expertise. The current strategic plan notes the need to "add and strengthen programs that will enable H-SC graduates to be competitive in the job market and provide them with skills to enter the workforce or to pursue advanced studies." However, rather than creating stand-alone pre-professional programs that track students into single career paths, the college can foster these skills alongside and in conjunction with its more traditional core curriculum.

The "Book and Beyond" initiative creates a curricular space to ensure that all students benefit from a broader spectrum of learning options. Decades of education research support the idea that experiential learning has a high impact on adult learners, but research also defines such coursework in careful terms.

"Experiential learning" first arose in pedagogical studies during the 1970s, but it became especially well known after David A. Kolb published a groundbreaking work in 1984, *Experiential Learning: Experience as the Source of Learning and Development.* Kolb and colleagues coined a term, *Experiential Learning Theory (ELT),* which he illustrated with a cyclical model:

Kolb's Cyclical Model[1]

[1] "David Kolb," Graduate School, University of Leicester (UK), http://www2.le.ac.uk/departments/gradschool/training/eresources/teaching/theories/kolb, accessed April 18, 2017.



Key elements in Kolb's process include *integration* of 1) *knowledge* through formal learning and past experience; 2) activity through *application* of knowledge to real-world settings; and 3) *reflection*, or analyzing and synthesizing knowledge and its application to create new knowledge.[2]

Since Kolb developed his model, education researchers have elaborated on his terms and applied his formula; a useful and updated description appears on the University of Texas (Austin) website (from which much of this narrative is taken).[3] Broadly defined, experiential pedagogy "*supports students in applying their knowledge and conceptual understanding to real-world problems or situations where the instructor directs and facilitates learning.*" Students can learn experientially in classrooms, laboratories, theaters, and studios, but they can also gain tremendously through guided real-world experiences off campus.[4]

Among higher educational institutions in the United States, experiential learning activities frequently take the form of the internship, the practicum (a course involving practical expertise in a work setting), service learning, cooperative education, clinical education, student teaching, undergraduate research, independent creative work, community-based research, study away (study at another institution within the United States), and study abroad.

Whatever the specific experiential form may be, teachers have particular obligations to ensure a successful and safe context for such learning:

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[2] The University of Texas at Austin, Faculty Innovation Center. https://facultyinnovate.utexas.edu/teaching/strategies/overview/experiential-learning. Accessed 2 February 2017.

[3] *Ibid.* For a summary of scholarship complicating Kolb's model, see Roger Greenaway, "Experiential Learning Articles and Critiques of David Kolb's Theory," http://www.reviewing.co.uk/research/experiential.learning.htm#axzz4irZdwXaq. Accessed 1 June 2017.

[4] The University of Texas at Austin.

1) Select suitable experiences that integrate knowledge, its application, and the synthesis of new knowledge through reflection;

2) Provide suitable resources and safety to support learners;

3) Encourage spontaneous opportunities for learning and experimentation (within safe parameters); and

4) Help students notice connections between contexts, as well as between theory and experience.[5]

The Association of American Colleges and Universities identifies several experiential learning opportunities as among recommended high impact practices for undergraduate education.[6] In an article in *Liberal Education*, Janet Eyler asserts that the benefits of experiential education are multifaceted: "Of course, experiential education can help students transition more gracefully from college to work, and community-service experiences prepare them to be more engaged citizens. But experiential education can also improve the quality of liberal learning itself and increase the likelihood that students will be able to use throughout their lives the knowledge, critical abilities, and habits of mind acquired in their studies."[7]

Recommendations:

"Book and Beyond" Coursework:
Distinctive Experiential Learning at Hampden-Sydney College

As an integral part of Hampden-Sydney's Academic Master Plan, "Book and Beyond" coursework draws inspiration from the experiential learning model outlined in the previous section, but it is also attuned to the College's distinct liberal arts environment. In other words, it selectively adopts experiential pedagogies with a mind to *expand the College's curricular "comfort zone," create a more distinctive Hampden-Sydney academic culture, and attract a wider pool of applicants*. "Book and Beyond" pedagogy directly reflects the Four Pillars of Hampden-Sydney. In particular, this coursework should promote "Better Learning" at Hampden-Sydney, and in connection with co-curricular programming in the Student Life Master Plan, it will also contribute to building "More Confident Men," "Stronger Character," and a "Richer Community."

It should be noted that, while other institutions incorporate Kolb's experiential model to varying degrees (see Appendix A), the "Book and Beyond" program is bolder in its ambition and its scope.[8] Three experiential instruction courses will encourage students to reflect upon and apply

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[5] *Ibid.*
[6] See AAC & U,"High Impact Educational Practices: a Brief Overview," https://www.aacu.org/leap/hips. Accessed 26 June 2017.
[7] Janet Eyler, "The Power of Experiential Education," *Liberal Education*, Fall 2009, Vol. 9 No. 4. https://www.aacu.org/publications-research/periodicals/power-experiential-education. Accessed 27 June 2017.
[8] Of the schools surveyed (Peer, Aspirant, VFIC, and selected others), only a minority include experiential learning

learned knowledge throughout their four years rather than in a single isolated event; students will also see that experiential learning is not limited to one division or discipline. All "Book and Beyond" courses at the College will meet the following guidelines:

1) Active and collaborative learning;

2) Engagement with the "real world" beyond the classroom;

3) Most importantly, they will feature a reflective component where students synthesize and integrate "book" knowledge with "beyond the book" applications of that knowledge, including both the final results and the process of the experience.

4) A substantive portion of the course must incorporate 1-3.

Courses may vary considerably in how they fulfill these four common components. They might feature applied learning (applying "book" knowledge outside the classroom), integrated learning (synthesizing "book" knowledge with experiences outside the classroom), or both. Some courses may be intensive and specially tailored for "block" work outside of Hampden-Sydney's traditional semester structure.

In a discussion of service learning as experiential learning, Janet Eyler stresses the importance of incorporating reflection in different contexts throughout an engaged experiential learning experience.[9] Adapting her "reflection map" for a broad range of HSC experiences, we might consider some of the following applications of this model.

	Before Engagement	**During Engagement**	**After Engagement**
Reflect alone	Internship learning objectives; Setting goals for project or trip; Research questions for project; articulate expectations	Reflective journal or Canvas blog; self-assessment questions; research assessment; identify questions for further investigation	Final paper; presentation or performance with self-analysis; assessment of initial objectives or expectations; application or action plan for results

as a core graduation requirement. Of these, experiential learning is often a component of a single first- or second-year seminar. Other institutions offer and encourage EL opportunities without requiring that all students take advantage of them, which is the case with Hampden-Sydney currently.

[9] Janet Eyler, "Reflection: Linking Service and Learning--Linking Students and Communities" *Journal of Social Issues*, Vol. 58, No. 3, 2002, pp. 517-534. http://www.servicelearning.msstate.edu/files/Eyler%20Reflection%20Linking%20Service%20and%20Learning.pdf. Accessed 27 June 2017.

Reflect with classmates	Contrast expert views on topic or organization; research culture of country to be visited; explore concerns about new context or activity; identify expectations and assumptions	Canvas discussion; group analysis of an incident or experience; discussion of laboratory or activity "lessons learned"; comparison of parallel experiences	Panel discussion; group poster session; on-line conclusions; generate thought questions for future consideration; final group seminars
Reflect with real-world partners	Create contract; assess learning objectives; discuss on-site needs and concerns; identify knowledge gaps or assumptions	On-site debriefing; mid-project evaluation forms and follow-up; plan for further activity; identify larger issues at work	Internship evaluation form; meeting with project supervisor; presentation to community partners

Examples of "Book and Beyond" coursework, some more hypothetical than others:

- **Upper-division theater courses** on offer at the College are already collaborative by nature. They frequently feature performance as a means of engaging with the world beyond the classroom, and they often require students to reflect on their experiences in a production and consider how those experiences inform their understandings of theater studies. Such courses include Acting (THEA 220) and Directing (THEA 321).

- **Summer internships** immerse students in collaborative workplace environments and require reflective research projects for academic credit. The College currently offers up to three credit hours for internships as 395 courses in any department. Reflective components for research projects could include "a portfolio or daily journal..., interviews with professionals, and book reviews." (HSC 2016-17 *Academic Catalogue*). Note: For a template of a possible internship course syllabus, see Appendix B.

- **Undergraduate Research** already applies classroom learning to independent work, often in the summer. A course accompanying this experience would guide students to articulate the experience in the larger context of their fields and careers.

- **"Block" study abroad programs** would feature active day-to-day collaboration between students and the instructor(s), they would take place in an overseas "real world" environment, and they would require students to write reflective essays or offer public presentations of their experiences.

- **Public history service learning** at Farmville's Moton Museum would require students to collaborate with Moton's administration, present Civil Rights Era history to the

Farmville-Prince Edward community, integrate their classroom knowledge with real-world curatorial experience, and reflect on the application of their knowledge.

Language for AAC & AMP Transition Committee Consideration

The Academic Master Plan Committee recommends that Hampden-Sydney require all students, beginning with the freshman class in 2019-20, to enroll in at least three "Book and Beyond" courses (over the course of their study at H-SC) in two different divisions for academic credit. At least one of these courses would be designated as "Off the Hill" (see below). These courses, which would range from on-campus experiential classes to off-campus programs, would receive special designation in the *Academic Catalogue* and for any EL topics (~85) course descriptions. Faculty would receive training and support for creating or altering courses to meet this designation. Students would be able to count these courses toward their core curriculum or major requirements (if they otherwise meet core or major requirements); therefore, courses need not add credit hours to the core or to student course loads. Interested students would be allowed to take more than three experiential courses during their time at Hampden-Sydney. Categories of "Book and Beyond" courses:

1. <u>"On the Hill"</u> (one to three credits)

Hampden-Sydney students may take on-campus experiential courses that feature applied or integrated learning. Such courses would also require students to complete reflective analyses of the results of their work and on the process(es) in achieving those results. The College currently offers a number of experiential courses, though not always with reflective components at the moment. In order for these examples to "count" as experiential learning, those offering them would need to demonstrate that the course reflects on application and process of the experiential learning. With that caveat, current examples at H-SC include laboratory sections in the natural sciences (e.g. ASTR 151, BIOL 151, CHEM 151, PHYS 151), Student-Managed Investment Fund (a.k.a. TigerFund; BUSN 343), Theatre Production (THEA 251, 252, etc.), Field Methods and Practice in Historical Archaeology (HIST 240), Poetry (ENGL 250 and 350), Fiction (ENGL 252 and 352), the Theory and Practice of Choral Music (MUSI 250, 251, etc.), Inter-American Relations (Model OAS; INDS 45x), and many others. Also, contingent on approval of the AMP's January and August "block" proposals, HSC faculty would be encouraged to create two-week intensive block-style courses (see below) specifically tailored to these "On the Hill" experiences.

2. <u>"Off the Hill"</u> (one to three credits)

Hampden-Sydney students would need to take at least one experiential course to expand their horizons beyond "The Hill." This coursework could be part of a short-term study

abroad or study away program; a semester, summer, or full-year program abroad; an internship (currently 395 courses); or a service learning experience. Service learning experiences could include, but would not be limited to, sustained service work in the Farmville-Prince Edward region, overseas service work in the spirit of the Office of Student Affairs "Beyond the Hill" programs, or committed environmental work (river cleanups, investigations of toxic sites, installation of solar panels on campus, conservation efforts in local parklands, etc.). Again, in order for the course to "count," those offering these examples of experiential learning would need to demonstrate that the course reflects on the application and process of the experiential learning. As with "On the Hill" courses, all "Off the Hill" experiences would need to include a reflective component supervised by a Hampden-Sydney faculty member to earn academic credit and thereby count for the core. If approved, the January and August terms would offer myriad opportunities for short-term, intensive "Off the Hill" experiences.

Ultimately, the AAC and the faculty will need to determine which types of work in these courses will be most appropriate for our broader curricular goals and outcomes. Further, the AAC and faculty will need to determine which courses "substantively" incorporate experiential learning, so that they appropriately meet the goals of this initiative.

Structural Recommendations:

Creation of August and January Blocks

Green paper resource: "Green Paper Investigating Potential Calendar Changes" by Dr. Michael Utzinger

AMPC proposes:

> **The creation of two mini academic blocks to be scheduled before the Fall semester and between the fall and spring semesters.**

Block courses taught on campus will be intensive in nature, and their implementation will be different from a course normally taught during the regular semester. The AMPC sees these blocks as a way to bring different educational experiences to the campus for the students and to expand their educational horizons. It is an opportunity for faculty to create courses that could take advantage of the intensive nature of the block. It also provides opportunity for remediation like MATH 105, boot camp courses in August, study abroad or away, and courses that focus and take advantage of experiential pedagogies noted above.

> **The blocks must consist of 42 contact hours for a three credit course; 28 contact hours for a two credit course, and 14 hours for a one credit course.**

Framing Discussion:

The scholarly literature on "intensive" learning is complicated since there has yet to be developed a broadly consistent terminology. In an excellent review article, W. Martin Davies summarizes the state of what he called IMDs (intensive modes of delivery).[10] He distinguishes "block teaching," defined as a "longer than usual classes held during a conventional timetable schedule," from "accelerated or intensive teaching," usually defined as offering material in "less than normal and involving fewer contact hours."[11] If one considers a three credit course at Hampden-Sydney that meets three time per weeks for a total of 42 total hours to be a version of a traditional mode of delivering education, then a course which meets once per week over 14 weeks, uses an intensive delivery classroom mode, in this case "block teaching." Using Davies' definition, Hampden-Sydney does not offer any classes that are accelerated. (SPAN 103 might be considered accelerated in its delivery but not in the credits offered per contact hours). The AMPC is essentially proposing a hybrid between block and accelerated teaching, a teaching environment that blocks the same number of contact hours per credit (one credit equals 14 contact hours) in a compressed time frame. Hampden-Sydney already offers this kind of intensive mode of delivery in its May Term.

The question, therefore, is not whether Hampden-Sydney will offer intensive delivery modes of

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[10] W. Martin Davies, "Intensive Teaching Formats," *Issues in Educational Research* 16:1 (2006): 1-21.
[11] *Ibid*., 3-4.

education (it already does) but which forms are acceptable and which forms are not (and why).

Davies' review investigates accelerated (rather than block) forms of intensive forms of educational delivery; however, the hybrid form that the AMPC is proposing is most similar to what he labels "block modes" of accelerated teaching (not to be confused with "block teaching"), which he defines as "very large chunks of teaching times, for example whole day sessions, offered in week-long mode, two or three-week mode and weekend mode."[12] As stated above, the AMPC is not proposing fewer contact hours per credit.

Davies notes that, while still in its infancy, the state of current research on accelerated IMDs suggests that the

> advantages of intensive formats can be both pedagogical and logistical. They can accrue to both student and instructor. They revolve around increased motivation, commitment, and concentration, diversity of teaching methods, stimulation and enthusiasm, stronger relations among students, and flexibility. Considerations that instructors need to take into account when engaging in intensive teaching include: the greater intensity of workload and fatigue; insufficient time for reflection and analysis of material being taught; cramming by students; curtailed content and superficial content coverage. Time alone does not appear to be either the key or the barrier to effective teaching, and it seems that any form of teaching, whether traditional or intensive is associated with particular advantages and disadvantages, the latter of which should be factored into subject planning and design.[13]

William J. Kops led a qualitative study of two large universities (with long established three-week or four- week intensive terms) to describe best practices based upon the activities of successful instructors, teaching in a compressed environment, similar to what the AMP is proposing.[14] Again, the growing but limited research suggests that compressed delivery modes of education are as successful as traditional delivery modes, concerning student learning outcomes, but the success requires adaption to fit the compressed time to ensure successful pedagogy. Kops found that successful instructors planned, designed, and focused their courses differently in a compressed setting than a semester long course.

Kops summarized the pedagogical steps of successfully teaching in a compressed format. He concluded

> Overall, top-rated instructors emphasized that expectations and standards should not be lowered in courses taught in compressed formats. In their view, redesigning a course, selectively determining reading requirements, and adjusting

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[12] *Ibid.*, 4.
[13] Ibid., 14. (Parenthetical citations were removed for readability; italics was in the original).
[14] William J. Kops, "Teaching Compressed-Format Courses: Teacher Based Best Practices" *Canadian Journal of University Continuing Education* 40:1 (Spring 2014): 1-18.

> assignments and tests did not result in lowering standards and expectations. On the contrary, many felt these changes for teaching in a compressed format created a better learning experience for students. While top-rated instructors kept to the same basic teaching approaches, they recognized the importance of making adjustments to meet the requirements of a compressed schedule, and to take advantage of smaller classes, continuity of class meetings, and the more relaxed and informal campus in summer. It is important to capitalize upon the differences of teaching in a compressed format.[15]

None of the studies claim that professors can simply superimpose traditional pedagogy or expectations in compressed teaching formats. Davies suggested, for example, that courses that have a highly "discursive"expectation (such as philosophy) may be less successful than a course that focuses on skills acquisition (such as introductory language or mathematics). That admitted, Davies suggests that a survey of current research suggests that

> the issue of time taken to teach a course is not an unambiguous measure of the quality of the course. If the retention of quality is ensured through following departmental guidelines, receiving Faculty endorsement, appointing able lecturers, adopting good teaching practices and so on, time-taken should not be a critical issue. In short longer is not necessarily better. Wlodkowski describes traditional length courses and their influence on course quality as little more than a "strong intuitive notion."[16]

Davies' observations are more forceful given that the AMPC is not intending to shorten the hours of pedagogy.

Clearly there cannot be a one-size fits all approach to compressed-term course offerings that fits the pedagogical goals of Hampden-Sydney College. However, we also cannot be satisfied with "intuitive" dismissals anymore than "intuitive" approvals. If educational researchers show that compressed pedagogies are generally as successful as traditionally timed pedagogical model, the research is equally clear that compressed term pedagogies require alterations to make them successful. Apart from contact hours, such determinations, after a course has been approved by the faculty, have not been determined beyond a department's assessment or the idiosyncrasies of an individual professor. The job of the faculty is to determine the ways in which it will benchmark and monitor quality in both compressed and traditional formats for both current and future course offerings.

Recommendations:

There are a variety of ways for the faculty to consider offering the August and January blocks. One can look at Appendix C to see how our peer, our aspirant, VFIC, and selected other schools use intensive terms. The AMPC offers the following options that will allow some flexibility for

[15] *Ibid*., 15.
[16] Davies, 13.

the transition committee and the faculty in upcoming discussion.

1. *Nine instructional day model:* These courses will be required to meet twice daily for two hours at each meeting. This equates to the hours spent during the regular semester to achieve a three-credit course. Courses that will taught off campus during the blocks will be able to utilize the days before the start of the terms for travel.

2. *Fourteen Instructional day model:* These courses will be required to daily for two hours at each meeting, but they will also have 8 additional hours in the classroom or outside of classroom instruction. Again, courses taught off campus during the blocks will be able to utilize the days before the start of the terms for travel.

3. *Post-spring semester model:* Bates College (ME) and Simpson College (IA) use a calendar that has its intensive term following a regular semester that begins earlier in January. The term is required. In other words, they have a 4-4-1 student calendar. This model, while not applicable to the August or January blocks model, simply offers an example of the variety of ways a school might organize its academic calendar to achieve distinctive structural changes and promote intensive forms of pedagogy for students.

While the August block will not impact the current academic calendar, the January will have a minimal calendar impact. The nine day instructional model will require the spring calendar to begin the first Monday after January 14th rather than after January 9th. This will push graduation back by a week 6 times in an eleven year cycle. A fourteen day instructional model will push graduation back by one week 5 of eleven times and by two weeks six of eleven times. There will also be overlap with Longwood's graduation about half the times in an eleven year cycle in both the nine and fourteen day models.

J-Block Comparisons of 2018 Calendar Start and End Times

Institution	**Current**	**9-Day J-Block**	**14-Day J-Block**	**19-Day J-Block**
Start of J-Block	n/a	January 3	January 3	January 3
End of J-Block	n/a	January 15	January 22	January 29
Start Spring Semester	January 15	January 22	January 29	February 5
End Spring Semester	April 27	May 5	May 11	May 18

Graduation (assuming Saturday)	May 12	May 19	May 25	June 2
Heart of Virginia	May 5	May 5	May 5	May 5
Longwood Graduation	May 26	May 26	May 26	May 26
Class Time	n/a	5 hour classes or 2 x 2.5 hours sessions	3 hour classes or 2 x 1.5 hours sessions	2.25 hour classes
Days/week	5 days/week	5 days/week	5 days/week	5 days/week

Although there are details to be hammered out, the AMPC also suggests the following:

> **Freshmen should participate in one intensive course during the August or January block. For many students, this will be a "Book and Beyond" course, from the perspective of variety of disciplinary perspectives, perhaps on a specific theme, like citizenship, civic engagement, or global engagement (to be determined in consultation with the QEP and other campus constituencies).**

Some schools, like Centre College and Hollins University, require first year students to take first year seminars on campus on a variety of topics.

> **Students should participate in one more intensive block during their junior or senior year.**

There many schools that require their students to participate in intensive blocks. An invisible issue that needs to be highlighted is staffing. To make the block viable, it seems to the AMPC that students should be expected to participate in some of these terms. Further, the Dean will need to survey the faculty to determine interest. The faculty may also wish to try to reduce teaching load (regularly) rotating the teaching of the blocks and requiring the participation of students and faculty. AMPC has tried to find a middle ground here, but there is much room for flexibility.

> **One August or January block, each academic year, will be included in tuition and room charges. Board during a block will be extra.**

Again, there are a variety of models that can be used, as Appendix C suggests. Decisions about tuition, room, and board will involve discussions with the Business Office, Thompson

Hospitality, and Buildings and Grounds.

Ultimately, one might speculate that internships, independent student research, or study away/abroad would be potentially the most expanded programs in the junior and senior years. (This has certainly been the case for Roanoke College's Intensive Term). Other schools like Bates College have used this model as an opportunity to introduce to students unique educational experiences offered by notable professionals and alumni (screenwriters, entrepreneurs, scientists, politicians, etc.) with faculty oversight or non-credit options. Ultimately, the faculty will need to decide how it believes it can simultaneously maintain academic integrity and provide a wide range of high impact educational experience for our students. One way to help students successfully complete such programs might be a version of the "step up" program instituted by Provost Stevens at Randolph College. This model offered money (up to $4000) per student to use for study abroad, independent research, etc., once a student became a junior. This caused a rise in retention rates from the sophomore to junior years, and the program essentially paid for itself based on increased net revenue from retention. It is also possible that student class load could be beneficially distributed across blocks and semesters, especially in the freshman year to help the transition from high school to college level learning. Much of this discussion will hinge on whether the blocks will be three credit courses and how the number of courses needed for blocks will impact course availability during the semesters.

Structural Recommendation:

Align class schedule with Longwood University to encourage student exchange

The AMPC recommends adjusting class meeting times and addressing other roadblocks to enable a more straightforward exchange of students between Hampden-Sydney and Longwood University.

Framing Discussion:

In the section on "Sound Learning," the AMP Vision Statement cites the Strategic Plan's charge that the College "strengthen academic, co-curricular, and extracurricular programs with communities, especially Farmville-Prince Edward, nearby colleges, and cultural institutions." While this important goal has numerous possible applications for HSC and its neighbors, the Vision Statement also makes more specific recommendations: "Therefore, the College should increase strategic partnerships with Sweet Briar College, Hollins University, and Longwood University, including creating policies or institutionalized times to allow easily for joint classes." More specifically still, "The College should create a class schedule that enhances the number of educational experiences available to our students. In particular, consider whether our current class schedule is optimal to allow our students to take advantage of courses at Longwood University (and vice versa)."

Hampden-Sydney College, Longwood University, and Southside Community College are already part of the Southside Higher Education Consortium. With respect to Longwood courses, the current HSC catalogue language reads as follows:

> **LONGWOOD UNIVERSITY COOPERATIVE PROGRAM**
> The variety of courses available to Hampden- Sydney students has been increased by a cooperative arrangement with Longwood University, a state institution in nearby Farmville, under which full-time students at either institution may enroll in certain courses at the other institution without added expense for course tuition, though students may be responsible for incidental expenses such as laboratory, material, or parking fees. A list of approved Longwood University courses is maintained by the Registrar. Application for a Longwood course is made through the Registrar at Hampden-Sydney, preferably during the Add period at the beginning of each semester. Students are admitted to courses on a space-available basis.

Currently only a few students may take advantage of this cooperative agreement each year, in part because the majority of students find the differences in class schedules difficult to navigate as they consider moving between the two campuses. With the removal of such roadblocks we anticipate that gradually more students will use classes at Longwood for their benefit.

The advantages of a more robust partnership with Longwood's academic program are many. First and foremost is proximity. No other institution of higher education provides a more viable potential for partnership than Longwood University. The lists of current courses available to students at both schools are considerably broadened by the existing cooperative arrangement. For HSC students in particular, Longwood offers courses not available on our campus, in fields like music performance, criminal justice, sociology, and education certification—to name only a few. Taking courses at Longwood will allow our students to follow their educational goals more fully and broadly and also to explore and prepare more effectively for certain careers. In the meantime, engaging academically with students from another institution in classrooms on both campuses can broaden the learning experiences of everyone involved.

As president of Smith College, Carol Christ has insisted on collaboration between institutions of higher learning as a pathway to the future:

> Partnerships between and among institutions of higher education offer an even more profound opportunity for change. In the new economic environment for higher education in which we anticipate constrained growth in our traditional revenue sources--tuition increases, state support, growth in investment income--it is imperative to find new ways of reducing costs. Partnerships offer one of the most powerful ways to achieve this. None of us can do everything, nor can we afford to do so. In this environment, partnerships will become increasingly important to our colleges; indeed they will become essential.[17]

Smith College is part of one of the most extensive and successful college consortia in the nation, and the AMPC is not suggesting here that HSC should attempt to fully imitate the partnerships among the Five Colleges. However, Christ's observations point to the practical value of stronger collaborations between institutions, and our college would do well to strengthen the ties we have already formed (not just with Longwood, but with other neighboring schools).

Working with Longwood to investigate better alignment of class hours would be an important first step towards helping our students take advantage of current course options. The AMPC also suggests that the two schools sponsor a joint institutional shuttle to get students between the campuses easily, quickly, and without concerns about parking. As other parts of the AMP are considered and implemented, other calendar concerns may arise. For instance, if shorter blocks are added to the HSC academic calendar, HSC and Longwood may not be able to coordinate the Spring semester as easily. However, those complications should not keep us from finding ways to continue to strengthen this local academic partnership for the sake of our students and the health of both institutions.

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[17] Carol T. Christ, "The College without Walls" in *Remaking College: Innovation and the Liberal Arts*, Rebecca Chopp, Susan Frost, Daniel H. Weiss, eds. (Baltimore: Johns Hopkins Univ. Press, 2014), 137.

Structural Recommendation:
Redistributing Faculty Teaching Load

In order to make the August and January blocks feasible and to cut the costs for students to participate in various forms of experiential learning (especially internships, study abroad/away, and faculty guided student research), the AMPC is recommending:

> **A faculty member may move one course from his or her teaching load per year from the semester he or she would regularly teach 12 hours.**

The current thinking of the AMPC is that no faculty member would be required to distribute load this way, so the options for faculty load would be

Option 1: Fall and Spring 3-4 or 4-3

Option 2: Fall, Spring, and Block (August or January) 1-3-3 or 3-1-3

These options would allow for a cost effective transition to the new block system. Again, much of this discussion will hinge on whether the blocks will be three credit courses and how the number of courses needed for blocks will impact course availability during the semesters. It is likely that a combination of new faculty lines and course enrollment management will need to be implemented on the administrative side. This will need further impact study, particularly for the administrative impacts. Likely, this would include some sort of gradual implementation and survey of faculty interest in block teaching. There could also be the possibility of reducing load in concert with this change (see next section).

Structural Recommendation:

Reducing Faculty Teaching Load

This is material is from "Green Paper on Faculty Teaching Load and Workload" by Dr. Michael Utzinger. References to "I" refer to Dr. Utzinger's observations.

Recent discussions about faculty salaries on the Faculty's Faculty Affairs Committee and the Faculty Academic Affairs Committee of the Board of Trustees raised the question of faculty teaching load as a component of such discussions. A serious consideration of reducing faculty workload--by better balancing faculty teaching with other responsibilities--should allow the College to explore ways to foster optimal opportunities for teaching excellence. This discussion, however, does not intend to replace discussions of faculty salary; rather, it is hoped that this exploration will inform that discussion, as the College continues to understand how both salary and teaching load impact teaching excellence, quality of life, hiring, and retention of faculty for our students.

The AMPC recommends:

> **The College must undertake a study to consider moving faculty teaching load permanently to 3-3.**

The AMPC wishes to note that this discussion needs to be separated from the the idea of teaching load distribution and block terms. While block terms might create a structural avenue to consider gradual load reduction, the block term proposal need not implement faculty load reduction to be successful. In other words, the block term proposal depends upon the idea of load distribution but not on the idea of load reduction. Nevertheless, the AMPC feels strongly that teaching load reduction needs to be considered on its own terms.

Framing Discussion:

As noted in the AMP Vision Statement, the College should recognize that the educational formation of students is a group effort, fostered by faculty, staff, and administration, all of whom need to be strengthened for, supported in, and fairly remunerated for their efforts." Therefore, the College should honor its commitments stated in the strategic plan to "Commit the College's resources to recruiting and retaining an exemplary faculty and staff, including compensation, continuing education, and technological support. In particular, achieve and maintain the goal of faculty salaries at or above the 80th percentile of the AAUP II B category and achieve a Living Wage and benefits for staff." The College should prioritize salaries in the front end of the budgeting process, not as an afterthought if there are extra funds after the process. Moreover, as the Vision Statement goes on to say, the College must also study faculty workload and teaching

load as part of the discussion of salary and wages.

The Faculty Handbook states:

> The duties of faculty members are many and varied. Teaching is the foremost responsibility of a faculty member: teaching and its related activities are expected to represent the largest investment of faculty time and effort. Scholarly, scientific, artistic, and other professional development activities, and service to the campus and wider communities also require significant portions of faculty time. Individual work assignments should assure that faculty members meet their professional and community obligations while keeping teaching primary. The teaching load for tenured and tenure-track faculty members is normally between 21 and 24 contact hours each year. Whenever possible, the number of individual course preparations will not exceed three per semester.[18]

The Handbook, therefore, identifies three major components of faculty work: teaching, scholarship, and service. Accomplishments in these areas of responsibility are also used for faculty evaluation concerning promotion, tenure, review, and reward.

Teaching is highlighted by the Faculty Handbook as the primary obligation of the faculty member. Typically, the teaching load, or teaching assignment, at Hampden-Sydney College is 21 classroom contact hours per year distributed over two semesters (although there can be slight variations to this pattern). For those teaching 3 credit classes (or labs, theater productions, or chorus with three or more contact hours), this typically translates into what we often call a "3/4 load." Those individuals in departments (most obviously the Mathematics and Computer Science, the Modern Languages, and, at times, the government, and the Physics departments) that regularly offer one or four credit classes or "freely subsidize" laboratory classes typically teach between 20-22 contact hours in a given year depending upon combinations of 3 and 4 credit classes.

This said, it is important to understand that one cannot measure the work of the professor by the hours spent in the classroom alone, any more than one could measure the work of the lawyer by his or her time in the courtroom or corporate officer by his or her time in the boardroom. The AAUP's[19] Committee C on College and University Teaching, Research, and Publication rightly noted that time in the classroom does not reflect the weekly hours given to "class preparation, conferences, grading of papers and examinations, and supervision of remedial or advanced student work," all of which are necessary for first-rate teaching. Good teaching also encompasses individualized student advising and regular office hours outside of class. Finally, teaching excellence requires faculty members to remain current in their field (apart from

[18] (Hampden-Sydney College) Faculty Handbook 2016-2017. http://www.hsc.edu/Documents/academics/DeanFaculty/facHandbook/FACULTY%20RESPONSIBILITIES.pdf Accessed 12 August 2016.

[19] The AAUP is the American Association of University Professors.

personal, original research). In other words, much of what makes good teaching constitutes hours of unseen work. For this reason, the AAUP argued, as early as 1969, that the maximum teaching load at an undergraduate institution college should be no more than 12 credit hours per 15-week semester (or its equivalent).[20]

While the AAUP offered a maximum load it also stated in 1969 that a preferred load for undergraduate institutions is 9 credit hours per week per 15-week semester (or its equivalent). While recognizing that such an achievement may not be possible for many institutions, they stated that "the Association believes, nevertheless, that the nine- or six-hour loads achieved by our leading colleges and universities, in some instances many years ago, provide as reliable a guide as may be found for teaching loads in any institution intending to achieve and maintain excellence in faculty performance."[21] Specifically, the AAUP noted that the research expected at most institutions requires time unavailable to those with 12 contact hours per week teaching load. The AAUP report is not sanguine about the ability of faculty to teach more than 9 contact hours per week, while maintaining both teaching excellence and creating "original, exploratory work in some special field of interest within the discipline."[22]

A comparison with Hampden-Sydney's peer institutions and national liberal arts colleges is illustrative of the AAUP's claims, insofar as these schools have overwhelmingly instituted the preferred teaching load rather than the maximum teaching load. Of the top 125 national liberal arts colleges, as ranked by *U.S. News and World Repor*t for 2015, only 12 have teaching loads equivalent to or higher than Hampden-Sydney College. In fact, only two schools in the top 108 (H-SC's 2015 ranking) have an equivalent or higher load than Hampden-Sydney. Of those schools on Hampden-Sydney's internal peer list, 17 of the 21 institutions have a lower teaching load than Hampden-Sydney College. The exceptions include Randolph Macon College and Transylvania University, both of which have a 3/4 load as H-SC does, as well as Messiah College and Morehouse College, both of which have 4/4 loads.

It is worth noting that the Faculty Handbook also affirms that teaching load is connected to the sorts of service and research expected of a faculty member, stating that "a 21 contact hour teaching assignment recognizes the intense engagement of all faculty members in their classes, scholarly, scientific, and artistic activity, and service obligations." Even so, the Faculty Handbook also implies that full expectations of faculty work are not likely to be completed during the contracted 9 months, noting that "the 22 weeks of the year beyond the regular semesters provide opportunities for a change in the balance of faculty obligations, including course preparation, professional development—that is, scholarly, scientific, and artistic activity, as well as pedagogical research—and community service." Of course, one reason for the need of summer time to complete these expectations is the nature of scholarly research, which often requires travel and collegial collaboration, but another reason faculty need summers results from

[20] "1969 Statement on Faculty Workload" *Academe* 86:3 (May-June 2000): 70-71.
[21] *Ibid.,* 71.
[22] *Ibid.,* 72.

the lack of sustained and focused time during the regular academic year to complete the research necessary for excellent teaching and professional evaluation.[23]

Summarizing, Faculty Workload includes teaching load and professional development and research, committee service (collegiality), administrative work, community and professional service, and extra- and co-curricular student engagement. This is further supported by the AAUP's Committee C on College and University Teaching, Research, and Publication that noted:

> Workload should be thought of as total professional effort, which includes the time (and energy) devoted to class preparation, grading student work, curriculum and program deliberations, scholarship (including but not limited to research and publication), participation in academic and governance activities, and a wide range of community services, both on and off campus.[24]

Hampden-Sydney College itself currently recognizes this range of work as part of the professor's job description when it evaluates professors for promotion, tenure, and review on the basis of teaching, scholarship, and service.

The problem of faculty workload at Hampden-Sydney surrounds the strain placed by increasing demands on faculty time in the areas of service and research. A 1987 study by the US Department of Education, cited in the AAUP report on the work of the faculty, claimed that the average liberal arts professor spent 65% of his or her time teaching (including grading, preparation, etc), 8% of his or her time engaged in scholarship; 14% of his or her time in administrative duties; 5% of his or her time for community service; and 4% of his or her time for professional development. This translated to an average 52 hours per week workload, similar to the hours of other professionals like lawyers, physicians, psychologists, and ministers.[25] More recent studies also suggest that faculty workload ranges from 50-60 hours per week, with full-time faculty members often working nights and weekends.[26] The concern here is not that this generation of faculty is working more hours than its predecessor; rather, the increasing demands of administrative work (especially demands related to accreditation, assessment, governance, admissions and retention, and legal regulations), as well as growing expectations for scholarship to secure tenure and promotion, have strained the balance of teaching, scholarship, and service within the available time. Further, as the College has found itself in an increasingly

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[23] Faculty Handbook, *op. cit.*

[24] "The Work of the Faculty: Expectations, Priorities, and Rewards" *Academe* 80:1 (January-February 1994): 47.

[25] *Ibid.,* 40.

[26] See for example, John Ziker, "The Long, Lonely Job of *Homo Academicus*" *The Blue Review* (31 March 2014) https://thebluereview.org/faculty-time-allocation/. Accessed 15 June 2016; and Nate Kreuter, "The Math Doesn't Work" *Inside Higher Ed.* (22 April 2013) https://www.insidehighered.com/advice/2013/04/22/essay-hours-faculty-members-work-each-day. Accessed 24 June 2016.

competitive admissions environment, the faculty and staff have been expected to contribute more and more time to retention and recruitment efforts and plans, while wages have remained stagnant or declined in real dollars. The hours of time to do work have remained relatively static. The outcomes of this environment have increasingly (but predictably) become a combination of demoralization, workload inequities, mixed messages in terms of professional expectations, less effective teaching, and burn-out.

At Hampden-Sydney the demands and expectations outside of student academics, including an active research program, committee service, and participation in student life, makes the 24 hours per year maximum teaching load (as defined by the AAUP) impossible, assuming, as the Faculty Handbook does, that excellence in teaching is the primary expectation of the professor. While a local study must be done to verify anecdotal complaints by faculty members, the 21 hour teaching load, coupled with increasing research and service expectations, forces faculty to choose where to place their energies based upon preference or perception of institutional reward and recognition. The strain appears particularly evident during the "four class" semester. The results of such time strains are varied (because of the ways faculty choose to divide their time) but reasonably include degrading of faculty performance in teaching, research and/or service. Meanwhile, this time strain has the potential to create workload inequities among faculty members in particular areas of work, because a faculty member will choose what interests him or her and leave the remaining work to others.

The pressures on faculty time can be seen more broadly in the institution as well. One consequence of the stresses placed on faculty time is the multiplication of specialized administrative positions to complete work once accomplished within a regular faculty workload. Release time is another indication of this strain. In the face of budget constraints, the College has often granted "course releases" for work that would otherwise be left incomplete or would negatively impact the quality of teaching of the professor who completed such work. As best I can tell, at Hampden-Sydney, course releases constitute somewhere between 3-4 FTEs worth of work. (It is a problem in and of itself that despite my administrative experience at H-SC, I still could not accurately figure out who had what releases for what work!) The Faculty Handbook designates several positions (i.e. Associate Deans, the Director of Rhetoric, and the Director of Honors) that necessitate such course releases. Other releases have been negotiated between the Dean of the Faculty/Provost and individual professors for specific tasks. Phased retirement also raises the number of releases for any given year in ways that negatively impact course availability for students.[27] With little cash on hand, course releases have become a new currency for deans and provosts. While such releases are granted with intent to save literal budgetary dollars and accomplish work, they are, at times, given without thought of actual workload equivalency or the impact on departmental teaching and effectiveness. Further, such releases are

[27] The faculty's FAC is in the process of looking at the efficaciousness of phased retirement and whether it can be traded for higher retirement benefit. My understanding is that the College is unwilling to put the specific "higher" benefit in the Faculty Handbook. Therefore, there has been a bit of a stand off to exchange this phased retirement for higher percentage of salary into faculty retirement benefits.

rarely reviewed after being granted. For example, course releases for administrative duties related to departmental chairs have neither been uniformly or equitably distributed among those who often do substantively similar amounts of work.

Workload inequities are also often exacerbated because the Faculty Handbook states that faculty should not ordinarily be granted release time for committee service. As of the summer of 2016, I counted 108 elected or appointed annual committee or chair assignments that faculty are expected to fulfill during this academic year. (None of these hours include increased time expectations of contact with student advisees, admissions events, new student programing intended to increase retention and recruitment, departmental assessment demands, independent study and advanced research direction for students, extra- and co-curricular service, etc.) While departmental chairing duties are relatively equal (the exception being honors, core cultures, and rhetoric which require considerably more work), committee workload greatly varies from committees that meet weekly for heavy workloads and those which rarely, if ever, meet. Although all faculty are expected to serve on committees, the reward structure does not encourage faculty to agree to heavy committee assignments, especially since such committee assignments become particular onerous on the semester one teaches 12 contact hours. Further, Hampden-Sydney has also not developed a consistent way to report, track, correct, or reward workload discrepancies--whether in the form of teaching, scholarship, or service.

Ultimately, the College cannot have its cake and eat it too. If the institution wants to promote excellence in teaching and yet still keep a heavy teaching load, it must, first and foremost, provide the time and support for developing pedagogy (especially the use of new technologies) and for reflection on material to be taught in the most effective manner; restore travel funds for conference attendance (a necessary component of keeping current in one's field of study); and reduce the expectations committee work, administrative duties (chairing and outcomes assessment), and non-academic student engagement. However, if the institution expects that faculty continue to increase time given to activities beyond teaching, it will need to provide the time for these activities. If the College does nothing to address faculty workload problems, the institution may well find that teaching quality will suffer, faculty burn-out and morale will continue to be a problem, problematic workload disparities between faculty members will manifest and cause dissention, and recruitment and retention of quality professors will be increasingly difficult.

Recommendation Options:

Faculty Replacement: With approximately 105 faculty members, a course reduction to a 3/3 teaching load would cost the College close to 90 class sections each year. To replace those sections with new faculty (each teaching 18 contact hours) would require 15 about full-time new faculty lines. On an average cost to the institution of $73,000 per position (including benefits), the College would need about $1.1MM per year in the operating budget for the first year of this transition. If we assumed that most course releases would be eliminated because of the reduced teaching load, we could possibly reduce this number to 12 new full-time faculty lines at an

average cost of around $876K per year in the operating budget. The costs of salary and benefits, of course, would rise over time with pay raises and promotion raises.

Absorption/Raising Class Caps: Another option would be increasing capacity in classes and absorbing the lost sections. While this looks better in terms of cost, it would be practically problematic and not in keeping with our pedagogical brand. For example, the top five departments that teach the greatest numbers of students per FTE already generally teach class sizes that stretch Hampden-Sydney's claims of "academic intimacy" (particularly introductory classes). This is particularly acute in the Economics department, but also true in Physics, Psychology, History, and Religion. At present it is highly unusual for any introductory section in these departments to have fewer than 25 students enrolled, and in some cases enrollments reach 30 and beyond (which is not necessarily a positive development).

Class Size Management: A more promising component for reducing teaching load would be the better management of class sizes at Hampden-Sydney. Using comparative data from collegedata.com, one can see that Hampden-Sydney comparatively over-utilizes courses with enrollments from 2-9 and 10-19 compared with our peer/aspirant institutions and under-utilizes classes that enroll 20-29 students. At Hampden-Sydney 27% of the classes enrolled 2-9 students, 43% of the classes enrolled 10-19 students, 24% of the classes enrolled 20-29 students, and 6% of the classes enrolled over 30. The average of our peer-aspirant institutions is 22% of classes enrolled 2-9 students, 41% of classes enrolled 10-19 students, 29% of classes enrolled 20-29 students, and 9% of classes enrolled 30 or more students. Given the limited number of classrooms that could accommodate over 30 students and the pedagogical mission of the institution, it is unadvisable to attempt to raise the number of classes that teach 30+ students. However, finding ways to increase the number of classes that accommodate 20-29 and reduce the number of classes that teach fewer than 10 students would be a necessary part of any attempt to reduce teaching load.

Practically speaking this would likely require a combination of administrative steps, including the institution of enrollment thresholds for classes to "make," rotating (over two or three years) courses that regularly have low enrollments; replacing select upper level classes with classes appealing to a wider range of student interest or demand; and/or creating a departmental "cap and trade" system in which an average number of students would be taught by department or faculty member (allowing courses with lower enrollments to be balanced by courses with higher enrollments). It is also important to recognize that such steps must be carefully balanced with differences in disciplinary pedagogies and departmental size. It is a truism that smaller enrollments mean that professors can offer more intensive pedagogies for their students. The issues that arise in this regard are a combination of workload equity and institutional priorities. In other words, just because a faculty member can do more with fewer students is not necessarily a sufficient argument for demanding, expecting, and/or tolerating small enrollments. That said, certain disciplines, particularly foreign language instruction and writing (rhetoric) require smaller enrollments to properly instruct students. For example, the American Council of

Teaching Foreign Language recommends that introductory and intermediate language classes have an enrollment of 15 students. The reason for this is the need for instructors to engage each student in the classroom setting, if they are to teach verbal skills.[28] Likewise, the Conference on College Composition and Communication also notes there should be a maximum enrollment of 20 students (and 15 maximum for remedial classes) and a preferred enrollment of 15 students for teaching writing skills.[29] The reasoning here is the need for regular and intensive feedback to students on their writing. All this is to say that, while course enrollment management can be substantively better, it cannot be "one-size fits all."

Opening the core: by allowing upper level courses (without prerequisites) to count for core requirements, it might be possible to raise enrollments in disciplines that essentially have "flat" prerequisite structures (particularly in the humanities and some social science disciplines, where upper level classes tend to be least enrolled).

4 credit courses/unit system: This idea was explored at H-SC during a previous curricular review. In this model faculty would teach a 3-3 load of four credit courses. This would mean teaching 24 hours, but prep and grading would be shortened. Concerns raised by some faculty included an increased burden on small departments and the natural sciences (especially chemistry), which voiced a worry that they may not be able to offer the courses necessary for their majors. The advantage to this is a cost effective way to reduce overall workload.

Below in Appendix D, one can find data comparison between Hampden-Sydney and its peer and aspirant institutions, as well as VFIC and other institutions of interest. In Appendix E, we have included several case studies at Valparaiso University, Virginia Military Institute, Austin College, Randolph-Macon College, and Roanoke College, all of whom provide possible models to proceed in course reduction or (in the of Randolph-Macon College) distribution of teaching load.

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[28] American Council of Teaching Foreign Language, "Maximum Class Size" (22 May 2010). https://www.actfl.org/news/position-statements/maximum-class-size Accessed 13 August 2016.

[29] Conference on College Composition and Communication, "Principles for Teaching Postsecondary Writing" (October 1989, Revised November 2013, Revised March 2015). *http://www.ncte.org/cccc/resources/positions/postsecondarywriting*. Accessed 13 August 2016. Cf. Alice Horning, "The Definitive Article on Class Size," *Writing Program Administration* 31:1-2 (Fall-Winter 2007): 11-34.

Support Recommendation:

Center for Teaching and Learning (CTL)

This section of the Academic Master freely used and slightly adapted material from the AMP Vision Statement and the green paper, entitled "Enhancing Teaching at Hampden-Sydney," coauthored by Drs. Bill Anderson, Bob Blackman, Evan Davis, Nick Deifel, James Frusetta, Julia Palmer, and Alex Werth.

The AMPC is acutely aware that the goal of creating high-impact experiential and intensive learning opportunities for Hampden-Sydney students will require the training and support of the faculty who do that work. Further, this support is critical for the College to continue to fulfill its mission to promote "sound learning" with the highest quality teaching so students can experience "better learning" as described by the "Four Pillars." Its statement of purpose includes that the College helps students "develop clear thinking and expression," and teaching ability is a priority in faculty hiring, tenure, and promotion. The College has a responsibility to ensure that the faculty teaches its students well. Doing so means giving the faculty adequate time and resources to develop and experiment with new and innovative pedagogies. Such development opportunities will in turn benefit student learning outcomes and retention. Accordingly, the College should both respect the faculty as professionals and also help develop the faculty professionally, in their disciplines and their pedagogy. The College should also recognize and reward passionate and committed teaching, as well as models of engaged learning fostered by faculty. These responsibilities are in accord with strategic plan, which calls for the enhancement of "professional development opportunities and support for faculty and all staff."

Therefore, the AMPC recommends:

> **The Creation of a Center for Teaching and Learning (CTL) to enable pedagogical training and development for faculty, recognition and reward for outstanding teaching, and proper assessment of teaching outcomes.**
>
> **The CTL should be run by a director and serve with 1-3 Faculty teaching "fellows," drawn from the ranks of the current faculty.**
>
> **Hiring of an instructional technologist with teaching experience as part of the library staff.**

Framing Discussion:

As the Vision Statement reminds us in the section on Forming, "transformational teaching is the primary vehicle through which Hampden-Sydney instills and realizes its mission." The statement goes on to stress the importance of seeing education as a process, one that demands a focus on the "craft and purpose of teaching."

> Hampden-Sydney is a place where we faculty understand that pedagogy (teaching) and collegiality (service) constitute our "own work" as much as an active research agenda. In the same way that research agendas are necessary to enliven and enrich ourselves and our classrooms, the continuing development and practice of pedagogy within a functioning collegial community, in which everyone contributes inside and outside the classroom, are crucial to enrich and enliven our students' educational experience. Teaching also requires thoughtful assessment to see if our goals as educators are being realized. Good teachers continually develop their own pedagogy through experimentation and consideration of different pedagogical strategies and practices to meet the needs of ever-changing cohorts of learners.

Although the provost's office has been generous in funding requests for individual and small group teaching initiatives, the College has not systematically and proactively planned, organized or funded opportunities for professional pedagogical development.[30] This omission continues even as pedagogical development has become a standard feature of other liberal arts colleges:

> Of Hampden-Sydney's current peer institutions, 75 percent have dedicated regular, sustained programming and funding to assist faculty teaching, with 50 percent further hosting dedicated Centers for Teaching and Learning (CTL) for faculty.
>
> Of Hampden-Sydney's current aspirant institutions, 88 percent organize such pedagogical programming, 75 percent further featuring faculty-centered CTLs.
>
> Of tier-one liberal arts colleges (the top 50 schools ranked by *US News* in 2016), 86 percent organize such pedagogical programming, and 76 percent have CTLs for faculty.
>
> Of liberal arts colleges ranked between 40 and 60 by *US News* in 2016, 85 percent have such pedagogical programming, and 80 percent have faculty-centered CTLs.
>
> Of 42 liberal arts colleges ranked near HSC in the 2016 *US News* guide, 66 percent regularly organize such programming, and 45 percent have a CTL for faculty.

Centers for Teaching and Learning are not a luxury for public universities and wealthy colleges.

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[30] The annual Bortz Award focuses on innovation in the use of technology. Recent faculty initiatives — the pedagogy interest group in 2011-2013, the Liberal Education Reading Group, informal discussion groups among pre-tenured faculty, and the pedagogy reading group proposed for Fall 2016 — attest to faculty interest in refining pedagogical techniques.

[31]Rather, they are a resource utilized by increasing numbers of liberal arts colleges to support faculty teaching, particularly among higher-ranking colleges.[32]

The growth of such centers reflects a consensus among scholars of learning and teaching that great teachers are not simply born; they continually refine and hone their craft.[33] As opportunities for systematic pedagogical development are often neglected in research-centric graduate programs, Centers for Teaching and Learning have emerged to provide such development over the past twenty years — and can have a demonstrable effect in improving college instruction.[34]

Hampden-Sydney has excellent faculty. But excellent faculty can continue to hone their mastery of the teaching craft — to the direct benefit of students. The College is making efforts to improve the retention rate of freshmen, which lags behind the overall rates for peer and aspirant institutions — and influence public rankings and parents' decisions (see Appendix F). Research indicates that high-impact teaching practices provide significant benefits for student learning, retention and degree completion.[35] Expanding teaching resources at Hampden-Sydney will help faculty develop larger repertoires of teaching skills, benefitting students with different needs and strengths.[36] This will help the College in its goals to improve freshman retention and graduation rates, benefitting the College's finances.

How can a center help? If improved pedagogical techniques retained only one additional student

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[31] The idea that a center is a luxury for wealthy schools is disproved by looking to peer, aspirant and independent Virginia colleges. Institutions with a CTL have an average endowment-per-student of $102,860; institutions that organize pedagogical development programming (but not a CTL) have an average of $266,771; while schools with neither have an average of $136,470 per student. See Appendix F.

[32] Cf. S. Kuhlenschmidt, "Distribution and Penetration of Teaching-Learning Development Units in Higher Education: Implications for Strategic Planning and Research" in *To Improve the Academy, Vol. 29*, J.E. Miller, ed (San Francisco: Jossey-Bass, 2011), 274-287 and V.S. Lee, "Program Types and Prototypes" in *A Guide to Faculty Development,* K. J. Gillespie, D. L Robertson and W. H. Berquist, eds. (San Francisco: Jossey-Bass, 2010), 21-34.

[33] "Teaching the Teachers" The *Economist*. (11 June 2016). https://www.economist.com/news/briefing/21700385-great-teaching-has-long-been-seen-innate-skill-reformers-are-showing-best . Accessed 8 July 2017.

[34] Cf. W. Condon, et. al. *Faculty Development and Student Learning: Assessing the Connections* (Bloomington: Indiana University Press, 2016). See also M. K. Nadler, et. al. "Making Waves: Demonstrating a CTL's Impact on Teaching and Learning," *Journal on Centers for Teaching and Learning* 4 (2016), 5-32 and C. Bélanger, et. al., "A Study of the Impact of Services of a University Teaching Centre on Teaching Practice: Changes and Conditions" *Journal on Centers for Teaching and Learning,* 3 (2011), 131-165.

[35] Cf. George Kuh, *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter.* (Washington DC: AAC&U, 2008); J. Brownell and L. Swaner, *Five High-Impact Practice: Effect, Impact and Research Challenges.* (Washington DC: AAC&U. S, 2010); and McGuire, *Teach Students How to Learn: Strategies You Can Incorporate into Any Course to Improve Student Metacognition, Study Skills and Motivation.* (Sterling, VA: Sylus Publishing, 2015).

[36] P. Seldin, *Improving College Teaching* (New York, Wiley-Bass, 1993) and McGuire, *op. cit.*

from each entering class past their freshman year, this would more than pay for such an office. (Given average student tuition and fees payment of $25,000, given the discount rate, retaining *a single student* past their freshman year would generate $75,000 — more than six times the proposed annual cost of the office, as is detailed below.) If just one student is saved every year by pedagogical development, the potential windfall could be impressive.

Recommendations:

The Creation of a Center for Teaching and Learning (CTL) to enable pedagogical training and development for faculty, recognition and reward for outstanding teaching, and proper assessment of teaching outcomes.

The CTL will provide a visible, central, and organized means by which the College can support faculty efforts to strengthen their mastery of teaching. CTLs help develop good teaching, as noted above, and a CTL will benefit students and aid efforts to improve retention. A CTL would appeal to parents of current and prospective students, serving as a "talking point" regarding Hampden-Sydney's commitment to strong teaching. For the faculty, a center would enhance morale by acknowledging faculty seeking to improve their teaching in the classroom, emphasizing faculty teaching as mentioned in goal three of the strategic plan, and supporting pre-tenure junior faculty looking to address areas of concern noted in student evaluations. Finally, an CTL will further support temporary faculty (one- and three-year contract hires) by providing assistance in specific needs such as continuing to refine teaching philosophies and portfolios — making HSC more attractive in recruiting short-term visiting faculty.

Coordinating among Hampden-Sydney's faculty and staff, the CTL would serve to promote and help develop innovative classroom pedagogies, course development, use of technology, online learning, gender informed pedagogies (i.e. teaching men), independent and faculty guided student research, excellent student advising, internships, study abroad and study away, field-based learning, service learning, and community based learning. Encouraging interested faculty to teach in these various areas of pedagogy will ensure that the Experiential Learning Initiative at Hampden-Sydney provides faculty with the most effective teaching tools to allow for the highest quality classroom and out of classroom educational experiences for our students.

To this end, AMPC, following the faculty green paper, suggests that a CTL would have three central goals:

Goal 1:Facilitate opportunities for formal pedagogical development and provide "non-evaluative" consultation in pedagogical practice.

Goal 2: Create opportunities for the systemic, regular exchange of and reflection on

ideas about teaching and learning.

Goal 3: Organize resources and support for faculty seeking to innovate or improve their teaching practices.

Each of these goals is intended to focus on faculty development of practical teaching skills as the best means to enhance students' classroom experiences at Hampden-Sydney.

The AMPC recognizes that the faculty already discusses and engages new pedagogical techniques. A CTL would not supplant this, but enhance it, creating additional opportunities for faculty to pursue pedagogical development and learn best practices for the innovative pedagogies that individual faculty wish to pursue. The intent, therefore, is not to create an office to "oversee" or to "manage" faculty, but to support faculty in pursuit of their own interests and professional development.

The AMPC further recommends the development of a New Faculty Academy, which would revitalize the faculty mentoring program, create targeted discussion groups (depending on the needs and desires of new faculty), and provide resources for course development. A CTL will help and encourage faculty, particularly new faculty, to connect to ongoing campus discussions regarding pedagogy. It will go beyond the needs of new faculty as well by creating new opportunities — organizing multiple workshops each semester on specific techniques and bringing occasional speakers to campus to lead workshops or practicums on teaching. It can further support and organize interaction through occasional brown bag sessions and sponsoring reading groups.

A CTL will also facilitate peer-to-peer mentoring and reflection on teaching practices. Currently, although the Promotion and Tenure Committee does classroom observations, only broad feedback is provided (understandably, given the demands on the committee's time). Individual faculty members are kind enough to provide classroom observations as time allows; for instance, Marc Hight has been notable in arranging to provide Guided Instruction Feedback Technique sessions. Claire Deal, similarly, has been kind enough to help faculty refine lecture techniques. A CTL would not replace such faculty efforts. Rather, it would serve to help faculty to connect to those faculty willing providing feedback on specific assignments, on lecturing, on syllabus design and other aspects of pedagogy.

Explicitly, a CTL should not be used in an "evaluative" sense as a component of the Promotion and Tenure committee, which would both overlap with the committee's function and might discourage faculty looking to refine their abilities. It is intended to support individuals by helping interested faculty connect with those willing to provide feedback — and the director's position would guarantee that some observation and peer-to-peer consultation would be available and easily identified (as noted in the next section).

Finally, a CTL enhances existing campus resources. It will help coordinate the continued development of library and journal resources relating to pedagogy, and support the library in promoting innovative teaching with technology. A CTL will mobilize HSC's strong, teaching-focused faculty for research on learning and teaching. Generating faculty-led programming, research and participation in pedagogical conferences can help to catalyze pedagogically related proposals and projects suitable for grant proposals. A CTL would be expected to contribute to the Director of College Grants' efforts in pursuing grants relating to pedagogical development —such as Hollins University's recent $100,000 Mellon grant for faculty development. An office would, again, not replace or offset existing initiatives by the library or Institutional Advancement, but would be intended to be a means for faculty to better organize their support with regards to enriching pedagogy at Hampden-Sydney.

A summary of activities the AMPC envisions housed in the CTL, inspired by and taken from the faculty green paper, include:

- Workshops & Discussion Groups; Collaborative Teaching Projects, including funding for teaching conferences, collaboration with Longwood University's CAFE program, and new faculty development.

- Development of a New Faculty Academy, which would revitalization of the faculty mentoring program, provide targeted discussion groups for new teachers, and help with course development.

- Strengthening recognition of pedagogical success by raising endowed funds to promote and reward excellence in teaching in a variety of categories.

- Creation of assessment tools, not used for evaluation, to encourage and develop better pedagogies and teaching strategies.

Specific potential activities of the CTL, listed in the green paper, include the following:

- Organize at least two pedagogical workshops each semester.

- Work with the library, the Intercultural Affairs Committee, Office of Academic Success and other campus institutions to ensure at least one workshop each year would be collaborative (for example, on inclusivity in teaching).

- Seek to bring at least one off-campus professional to HSC each year to lead a workshop or practicum on teaching.

- Create a list of faculty (including the head of the CTL) willing to consult and/or observe specific teaching practices.

- Help organize cooperation with the Center for Faculty Enrichment (CAFE) at Longwood University.

- Seek to mobilize HSC faculty to take part in regional pedagogical conferences.

- Review existing pedagogical literature and journals in the library, making reasonable suggestions as to additions.

- Create and maintain a website with links to pedagogical resources.

These activities fit "best practices" guidelines suggested in shaping pedagogical programming.[37] In addition, while a CTL would offer some "one-off" events, it is recommended that some "ongoing programming" that focuses on key areas of interest to the faculty should be organized — e.g., touching on teaching areas of particular interest for HSC faculty, or which are important to the College and are suitable as a mark to "brand" its pedagogical strengths.[38] Additional activities — mini-grants for faculty to experiment with practical innovations in teaching; organizing faculty retreats; funding and supporting faculty learning communities;[39] recording webinars or podcasts where HSC faculty can detail specific innovations, particularly innovations; or organizing campus projects on publishing scholarship on teaching and learning — could be added in the future.

The AMPC also recognizes that there would need to be an administrative apparatus to allow the CTL to function properly. Therefore, the AMPC recommends that:

> **The CTL should be run by a director and serve with 1-3 Faculty teaching "fellows," drawn from the ranks of the current faculty.**

There are a couple of options for the director.

> Option 1: Current faculty member with course releases.
>
> Option 2: Educational researcher (with high ed teaching experience) or professor of education (teaching 1-2 courses per year).

Both approaches house the CTL firmly in the realm of the teaching faculty — emphasizing that

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[37] Cf. Seldin, *op. cit*. and R. J. Menges, "Awards to Individuals." in M. D. Svinicki & R. J. Menges, eds. *Honoring Exemplary Teaching*. (San Francisco: Jossey-Bass, 1966).

[38] Cf. D. E. Ellis and L. Ortquist-Ahrens, "Practical Suggestions for Programs and Activities" in K. J. Gillespie, D. L Robertson and W. H. Berquist, eds. *A Guide to Faculty Development, 2nd Edition* (San Francisco: Jossey-Bass, 2010), 117-133.

[39] A group of 8 to 12 faculty engaging in a yearlong, intensive regular program to collaboratively enhance their teaching by exploring a theme (or themes) of common interest.

the goal of the office would be to encourage, not enforce, faculty development.[40] Some strengths of option one would be drawing a director from among the faculty, include emphasizing faculty "ownership" of a CTL; creating a position that would rotate among teaching faculty on a regular basis (spreading knowledge and enthusiasm for learning and teaching among the faculty as a whole); and ensuring the director focuses attention on teaching and learning rather than broader suite of administrative responsibilities. Careful consideration would need to be made regarding compensation. The advantage for option one is cost and ease of implementation. The AMPC suggests that one or two course releases might be suitable, but such releases would presume that the director of the CTL would spend no less than the equivalent of one or two courses' contact, preparation and grading time on office duties.[41] This may not be realistic, and a further feasibility study is required.

The second option is necessary (though it may otherwise be desired) if the College wishes to use a professional educational researcher to look at gender based pedagogies, for example, or hire a professor of education to allow our students to offer introductory education classes on campus (further coursework would need to be completed at Longwood University). *The AMPC is emphatic that, if gendered-based pedagogies are to be pursued, it is critical that a professional researcher or professor of education lead such an effort. This is because ideas about gender are better investigated in a peer reviewed, academic context rather than simply asserted by anecdote, opinion, or popularized "studies."*

Teaching Fellows should be drawn from the ranks of the current faculty and rotated to continually infuse the faculty with new teaching methods and models. They could serve one or two year terms. These faculty fellows would receive a course release and funds to attend at least one pedagogy conference each year, present to faculty on what they have learned, and lead discussions on pedagogy organized by the CTL director.

Organizationally, the director would report to the Dean of the Faculty. Further, the director would coordinate the faculty mentoring program, maintain a clearinghouse of information on experiential learning opportunities for students by communicating with the various offices (student affairs, global education, career education, etc.), and work with the Office of Academic Success to develop student advising programming for faculty. The faculty fellows programming

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[40] Cf. D. L. Robertson, "Establishing an Educational Development Program" in Gillespie, Robertson and Berquist, *op. cit.,* 35-52.

[41] 135 hours could be reasonably expected if a course release was granted for an "in house" director. This is based on the idea that a course release represents the equivalent workload of a course — here abstracted as 3 contact hours a week plus 6 hours of preparation and grading, multiplied by 15 weeks. The justification for a course release would be that a faculty member directing the CTL would organize four events (taking between 40 to 60 hours of work), would need some time each week for general organizational duties, and would make themselves available for 60 hours over the year for consultations, sitting in to provide feedback on techniques or lectures, etc – at least two hours a week throughout the academic year. Using a stipend-based compensation model would be slightly more complicated, since an equivalent amount of time would need to be distributed on top of a full-time academic load.

would also be coordinated by the director.

Finally, the AMPC reiterates a need of the faculty and recommends:

Hiring of an instructional technologist with teaching experience as part of the library staff.[42]

This position was approved by the Committee on Appointments but ultimately was eliminated by Dr. Howard. The position provides leadership, guidance and training to faculty in the development and design of teaching resources using current and emerging technologies and also provides formal and informal, individual and group-based teaching in technologies. The emphasis will be on application of technologies to the enhancement of classroom and out-of-classroom teaching. This colleague collaborates with other librarians to provide instruction and information assistance to faculty and students. He or she should also serve on faculty and administrative committees and participates in all activities required of librarians with special faculty status.

[42] The AMPC wishes to be clear that it sees the restoration of this faculty position as an addition to--and in no way a replacement for-- the valuable contributions of Mr. Mike Timma, whom the college has trained to do some of this work. Looking ahead at possible new course designs and other changes, the Committee believes that the College will need an additional librarian with faculty status and teaching experience to help guide the faculty effectively and creatively.

Support Initiatives:

Academic Communications Commons

Green paper resources: "Proposed Renovation of Tiger Inn for H-SC Communication Commons," by Evan Davis; "Proposal to Enhance the H-SC Rhetoric Program by Expanding Current Offerings and the Speaking and Writing Center Facilities," by Kathy Weese; and "Hampden-Sydney College Center for Public History in Virginia," by Caroline Emmons, John Coombs, Angie Way, Mary Prevo, Charles Pearson, and Maryska Connolly-Brown.

The AMPC recommends:

> **The creation of an Academic Communications Commons in the site of the current Tiger Inn.**

A core principle of the AMP is Synthetic Learning: "The plan urges collaboration and exploration across disciplinary lines, with multifaceted approaches to academic inquiry that encourage a breadth of learning and a synthesis of thought." As detailed above, this entire plan seeks to foster such synthesis through experiential learning, pedagogical support, and structural changes. Another central idea is Academic Intimacy, given that "one of the College's great strengths is that it can foster academic intimacy in multiple spheres, including pedagogy, advising, and the campus environment." With these principles in mind, the AMPC further recommends that the College create a physical space that will embody and promote many of this plan's learning goals: the Academic Communications Commons.

Framing Discussion:

This final major recommendation of the AMPC serves to support, strengthen, and combine current efforts by several stakeholders on campus. The Academic Communications Commons (ACC) will bring together a constellation of resources to help students build skills in communicating and delivering ideas, including improving oral and written rhetoric, articulating public discourse, and facilitating student research. It will also serve as a meeting space for technology sharing, informal teaching, and creative interaction.

The AMP Vision Statement makes multiple suggestions that could be manifested in this space. As noted in the section of this document on experiential learning, the Vision Statement argues that students will need a broad range of skills, including "foundational skills that come from a liberal arts curriculum, such as critical thinking, research, analysis, and oral and written communication" but also "practical and technical skills in combination with that foundation." As a pedagogical recommendation, the statement urges the College to "foster places and activities that promote a synthetic and collaborative learning environment, where students have the ability to apply what they have learned inside and outside the classroom." The Academic Communications Commons will be a new space that combines skills development with

collaborative learning in integrative--and innovative--ways.

In April 2017, Dr. Russell Carpenter visited HSC and conducted a workshop with faculty from Rhetoric and other programs to explore studio pedagogy and multi-modal rhetoric. Dr. Carpenter, a national expert in writing center design and pedagogy, has published extensively on spaces for integrated learning across the disciplines. In one recent book chapter, he observes that "We should not view pedagogical approach as isolated from learning space design. Instead, we need to continually refine the relationship between them, especially in the academy. Unfortunately, space design often takes a back seat to budgetary concerns, institutional policies, and physical constraints."[43] These goals and concerns are echoed in other scholarship about 21st century learning spaces.[44]

Fortunately for Hampden-Sydney, a number of circumstances have coalesced to make thoughtful design of a new learning space possible. With the completion of the Brown Student Center, the Tiger Inn has moved and the center of campus has shifted. At the same time, a generous gift to the Rhetoric program by members of the Board of Trustees has allowed for the growth and development of this cornerstone academic program. Two newer initiatives, the Undergraduate Research Office and the recently proposed Public History Center, are also gaining traction and attracting funding possibilities. With a careful design for the open space in the lower level of Settle Hall, the ACC will be able house all three of these interdisciplinary efforts and foster collaboration among them. However, the ACC is intended to be more than a partnership between specific programs. This new learning space in a central location can be a gathering place that meets the needs of students and faculty from across the college.

Indeed, while three specific papers are listed at the beginning of this section, many other proposed programs put forward by colleagues would be able to make use of spaces and resources in the ACC. Here is a (non-exhaustive) list of elements of the facility that faculty and administrators have discussed in early planning stages.

- Writing Center
- Speaking Center
- Tutoring Spaces/study rooms
- Small dining rooms/meeting spaces for class and student groups
- Multi-use classrooms
- Offices for Rhetoric, Undergraduate Research, and (with available funding) director of Public History

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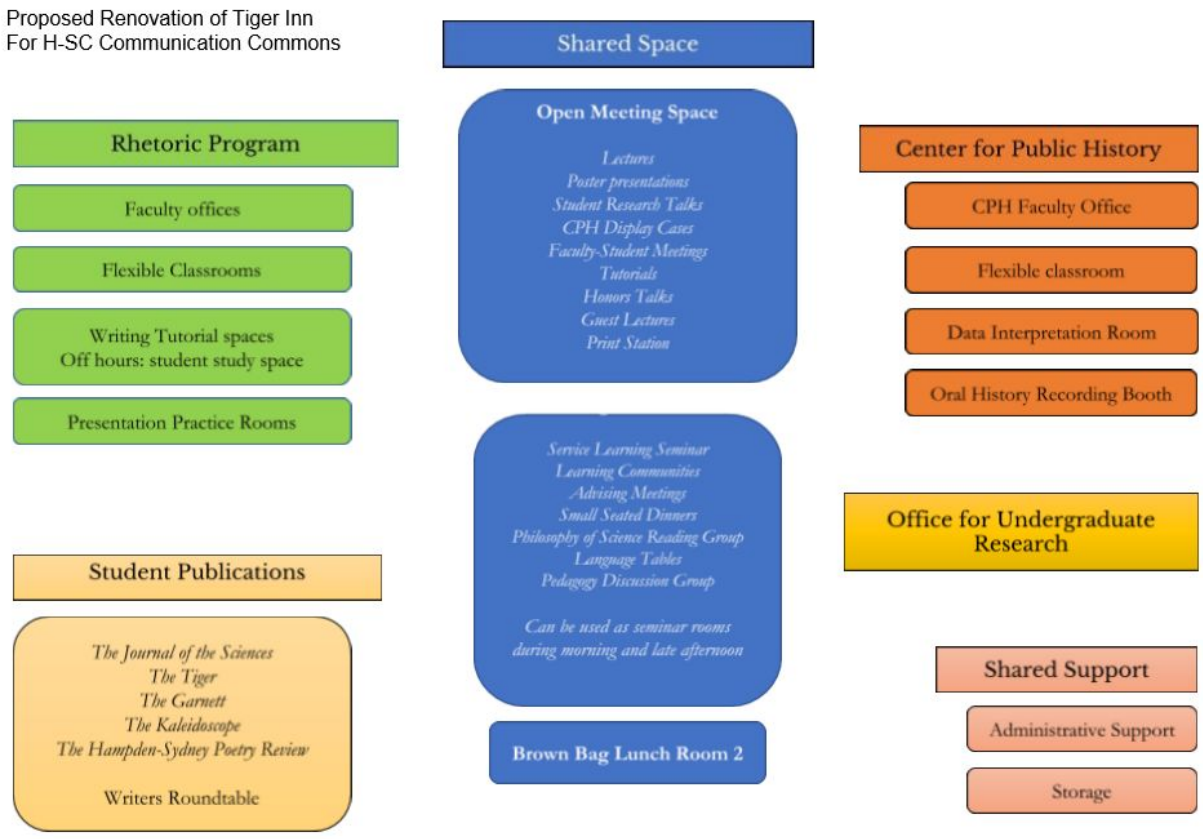
[43] Russell Carpenter, et. al.. "Studio Pedagogy: a Model for Collaboration, Innovation, and Space Design," *Writing Studio Pedagogy: Space, Place, and Rhetoric in Collaborative Environments* (Lanham, MD: Rowman & Littlefield, 2017), 316.

[44] Cf. Learning Spaces Collaboratory's page, "References and Weblinks," for a list of national papers and projects. http://pkallsc.org/Resources/References-And-Web-Links See also the AAC&U Leap Challenge blog by Jeanne Narum, "Environments for Twenty-First Century Learning," Jan. 25, 2013. https://www.aacu.org/leap/liberal-education-nation-blog/environments-twenty-first-century-learning. Accessed 29 June 2017.

- Administrative Support Office
- Presentation Spaces/practice rooms
- Brainstorming spaces
- Booths for oral history and other interviews
- Digital archiving technology
- Public display/research gallery areas
- Lab-style room for student publications
- Print and Design Studio
- Storage

In consultation with Dr. Carpenter and others, those involved with planning this space can bring to bear a number of best practices for 21st-century pedagogy in communication and across the disciplines. Many details for designing this space are still under discussion, but a preliminary planning chart sets out this multi-modal space in more visual terms:



A key design component for this commons will be flexibility. Rooms and public areas might see

many uses over the course of a week or even a day, and spaces should include furniture and technology that can be used in multiple ways: a lunchtime meeting room or lecture space, for instance, could become multiple small study areas or a pop-up gallery for displaying student research. Consistent with the vision of the AMP, the malleability of the physical features should resonate with emerging points of connection across programs and those involved with them. Enabling academic intimacy as well as a synthesis of learning, the Academic Communications Commons can be an appealing new space at the center of campus that encourages students and faculty to meet, share, and collaborate.

Further Recommendations

The AMPC also would like to make several other recommendations that arose from faculty papers and the town hall meetings.

Demographic Feasibility Study

The College must study the demographic changes of the incoming classes likely to occur over the next ten years and act proactively to create programmatic changes that welcome, engage, and promote success for a new generation of students. In particular:

1. This must include studies that look at prospective students with Latino backgrounds, including their needs and recruitment. We might go even further and consider resources and needs for those who are proficient speakers of English, while English is their second language.

2. During the various town hall meetings, it became clear to the AMPC that many faculty members, while committed to the education of men, nonetheless expect the College to consider seriously the feasibility of a men's institution, given the data that suggests that more women are enrolling and completing post secondary education. The AMPC thought it would be remiss to ignore this, given that its charge implied promoting the continued viability of the institution.

This feasibility study should be crucial to understanding and marketing what H-SC does as an educational institution. In addition, the College must consider more fully the opportunity and responsibilities of equity of access for our prospective and current students and implement programs and policies to protect students' rights and promote their academic success.

Comprehensive Curricular Review

While the AMP was constructed to allow it to fit within the current curriculum with minimal disruption, many of the changes recommended in this document would better be considered in the larger context of a whole curriculum review. If the faculty has had difficulty conducting a comprehensive curricular review in the past, this AMP should provide a catalyst for meaningful review and revision, either small or large. For instance, changes to the calendar to introduce August and January blocks will shift faculty resources, with possible impacts on course offerings during the regular semesters. The 3-2-1 requirement of "the Book and Beyond" proposal is a distinctive addition to H-SC's graduation requirement, and it could also, by itself, add breadth to a student's education; the faculty may want to consider whether other parts of the core might be relaxed or requirements reduced in exchange for this new rule. Furthermore, the discussions of faculty teaching load above include a number of models that, if adopted, would result in

curricular adjustments. Proceeding with any of these initiatives without attention to the core curriculum as a whole risks building on a foundation that is not well-suited to an updated understanding of the Hampden-Sydney education. With AMP completed, the ACC should feel empowered to conduct and continue comprehensive curricular review as it considers the recommendations in this document.

Ideas Generated from the Board Breakout Session

Dr. Utzinger reported in his Spring 2017 Board Report to the faculty that overall the Board was pleased with the report they received on the AMP, but some board members thought a couple of substantive issues needed to be be considered further. In particular Mr. Harrison, chairman of the Board of Trustees, asked why the AMP did not focus especially on the idea of men's education and the way men learned. This issue was discussed at length, formally and informally, between several committee members (Kagan, McDermott, and Utzinger) and other Trustees over graduation weekend. The AMPC notes several "take-aways" from these conversations. First, faculty and staff need to be sensitive to the fact that the Board has a deep and principled commitment to the idea of an institution for the education of men (as opposed to an "all-male education," which is an unfortunate misnomer and caricature of what we do). Second, trustees need to understand that the faculty members have and should be allowed to maintain integrity about the nature of their craft, for which reason they are unwilling to make claims about "men's education" that cannot be shown empirically. While faculty members can state confidently, if anecdotally, that the liberal arts education H-SC provides works for *our* men, faculty members are not, therefore, prepared (nor should they be) to extend this experience to all men in all contexts. Further, we do not know to what extent the education we currently provide to men would be efficacious to women. (One is tempted to say it would be; after all, many of the faculty's and staff's daughters and spouses, as well as local high school students and H-SC staff members, have thrived in the educational context of H-SC). Without an educational researcher who is able and willing to investigate using rigorous field-appropriate methods and evidence, we cannot know to what extent the education we provide to our men is an education that specifically meets men's peculiar educational needs. Put differently, as the faculty teach all Hampden-Sydney students: "you have to show your work, if you wish to make the claim."

Another suggestion, made by Mr. McPhillips, is that the faculty might consider an integrative capstone experience. While the AMPC did not place this among its major recommendations, primarily because such a recommendation would potentially impinge upon departmental prerogatives, such a suggestion is, nonetheless, worthy of consideration. Longwood University, for example, has an interdisciplinary, integrative capstone for seniors surrounding its mission to create "citizen leaders." Another model might be the expectation that all students complete a senior capstone experience in their major (and in some cases minors). The majority of majors and most interdisciplinary and several departmental minors already do this. However, a curricular requirement would require a handful of departments to adjust. The AMPC believes

that Mr. McPhillips's idea is certainly worthy of review by the AAC as they consider comprehensive curricular review.

Transition Committee

The final recommendation of the AMPC is that Dean McDermott appoint a "transition committee" to continue where the AMPC has left off.

This committee should have several features, in the opinion of the AMPC. The committee should have faculty representation that is different from the current composition of the 2016-2017 AMPC. Specifically, the transition committee should be appointed by the Dean of Faculty and be comprised of a chair, three faculty who represent each division of the college, and the Dean of Faculty or an faculty administrative representative of his choice. The transition committee should also continue the practice of the AMPC and invite the Provost to come as he is available. This composition will ensure fresh eyes on the recommendations and that the AMPC is not the domain of a small group of faculty.

A major task of this new committee will be to engage campus constituencies with the aim that all campus academic departments, academic support offices, and administrative offices have an opportunity to comment on the AMPC's recommendations. Ideally, these meetings will be face to face, with at least one member of the committee. The transition committee will also keep open communication with the AAC. All of this will allow the AMPC's recommendations to be properly vetted--academically, fiscally, and administratively--to promote the most successful launching of the plan's initiatives. The goals of the transition committee's meetings with other college constituencies should be explaining the AMP, receiving feedback for improvement of the AMP, and creating buy-in for the implementation of the AMP.

A final part of the transition committee's task will be working with administrative offices and academic support offices to determine the likely costs of the parts of the plan, which can be relayed to the President, Development Office, potential donors, and the budget-audit committee. The committee should confer with the President and the Development Office to be sure that the vetted plan is properly understood and viable for donor interest.

Most importantly, the AMPC understands that there are many details in the AMP that need to be worked out, so we fully understand that the transition committee must have some level of flexibility to fit the AMP to the specific needs, expectations and constraints of Hampden-Sydney's multiple constituencies. At the same time, a responsibility of the transition committee will be to keep all parts of the AMP in mind, with a view to how separate parts of the plan support each other.

Concluding Postscript

In September 2016, the Board charged President Stimpert along with the College's faculty and staff to complete the academic and student life master plans. These plans have been a long process to meet the Board's charge, and, in the case of the Academic Master Plan, a process to generate a plan by the faculty and academic support staff to advance and keep relevant the College's mission "in both time-tested and cutting-edge ways."[45] The Board worried that the many crises plaguing liberal arts education today (cost, relevance, market disruption, etc.) made Hampden-Sydney's survival vulnerable. To the Board's credit, it unanimously affirmed the importance of the College's core mission to provide a liberal education to its young men. And the Board also trusted its administration, staff, and faculty to develop innovative and distinctive ways to deliver this education with intent to attract and retain a future generation of students. The AMPC solicited and gratefully used the hard work of this faculty and staff to create a plan that affirms the best practices of sound learning, tailored for the Hampden-Sydney context. Without our colleagues' impressive vision, commitment, experience, and work, the AMP would not have been possible. For this collaboration, we are deeply thankful. Now, with the submission of this plan to the faculty and the board of trustees, the AMPC understands that its charge is met and its assigned task completed.

However, the work is far from finished. Many of these ideas will take some imagination and courage on the part of faculty, staff, administrators, and trustees to envisage their place in the academic life of our College. Some ideas will be altered as they find themselves in the crucibles of faculty debate and financial constraints. Others will move forward almost immediately. Honest and charitable debate should always have a place on this Hill. It also is important that we all understand that the transformational education of our students--in ways that maintain, among other things, our traditions of academic intimacy, honor, liberal arts, and development of character and citizenship-- provides the cornerstone of Hampden-Sydney's mission. It is equally important to understand that delivering that education in a manner that retains and attracts a new generation of students is the cornerstone of the College's future viability . Ultimately, we understand that Hampden-Sydney's successful mission and viability benefits not only our students, but all of us who labor toward these ends.

Respectfully submitted,

The Academic Master Plan Committee

Michael Utzinger (Chair, Humanities rep.)

[45] Charge from the Hampden-sydney Board of Trustees to President Stimpert, the Faculty, and Staff. 6 September 2016.

Eric Dinmore (Social Sciences rep.)
Trey Thurman (Natural Sciences rep.)
Shirley Kagan (appointed, Fall 2016)
Mike McDermott, Interim Dean of the Faculty
Sarah Hardy, (Chair Spring 2016, on sabbatical 2016-17)

Appendix A:

Experiential Learning

Note on the categories in Appendix A:

"Required Experiential Learning" refers to whether or not an experiential learning component was necessary for graduation. "Service learning" is often listed on an institution's web page when in fact what is available to students is community service with no course credit; this category notes whether or not course credit is offered. "Partial funding" refers to situations in which funding for EL offerings is competitive or covers only a portion of a student's additional costs.

Institution	Required Experiential Learning?	Internships	Student Research	Study Abroad	Service Learning	Designated Funding?	Notes
Hampden-Sydney College (VA)	No	Yes	Yes; also faculty-student funding	Yes	Yes	Partial	Study abroad experience can count for international study core requirement

Table A.1: Peer Institutions

Institution	Required Experiential Learning?	Internships	Student Research	Study Abroad	Service Learning	Designated Funding?	Notes
Earlham College (IN)	Yes	Yes	Yes	Yes	Yes	Yes	"EPIC Advantage" for juniors & seniors
Centre College (KY)	No	Yes	Yes	Yes	Yes	Partial	1st year students take CentreTerm
Hope College (MI)	No	Yes	Yes	Yes	No?	partial	Academic objective: students supervised in EL
Messiah College (PA)	Yes	Yes	Yes	Yes	Yes	No?	Called ELI Only after 24 credit hours
Morehouse College (GA)	No	Yes	Yes	Yes	Yes	Partial	EL mentioned in strategic plan
Randolph-Macon College (VA)	Yes	Yes	Yes	Yes	Yes (largely through Student Life; has fac fellow)	Partial	Collaborative Learning for honors students; EL includes student teaching
Roanoke College (VA)	No	Yes	Yes	Yes	Yes	Partial	One Intensive Learning May Term required; EL was QEP
Transylvania University (KY)	No	Yes	Yes	Yes	Not for Credit?	Partial	Allows internship courses as overload without $$

Sewanee – Univ. of the South (TN)	No	Yes	Yes	Yes	Yes	Full/Partial	Generous internship support
Wabash College IN)	No	Yes	Yes	Yes	No	Partial	Off-campus Immersion Learning courses
Washington & Jefferson (PA)	No	Yes	Yes	Yes	Yes	Full/Partial	Magellan Project; Immersion Semesters
Washington College (MD)	No	Yes	Yes	Yes	Co-curricular	Partial	Summer block courses; more EL in recent strategic plan
Wofford College (SC)	No	Yes	Yes	Yes	Yes	Partial	These often are done in conjunction with "interim term" in January. Students must complete four interim terms.

Table A.2: Aspirant Institutions

Institution	Required Experiential Learning?	Internships	Student Research	Study Abroad	Service Learning	Designated Funding?	Notes
Allegheny College (PA)	No	Yes	Yes	Yes	Yes	Partial	Allegheny Gateway
Austin College (TX)	No	Yes	Yes	Yes	Yes	Partial	Jan Term required
Kalamazoo College (MI)	No	Yes	Yes	Yes	Yes	Partial	K-Plan encourages EL
Muhlenburg College (PA)	No	Yes	Yes	Yes	Yes	Partial	Short term study abroad
Rhodes College (TN)	No	Yes	Yes	Yes	Yes	Partial, but with a generous set of fellowship programs	Kinney Program for Service; summer service fellowships
St. John's University (MN)	No	Yes, after 60 credits	Yes	Yes	Yes	Partial	"Research month;" faculty service learning certificate
Spelman College (GA)	No	Yes Co-op program	Yes	Yes; with domestic exchange	Yes? In strategic plan	Partial; Lots of STEM grants	Spelman MILE; Research day prizes
Stonehill College (MA)	Yes? 2nd year LC with integrated course	Yes	Yes "SURE"	Yes: Global Reflections course	Yes; CBL courses	Partial	"Cornerstone Program"

Table A.3: VFIC Institutions

Institution	Required Experientia l Learning?	Internships	Student Research	Study Abroad	Service Learning	Designated Funding?	Notes
Bridgewater College	Yes (0-3 hours, pre-req core skills)	Yes	Yes (some local VA funding?)	Yes	Yes?	Partial	Personal development portfolio
Emory & Henry	Yes? (pending funding for a travel course)	Yes	No? (links to outside programs)	Yes	Yes? Civic Innovativ e Degree	Partial; Service-learn ing scholarship	Ampersand Program; Learning portfolio

Hollins University	No (mentioned in strategic plan)	Yes; 1st year program; credit guaranteed to all qual. students	Yes	Yes	Not for credit	Partial	Service Learning House
Lynchburg College	Yes? Second Year Engagement	Yes	Yes	Yes	Yes, often as co-curricular?	Partial; good abroad scholarships page	St. Lucia program
Mary Baldwin College	Yes; Community involvement course	Yes	Yes	Yes	Yes	Partial	Capstone projects festival
Marymount University	Yes; usually fulfilled by internships	Yes; required?; for credit only after 90 hours completed	Yes	Yes	Yes; mostly in pre-prof. / Internet.	Partial	Common Ground Initiative
Randolph College	Yes; 1st year seminar component	Yes; also formal job shadowing	Yes	Yes	Yes	Partial; minigrants to supplement other internship funding	The Randolph Plan; ePortfolio Step up plan (money for juniors and seniors for special projects)
Shenandoah University	No	Yes	Yes	Yes	Yes (good tool kit)	Partial	Funds Global Citizenship trips
Sweet Briar College	No	Yes (pass/fail)	Yes (Under Honors)	Yes	No? Extra-curricular	Partial	8 of 10 do internships and research w/profs
University of Richmond	No; optional L&L and soph. fellows have EL	Yes	Yes	Yes	Yes	Yes, $4000/ student	"The Richmond Guarantee"
Virginia Wesleyan	Yes? QEP: "See Change"	Yes	Yes	Yes	Yes	Partial; SHIPP program	4x4 curriculum implements more EL
Washington and Lee University	No; Spring Term has many EL courses	Yes	Yes	Yes	Yes	Partial	New QEP in the works

Table A.4: Other Institutions

Institution	Required Experiential Learning?	Internships	Student Research	Study Abroad	Service Learning	Funding?	Notes

Bates College (ME)	No	Yes; Purposeful work internships	Yes	Yes; 60% of juniors	Yes; Courses and research	Partial; Study abroad enrichment grants	Harward Center for Community Engagement
Drake University (IA)	No; has EL Council	Yes; 80% do internship or practicum	Yes	Yes	Yes; Local, US, and abroad	Partial; global learning scholarships	Engaged Citizen Experience
Simpson College (IA)	No	Yes	Yes	Yes	Yes	Partial; interdisciplinary research grants	"Engaged Citizenship Curriculum"
Christopher Newport University (VA)	No; All 1st years in learning comm.	Yes	Yes; QEP: research literacy skills	Yes	No but Distinction in community engagement	Partial; leadership students get study abroad $$	Integrative Learning ELO
James Madison University (VA)	No "80% do [EL]" on front web page	Yes	Yes	Yes	Yes	Partial	Offers "reflection training" to faculty
Longwood University (VA)	Yes: Goal 14	Yes	Yes: new focus on research?	Yes	Yes	Partial ($3500 summer research)	PRISM program for summer

Appendix B:

HSC EL Internship Course
(Template)

"An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths…and give employers the opportunity to guide and evaluate talent."
-National Association of Colleges and Employers

Course Description:

This course is designed to help you get the most out of your internship experience, both while you are working as an intern and after the internship is over. This is also a course that counts for experiential learning credit, which means that the College wants you not just to experience the workplace, but to learn as much as you can by reflecting on your time as an intern and what it will mean for your future.

Students who work at least 120 hours in an internship and complete all coursework can receive 3 hours of credit for this class. This course is loosely structured around an eight-week internship, but students whose work schedules involve fewer or more weeks can meet with the instructor to adjust the syllabus for their individual calendars. All students should plan to attend limited class meetings in the spring and fall semesters before and after the internship as well as scheduled conferences with the professor. Students should register in the spring for the course, and course credit will be assigned in the fall semester after the coursework is completed.

Course Assignments:

Assignment	Due Date	Percentage
Opening in-class quiz	Spring class meeting	5%
Company Report	Two weeks before internship begins	5%
Learning Objectives	Draft one week before internship begins; final version one week into internship	10%
Canvas Discussions	Summer weeks 1-8	30%
Evaluation Form	One week after final day of internship	10%
End-of-term Report and Resume	1st Friday of fall semester	20%
Final Presentation	TBA	10%
Conferences/class attendance	Spring semester meetings; mid-summer conference;	10%

	fall conference; presentations	

Description of Assignments:

Opening class quiz:

This will involve some open-ended questions to get you thinking about yourself as a professional in the workplace and about how the course can help you.

Company Report:

This is a two-page summary of the company or organization for which you will intern. You may want to investigate its context, institutional history, finances, and internal structure. Your report should also note how your work will fit into the larger picture of the organization.

Learning Objectives:

These should be developed in consultation with the course instructor and your internship supervisor. You should list at least five objectives and elaborate on why they are important to you and how you hope the internship will address them. The final version must be approved by your internship supervisor.

Canvas Discussions:

During the internship, you will be part of a group discussion on Canvas with others in the course. Your assignment is to respond to a prompt that is posted there, in at least one or two good paragraphs that reflect on your experience so far. A strong response will take the time to engage the prompt, think about the work you are doing in your internship, and connect it to other things you have learned. In addition, you will receive extra points for responding thoughtfully to what your classmates have written in the same week of the course.

Because internships begin and end at different times, not everyone in the class will be in the same Canvas discussion at the exact same time. For that reason, you need to check in with all of the discussions prior to your current week's assignment to see what is happening in those conversations. You might be getting good feedback from others. You might also be able to help others with what they are experiencing.

Evaluation Form:

This will need to be completed by you and your supervisor. Please be sure to leave a copy with your supervisor and keep a copy for yourself. (A copy of the form is on Canvas.)

End-of-term Report and Resume:

This is your most substantial written assignment, but it should be fairly straightforward and easy to produce. You will need to incorporate elements of earlier assignments, especially your

learning objectives and your evaluation form, but also any insights you had during the Canvas discussions.

Your report should be between 5 and 8 pages and should include the following:

- a paragraph introducing your internship
- one paragraph for each of your five learning objectives, whether or not you met them, and why they matter to you now.
- a section on the state of the organization, what you have learned about it and what questions remain for you
- a final reflection section that considers your experience in more general terms. How well-suited you are to this workplace? How did your education prepare you for this job? What do you wish you had known earlier? What are you going to be thinking about in the year ahead as a result of the internship? How have you revised your career, education, and personal goals?

Revised Resume:

> Your new resume should feature your internship as your most recent job (or one of them). Be sure to include important accomplishments and skills that resulted from this experience. And be sure your resume is professional and free of errors.

Final Presentation:

The class will give public presentations on your internship experiences. Presentation content will be drawn largely from your final report. You may be grouped in a panel with others who interned at similar organizations, or you may be asked to create a poster about your internship. Since this presentation might be part of a bigger campus event (like a fall symposium), details will be announced during the summer.

Conferences and Class Attendance:

These are easy points. You will meet with the professor once during the spring semester before your internship begins, once (possibly via Skype or phone) in the middle of your internship, and once in the fall when you have returned to campus. (Other conversations with the professor are of course welcome.) Class will also meet face-to-face at least once in the spring and once in the fall.

Note:

References and models for this template were drawn in part from internship syllabi at Elon College, St. Mary's College, UNC Chapel Hill/Dept. of Communication, and the University of Texas at Austin.

Appendix C

Compressed/Intensive Pedagogy

Institution	Compressed/Intensive Pedagogy?	Length and Timing	Required?	Notes
Hampden-Sydney College	May Term	May-June for 21 days; 5 days/week; 2 hours per day. 42 total hours	No	May take two courses in term, no more than 8 credits. Extra costs.

Table C.1: Peer Institutions

Institution	Compressed/Intensive Pedagogy?	Length and Timing	Required?	Notes
Earlham College IN)	May Term	2-3 weeks	No	Free is total credits over year does is less than 18 credits per semester. Room included; no board. No independent studies, P/F, or audits.
Centre College (KY)	Centre Term	15 days	Yes	4-1-4 schedule for students. Freshmen required to take "First Year Seminars." All CentreTerm courses capped at 15.
Hope College (MI)	May Term; June Term; July Term	19 days. Courses 3 hours each at 5 days/week.	No	
Messiah College (PA)	J-Term	2 weeks	No	Only used for study abroad.
Morehouse College (GA)	J-Mester	1 or 2 week classes (6 or 12 days)	Yes	Required to take 2. Understood to be nontraditional courses. Seems to be able to fulfill other requirements beyond course credit ("crown

				forum").
Randolph-Macon College (VA)	J-Term & Summer Session I and II	J-Term is 19 days. Course 2 hours/day. 38 total contact hours. Summer Session I is a 7 week course; session II is a 19 day course. 3 credits or 4 credits.	No	Room and tuition included in tuition. Board extra. Almost all student take it. Faculty can choose whether to teach in it or not (included in faculty load). Offer a one credit study skills course with a summer session course for free.
Roanoke College (VA)	Intensive Learning Term	14 days @ 5 hours per class per day. 39 classes offered last summer.	Yes	Student required to take one to graduate. Student have one included in tuition; any others require extra costs. Faculty required to teach one every three years on top of 3-3 load.
Transylvania University (KY)	May Term	19 days @ 2 hours per class.	Yes	3 required; 4th optional. 4-4-1 schedule for students. Regular semester calendar ends in April then "May Term"
Sewanee – Univ. of the South (TN)	Summer School	6 weeks for 2 hours per day for 5 days per week.	No	Subsidized by credit almost 50% off regular semester per credit.
Wabash College (IN)	No		No	
Washington & Jefferson (PA)	Intercession Term	17 days with courses being taught 2.5 hours per day/ 5 days a week.	Yes	Two intercessions required to graduate.
Washington College (MD)	Winter and Summer short terms		No	Appears to be for study abroad.
Wofford College (SC)	Interim	20 days @ 3 hours per class. Classes are project based; students must complete 4	Yes.	Grades honors/pass/fail.

		projects.		

Table C.2: Aspirant Institutions

Institution	Compressed/Intensive Pedagogy?	Length and Timing	Required?	Notes
Allegheny College (PA)	No		No	No regular classes but students can do faculty supervised research or internships.
Austin College (TX)	JanTerm	17 days with 3-5 hour classes.	Yes	One Jan Term required for each fall one is registered for up to a maximum of three. Tuition and Room included in fall tuition; board extra. Faculty must teach in it every other year added to their 3-3 load.
Kalamazoo College (MI)	No		No	
Muhlenberg College (PA)	Summer	Two 7 week summer session and one 10 week session	No	Sciences have two separate sessions
Rhodes College (TN)	Summer Term	Two sessions in summer 5 weeks each.	No	
St. John's University (MN)	No		No	
Spelman College (GA)	No		No	
Stonehill College (MA)	Winter Session	3 week classes with one week on campus. Week one: pre-course; week 2: 8.5 hour classes for five days; week 3: post-course work.	No	Cost extra. P/F option.

		This is a three credit class.		

Table C.3: VFIC Institutions

Institution	Compressed/Intensive Pedagogy?	Length and Timing	Required?	Notes
Bridgewater College	May Term Summer Terms	May Term is 13-14 days; 3 hours per day for five days a week. 3 credits awarded. 4 week and 8-week summer sessions.	No	2 May Terms included in tuition. Used to have J-Term.
Emory & Henry College	Summer Terms	3 six week summer terms.	No	
Hollins University	Short Term	18 days; 3 hours per class meeting three days per week. Courses 4 credits each.	Yes	4 required to graduate. "Beyond the classroom" for 2-4 year. First year students take seminars.
Lynchburg College	J-Term Summer Session	December 18-Jan 12. Must have 37.5 contact required but professors have flexibility to distribute contact hours. Classes may not be less than 10 days. Summer session May 14-Aug 33 hour session for 4 days per week.	No	J-Term and Summer Sessions cost extra.
Mary Baldwin College	May Term		No	Used for study abroad
Marymount University	Summer Sessions	18 days for 3 hours that meet three days a week. 3 credits awarded.	No	Cost extra.
Randolph College	Summer Session Summer Research Session	2 to 6 weeks. Very small offering.	No	Summer Session is 2 weeks to 6 weeks and range from 2 to 4 credits. Independent research with organized programing for all students

Shenandoah University	Summer 2 Session	From mid-June to mid-August. Course can be as short as two weeks or as long as 9 weeks depending on contact hours and credits.	No	Cost extra.
Sweet Briar College	No		No	
University of Richmond	Summer School		No	
Virginia Wesleyan University	Winter Session Summer session 1 and 3	17 days; courses are 3 hours per day for five days per week. 3 credits awarded. Summer sessions 23 days 2.5 hours per day for 5 days per week. 3 credits awarded.	No	Winter session has discounted cost structure for tuition, room and board. Summer session extra cost.
Washington and Lee University	Spring Term	Intensive four week classes. 8-10 hours per week, divided over week.	No	

Table C.4: Other Institutions

Institution	Compressed/Intensive Pedagogy?	Length and Timing	Required?	Notes
Bates College (ME)	Short Term	25 days; 9 hours per course for 3 days per week. 4 credits awarded.	Yes	Schedule on 4-4-1. Four required for graduation.
Drake University (IA)	J-Term	17 days; 3 hours per day for 5 days per week. 3 credits.	No	Included in spring semester tuition. Room, board, and travel extra.
Simpson College (IA)	May Term	17 days; 4 hours per day for 5 days per week.	Yes	Schedule on 4-4-1. One May Term required for every two semesters taken at Simpson.
Christopher Newport University	May Term		No	Extra costs.

(VA)				
James Madison University (VA)	Summer Sessions	1, 4, 6, 8, and 10 week summer terms.	No	Extra costs.
Longwood University (VA)	Summer sessions		No	Extra costs. Many online offerings.

Appendix D:

Faculty Workload

Institution	Teaching Load	Notes	2017 Rank	Student-Faculty Ratio
Hampden-Sydney College	3-4		105	11:1

Table D.1: Peer Institutions

Institution	Teaching Load	Notes	2017 Rank	Student-Faculty Ratio
Earlham College IN)	3-3	Ranked #24 in undergraduate teaching for national liberal arts colleges.	68	9:1
Centre College (KY)	3-3		44	10:1
Hope College (MI)	3-3		108	12:1
Messiah College (PA)	4-4		#4 Regional North	13:1
Morehouse College (GA)	4-4	Has research track with lower teaching load.	159	12:1
Randolph-Macon College (VA)	3-1-3	January term counts toward load. Faculty can choose to teach 3-4 or 4-3 as well.	132	12:1
Roanoke College (VA)	6-6-7	Faculty teach a 3-3 load, but are required to teach May Term every third year. Students are required to take May Term once to graduate.	140	11:1

Transylvania University (KY)	3-3-1	May Term counts in faculty load.	83	11:1
Sewanee – Univ. of the South (TN)	2-3	Ranked #12 in undergraduate teaching for national liberal arts colleges.	47	10:1
Wabash College (IN)	3-3		65	10:1
Washington & Jefferson (PA)	3-3		99	11:1
Washington College (MD)	3-3		99	11:1
Wofford College (SC)	2-1-3	Faculty can distribute load to J-Term	77	11:1

Table D.2: Aspirant Institutions

Institution	Teaching Load	Notes	2017 Rank	Student-Faculty Ratio
Allegheny College (PA)	3-3		77	11:1
Austin College (TX)	6-7	3-3 load but faculty are required to teach J-Term every other year.	105	12:1
Kalamazoo College (MI)	2-2-2	Trimester system.	68	13:1
Muhlenberg College (PA)	3-3		65	11:1
Rhodes College (TN)	2-3	Ranked #20 in undergraduate teaching for national liberal arts colleges.	44	11:1
St. John's University (MN)	3-3	4-4 load for non-tenure track faculty.	77	12:1
Spelman College (GA)	3-3		72	10:1

Stonehill College (MA)	3-3		108	12:1

Table D.3: VFIC Institutions

Institution	Teaching Load	Notes	2017 Rank	Student-Faculty Ratio
Bridgewater College	3-3-1	May Term is included in faculty load.	Unranked	14:1
Emory & Henry College	3-4		174	11:1
Hollins University	3-3		105	8:1
Lynchburg College	4-4		#35 Regional South	11:1
Mary Baldwin University	3-3-1 or 3-4	Calendar is a 4-1-4 Faculty may distribute load.	#52 Regional South	11:1
Marymount University	3-3		#43 Regional South	13:1
Randolph College	3-3		132	10:1
Shenandoah University	4-4	Load seems to vary by college; labs, music tutorials, etc. are weighted less. Total 24 hours per two semesters.	220	10:1
Sweet Briar College	3-3		140	8:1
University of Richmond	2-3		27	13:1
Virginia Wesleyan University	4-4	Just transitioned into a regional university.	Unranked	13:1

Washington and Lee University	3-2 and 3-2-1	Had comprehensive study to lower teaching load and raise faculty salaries. Faculty teach a 2-3 and then are required to Spring term every other year. Calendar is based on credits: 12-12-4	11	8:1

Table D.4: Other Institutions

Institution	Teaching Load	Notes	2017 Rank	Student-Faculty Ratio
Valparaiso University (IN)	3-4	Ranked #2 for undergraduate teaching for Regional Midwest. Recently completed comprehensive review to reduce faculty teaching load.	#4 Regional Midwest	13:1
Virginia Military Institute (VA)	3-3	Recently completed comprehensive review to reduce faculty teaching load.	72	12:1
Christopher Newport University (VA)	3-3	Recently completed comprehensive review to reduce faculty teaching load.	#15 Regional South	15:1
James Madison University (VA)	3-3		#8 Regional South	16:1
Longwood University (VA)	4-4	Adjuncts often teach higher loads.	#31 Regional South	16:1

Appendix E:

Case Studies for Faculty Workload

Case Study: Valparaiso University (Reporting Workload)

The purpose of dropping teaching load is ultimately one possible way rebalance workload to ensure that faculty are able to meet service and research expectations while maintaining excellence in teaching. In other words, if Hampden-Sydney were to reduce teaching load, it would be on the presumption that such was necessary to fulfill the obligations of research and service set by the College. In its study of faculty teaching load, an ad hoc committee, including faculty and administration, at Valparaiso University, noted that any preliminary step to address teaching load required "identifying standards for defining and measuring faculty workload."[46] Such a preliminary step should be taken at Hampden-Sydney as well. In particular, understanding the relative work involved on committees, assessment, numbers of students taught and advised, disciplinary styles of pedagogy, administrative responsibilities, numbers of preparations, etc. is critical to addressing issues of work equity and reasonable expectations of work. The reason for this is that reducing teaching load essentially functions like release time given in order to accomplish expected work of the college.

At Valparaiso University the ad hoc committee recommended speaking of "load credits" (LC) to measure workload more uniformly. Essentially, the committee suggested that faculty be contracted to work 24 load credits for two semesters, with 18 load credits (75%) designated to teaching and 6 load credits (25%) designated to research and service. (It should be noted that VMI, as suggested below, articulates for its faculty the equivalent of 30 load credits—18 LC teaching and 12 LC service/research). Further, Valparaiso required its departments and faculty to report their load credits each semester, including those related to service and research (reporting forms are attached at the end of this paper). Such reporting, it appears, provides several advantages. First, such reporting would let administrators (including department chairs, deans, tenure and promotion committee members, etc.) ensure that quality of the teaching enterprise is not compromised by excessive non-teaching workload. Next, reporting would allow the Provost to recognize, prevent, and correct more easily workload inequities between departments and faculty members. Tracking also would allow faculty to argue why a load reduction is not necessarily a reduction of work to members of the Board of Trustees. Finally, reporting would help deans and the promotion and tenure committee to guide those under review of promotion, merit reward, and/or continuing professional evaluation, toward more uniform and transparent expectations to apply to all faculty members.[47]

Case Study: Virginia Military Institute (Reducing Teaching Load)

When Virginia Military Institute studied reducing teaching load from a 4/4 to a 3/3, they noted that there is no single "silver bullet" to implement the change. They further acknowledged the importance of pursuing optimal teaching load (in concert with the AAUP's recommendations), while also finding flexible ways for departments to handle the transition.

The optimal teaching load for full-time faculty is 3-3 which allows 2-2 course release to pursue scholarly engagement as well as professional citizenship and cadet development. The department head teaching

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[46] Bruce Berner, *et. al.,* "Valparaiso University Faculty Workload Task Force: Final Report" 2011.
[47] *Ibid.*

load is 2-2, allowing one additional course release. Some departments are currently meeting this model, or would meet this model under defined constraints. With a 3-3 teaching load, faculty members will typically not be granted additional release time to pursue special interests or activities unless sponsored by faculty development funds.[48]

Three key features of the VMI implementation of this plan included overloads (a combination of pay and release time), enrollment management, and use of adjunct labor. VMI made clear that replacement of classes lost through load restructuring would not be initially be compensated with new tenure lines; although, such needs might be realized with a data informed arguments over time. First, VMI created a minimum class threshold for a class to run based upon the enrollment thresholds for summer classes to "make": 10 for 100 and 200-level classes and 7 for 300- and 400-level classes. However, departments could combine numbers between sections, allowing larger lower level sections to offset small numbers in higher level classes. Such offsetting helped departments with a heavy service burden but with small numbers of majors to offer upper level classes without a structural "penalty." Next, VMI created a formula for the payment of overloads that included option for cash or release time:

Teaching overload courses is voluntary for full-time faculty and, at the option of the faculty member, will be rewarded by either 1) one contact hour release after accumulating three contact hours of overload, 2) $200 per contact hour with one contact hour release after accumulating 4 contact hours of overload, or 3) $850 per contact hour of overload. These options will give faculty flexibility in how they choose to be rewarded for accepting a teaching overload and will allow periodic opportunities for faculty to realize substantially reduced course loads. Department heads will track accumulated course release hours for their faculty.[49]

VMI stressed that overload teaching was strictly voluntary on the part of faculty. Finally, VMI allowed for the annual hiring of adjuncts in departments who needed the help. Student registration for the next semester was pushed earlier to allow for the proper assessment for such adjunct staffing needs.

Case Studies: Randolph Macon College, Austin College, and Roanoke College (Distributing Teaching Load)

One less expensive way to reduce load could be distributing the fourth course from the fall or spring semester to a January or May Term. Among our peer list there are at least three different models, all of which use a January or May term to accomplish their end.

<u>Randolph-Macon College: 3-1-3 Model</u>

RMC maintains a 21 contact hour per year teaching, while a 4-1-4 academic calendar. Students in this model take 4-5 courses in the fall and spring semesters and may enroll into an optional January term, in which the student may not take more than 7 credits. Students are required to pass 110 credits for graduation from the college. RMC Dean Lauren Bell notes that the teaching load is 20-22 contact hours per academic year. She further noted that, while faculty can choose their teaching configuration, almost all faculty choose 3-1-3. While a 3-4 load is permissible, Dr. Bell noted that very few faculty prefer a "4 load" in any given semester. (One could imagine, however, that a 4 load with a free January term would be preferable on a sabbatical semester, for example). Dr. Bell also noted, while students are not required

[48] "Faculty Teaching Load Restructuring" Virginia Military Institute (December 2014), 1.
[49] *Ibid.*

to take J-Term, almost all of them do because it is included in tuition and because course availability is more limited in the fall and spring. Students carry up to five classes in the fall and spring and up to two classes (maximum 7 credits) in the January term. Dr. Bell also noted that RMC found that not all classes were suitable for January term; she gave the example of lab science courses (so said the science professors). Finally, she noted that departments often offered internships for credit and study abroad during this time. It should be noted that if tuition covered J-term (which it does in each model explored here), we would almost certainly increase interest in a broad range of study abroad opportunities since the largest expense for study abroad is the cost of credit hours.

This model could have the beneficial effects for students as well as faculty. Rather than a 5-5 semester system for students (with an average of 15 credit hours per semester to graduate with 120 credits, a students would have a 4-1-4. Students, especially academically at-risk students, could benefit from focusing more on fewer classes in a semester. This model would cost nothing in terms of faculty salaries and would likely improve pedagogy by eliminating a 4-load semester (in most cases), allowing faculty more time to give to student teaching. However, a January term like Randolph-Macon's, would extend the semester to about the end of May. Financial impacts on the college would likely include the necessity of limiting the number of summer camps at the college. The college would also incur a small amount of utility costs with students on campus during the month of January. Students would incur additional board costs during that month (although, because the college shares some revenue from food, it may offset some of the lost income from camps).

Austin College: 6.5 Average Model

Austin College requires an every-other-year rotation of teaching load from 21 credits one year and 18 contact hours the next. With a 4-1-4 academic calendar, faculty members are required to teach January term every other year. Students are required to complete one January course for each Fall semester they are registered with a maximum of three such terms to graduate. Fall tuition covers the cost of the January course. There is no extra charge for room but board is extra. The issues discussed with RMC apply here with the added concern that limitations of class offerings during the terms, which would raise enrollments in many classes or make others (already at maximum capacity unavailable).

Roanoke College: 6-6-7 Model

Roanoke College has a semester model with a May Term that is mandatory for students once in either the freshman, sophomore or junior year in order to graduate. Room is not extra, but board is. If the student wishes to take another May term course they are required to pay tuition by the credit. Faculty otherwise have a 3-3 teaching load but are required to offer a May term course as part of their load every third year.

A colleague at Roanoke provided me with a summary of how the college developed and implemented the 6-6-7 (as they call it) model for teaching. Roanoke originally had a 4/4 load with a January term and faculty could distribute their loads over three terms. A movement arose among some faculty and administrators to reduce the teaching load, but the movement had opposition from many board members (who argued that it would lead to "slacker" faculty and cost too much and some outspoken senior faculty members, who claimed it was a betrayal of the college's teaching mission).

To implement change:

1. The college essentially reduced slightly the number of classes required for graduation by

movement to a unit system.

2. The administration began offering more reduced time/reassigned time, quite generously, to compensate actual work being done by faculty. Within a few years, they totaled all the reassigned time and could make the case that a majority of the faculty was already teaching a load of 3/4. Of course, we are already teaching a 3/4.

3. The administration and faculty argued that the school could not advance up the rankings until we were a 3/3 school and could recruit on that basis.

4. The administration and faculty argued for a cultural change, making the case that if faculty had fewer courses, they would put more time into more intensive student experiences such as independent studies, internships, etc. (i.e. "experiential learning."). My colleague notes this is, in fact, what has happened.

5. As part of that cultural change, Roanoke introduced the May term, which they call an "Intensive Learning" term. None of the courses taught in May are traditional. They have to be hands on in some way, and out of the basic format. Many of them have a travel component or are study abroad. All students are required to take one May term, the tuition for which is covered with their regular tuition. (If students wishes to take more than one May terms they must pay for them). It was when the May term was introduced that the course load was reduced to 3/3 with a May term obligation every three years (or 6/6/7).

All of these shifts were enough to get the board of trustees behind the change, but it took time to make it happen. Even so, there was a major protest from some senior faculty members.[50]

[50] This is a summary given to Dr. Utzinger by a colleague at Roanoke College. The load change took place in 2004.

Appendix F:

Endowments, Enrollments and CTLs

Institution	Pedagogy Center?	Notes	Endowment, *millions* (2014)	Students (2014)	Endowment per student (2014)
Hampden-Sydney College	No	H-SC has done pedagogical development in an ad hoc fashion.	$151M	1105	$136,651

Table F.1: Peer Institutions

Institution	Pedagogy Center?	Notes	Endowment, *millions* (2014)	Students (2014)	Endowment per student (2014)
Earlham College	No	Does provide faculty development grants for pedagogy, up to $10,000	$405M	993	$407,855
Centre College	Yes	Center for Teaching and Learning	$267M	1,387	$192,502
Hope College	Yes	Office of the Associate Dean of Teaching and Learning	$196M	3,432	$57,110
Messiah College	Yes	Teaching and Learning Initiative	$137M	2,789	$49,112
Morehouse College	Yes	Resource Center for Teaching, Learning and Assessment in General Education	$130M	2,109	$61,641
Randolph-Macon College	Mixed	Higgins Academic Center (provides both faculty and student services)	$152M	1,394	$109,039
Roanoke College	Mixed	Goode-Pasfield Center for Learning and Teaching (mostly student services, some faculty services)	$138M	2,054	$67,186

Transylvania University	No	Provides Bingham Grants to develop new courses; Kenan Fund supports faculty enrichment, including pedagogy.	$169M	1,014	$166,667
Sewanee – Univ. of the South	Yes	Center for Teaching	$374M	1,631	$229,307
Wabash College	Partial	College-wide, the Teaching and Learning Committee supports pedagogical development; the Center for Teaching and Learning in Theology and Religion provides focused pedagogical development.	$371M	926	$400,648
Washington & Jefferson	No		$136M	1,362	$99,853
Washington College	Yes	Cromwell Center for Teaching and Learning	$202M	1,467	$137,696

Table F.2: Aspirant Institutions

Institution	Pedagogy Center?	Notes	Endowment, *millions* (2014)	Students (2014)	Endowment per student (2014)
Allegheny College	No	Does provide funding for pedagogical development.	$185M	2,023	$91,448
Austin College	Yes	Johnson Center for Faculty Development and Excellence in Teaching	$136M	1,278	$106,416
Kalamazoo College	Partial	Does have a faculty development committee and faculty development workshops.	$222M	1,461	$151,951
Muhlenburg College	Yes	Teaching Commons	$257M	2,440	$105,328
Rhodes College	Yes	Faculty Center for Teaching	$335M	2,031	$164,943

St. John's University	Yes	Center for Teaching and Learning	$665M	15,765	$42,182
Spelman College	Yes	Teaching Resource and Research Center	$367M	2,135	$171,897
Stonehill College	Yes	Center for Teaching and Learning	$191M	2,401	$79,550

Endowments, Enrollments and CTLs Table Three: VFIC Institutions

Institution	Pedagogy Center?	Notes	Endowment, in millions (2014)	Students (2014)	Endowment per student (2014)
Bridgewater College	Mixed	Wade Institute for Teaching and Learning; provides services to both students and faculty	$83M	1,785	$46,499
Emory & Henry	No	Some departments have dedicated structures to develop learning and teaching	$86.5M	1,102	$78,494
Hollins University	Developing	In development, thanks to $100,000 Mellon grant	$181M	596	$303,691
Lynchburg College	Yes	Teaching and Learning Center	$97.5M	2,161	$45,118
Mary Baldwin College	No		$37.4M	1,423	$26,283
Marymount University	Mixed	Center for Teaching and Learning; provides services to both faculty and students.	$37.8M	2,363	$15,957
Randolph College	Yes		$168M	675	$248,889
Shenandoah University	Yes	Center for Teaching, Learning and Technology	$62.7M	1,892	$26,283
Sweet Briar College	No		$94M	700	$134,285

University of Richmond	Partial	Center for Teaching, Learning and Technology provides some pedagogical services; Faculty Learning Communities, funded by the provost, provide a second means	$2,313M	2,984	$775,134
Virginia Wesleyan	Yes	Center for Learning and Teaching	$57.7M	1,501	$30,497
Washington and Lee	Partial	Annual, funded "cohorts" for development of specific pedagogical issues	$1,478M	1,890	$782,011