

Faculty Workload Policy for the OSU Department of Dance

Policy approved by the faculty 6/2/2004 Scott Marsh, Chair

Faculty workload parameters facilitated by Susan Petry, visiting associate professor, and Valarie Mockabee, associate professor during the 2003-04 academic year.

Standard Faculty Teaching Load *(The following is based on a 3 quarter year.)*

1.) The mission of the department will determine the relative balance of effort in teaching, research/creative activity, and service...Within departments there may be significant differences in the assignment of responsibilities to individual faculty members. Such differences in teaching responsibilities should reflect individual faculty strengths, interests, and abilities to contribute to the overall mission of the department.

2.) In establishing suggested ranges in departmental teaching, the focus should be on total teaching effort rather than on some of the more traditional measures of teaching workload such as "number of courses," "number of credit hours," or "weighted student credit hours." The emphasis on effort is a more realistic approach to recognizing the complexity and diversity evident in undergraduate teaching. The effort required to teach an undergraduate course is related to a variety of factors such as: the number of students enrolled, the availability of instructional support staff, the nature of the material being taught, the number and type of assignments to be graded, as well as the method of instructional delivery. A focus on the percentage of workload effort devoted to teaching should be general enough to include a variety of delivery systems, yet specific enough to ensure greater accountability by departments in meeting student instructional needs.

Based on University Guidelines, "Departments with active baccalaureate and master's degree programs should have a norm for teaching activities that is at least 60% of the total departmental workload with the remainder devoted to research/creative activity, service, and other professional activities consistent with the department's mission. Departments with active baccalaureate, master's, and doctoral programs should have a norm of at least 50% of the total departmental workload devoted to teaching. The remaining workload time should be devoted to sponsored and departmental funded research/creative activity, service, and other professional activities consistent with the department's mission." *–Office of Academic Affairs, April 1, 1999*

For our purposes, we took a percentage of 55% of overall workload (teaching, research, service) devoted to teaching. The following formula presents three possible work weeks within the department of dance:

- a) 8 hour days X 5 days per week= 40 hours
(22 hours per week devoted to teaching effort)
- b) 10 hour days X 5 days per week= 50 hours
(27.5 hours per week devoted to teaching effort)
- c) 12 hour days X 5 days per week= 60 hours
(33 hours per week devoted to teaching effort)

Parameters

1) Faculty teaching load is based on the understanding of overall teaching effort for each course taught derived from the following: contact inside the classroom, contact outside the classroom, and preparation time. The expected faculty teaching effort load should range from twenty-two (22) to thirty-three (33) hours per week reflected in the following:

- Studio time, lecturing time, and supervision of student teachers
- Graduate and undergraduate academic advising and counseling
- Undergraduate/Graduate projects/thesis advising (guidance of student research)
- Independent projects/Individual Studies (graduate or undergraduate)
- Preparation time/development of instructional materials
- Coaching of graduate and undergraduate students in technique and/or performance
- Grading and assessment, web-based class management

2) The chair in consultation with each faculty member determines teaching load with the goal of twenty-two (22) to thirty-three (33) hours per week of teaching effort, taking into consideration service assignments and research projects and opportunities. (Examples of variables to take into consideration include: courses with TAs and support staff, new creation of courses, and courses that have connections to the individual faculty's research interests and projects.)