

## CEPP Proposal on Contact Hours Earned for Team-Taught Courses

The Skidmore faculty have long expressed interest in collaborating in the classroom. From the inception of the Liberal Studies curriculum and considerably earlier, faculty have combined their efforts in the classroom to create a dynamic and engaging partnership. No doubt our students have benefitted from these collaborations: the faculty teams have served as role models for group work; the faculty have learned from each other and “upped their games” because of the presence of a colleague(s) in the classroom; the opportunities for integrative learning by the students have been enhanced in a team-taught experience; and the end result has been that the sum has been worth so much more than its constituent parts. Successful team-teaching models have included colleagues within a department or program but also between disciplines, and thus often introduce students to multiple types of evidence and me.2-1 (h2 (t)-2 (s)-1 ( )5 6) 83b (inn)1 (d)1 ( )T0.mtoo assn 6d 0 T0

Travel-study courses present a special case, because the course caps, set by OCSE policy, are 7-10 students per faculty member. Currently, as long as the travel-study portion (whether a stand-alone course or one added to a semester-long course) enrolls, if one faculty member serves as the instructor, he/she receives the full teaching credit of (typically) three to five credits, but if it is team-taught, each faculty member receives only 50% of the teaching credit. Not only does this not acknowledge the amount of preparation and delivery of the course material each faculty member contributes, particularly for the travel-study portion, but it also is illogical and it has the effect of penalizing team-teaching. CEPP recommends the following revised policy:

as long as the travel-study course enrollment meets the OCSE minimum, the faculty should each receive the full credit for offering the course. If the course attracts enough students for one faculty (7-10) but not for two, then only one faculty member will deliver the course and travel-study portion.

Finally, CEPP recommends that departments and programs, particularly chairs and directors, need to be cognizant of the curricular impact when a faculty member participates in a team-taught course, and must weigh the merits of allocating a colleague to a team-taught course against fulfilling overall departmental and programmatic curricular needs. **Faculty should consult with their chairs and the appropriate program directors to assess the departmental and programmatic impacts of a team-taught course.** Resource constraints preclude the possibility for a department or program to back-fill when a faculty member is allocated to a team-taught course.