

DEPARTMENT OF **DANCE**

Graduate Teaching Associate Handbook

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THE OHIO STATE UNIVERSITY

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Introduction

The *Dance Graduate Teaching Associate Handbook* serves as an employment information and resource guide to Graduate Teaching Associates (GTAs) employed by the Department of Dance at The Ohio State University.

Graduate students may be employed as Graduate Associates (GAs), which includes specific positions such as Graduate Teaching Associates (GTAs), Graduate Research Associates (GRAs), and Graduate Administrative Associates. In the Department of Dance, the primary positions are as GTAs, so this will be the title utilized throughout this document.

All GTAs and Department faculty and staff should also be familiar with the Graduate School's policies regarding GTAs in the *Graduate School Handbook* section IX (see www.gradsch.osu.edu). The *Dance Graduate Teaching Associate Handbook* is updated regularly so that the most current information is immediately applicable at all times.

Please refer to the *Dance Graduate Program Handbook* and *Graduate School Handbook* for academic requirements of the MFA and PhD programs and the university.

For questions and updates, please contact:

- Amy Schmidt, Academic Program Coordinator
schmidt.442@osu.edu
614-292-8933
- Dance Human Resources/Fiscal Officer

Other positions and persons included in this document are:

Department Chair & Co-Studio GTA Faculty Mentor.....	Susan Hadley.4
Co-Studio GTA Faculty Mentor & 6802 Pedagogy Seminar.....	Susan Petry.37
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Barnett Production Manager	Carrie Cox.193
Motion Lab Production Manager	Oded Huberman.1
External Relations Coordinator.....	Damian Bowerman.11

Offer and Hiring Process

The Department of Dance offers a limited number of GTA positions each year. Appointments are made annually and typically extend over the remaining years of the student's approved graduate course of study.

MFA students are expected to conclude their studies within three consecutive years enrolled full-time. PhD students are expected to conclude their studies within five to seven years. Funding offers inclusive of all sources, such as University Fellowship, any GA support or an external source, are intended to cover three years for MFAs and five years for doctoral students.

GTA appointments through the Department of Dance are dependent on Department funding availability, good academic standing, progress toward degree, satisfactory performance of duties, and good citizenship of the student within the Department. Dance GTA positions are available for teaching in the elective and major studio classes, general education lecture classes, as well as assisting with administrative or research areas in the Department. Notifications of GA appointments available outside of Dance are shared, if known.

After a successful audition and interview, MFA and PhD students admitted to the Graduate School and graduate program in Dance are considered for funding, which includes fellowship nomination and GTA positions (though these may not be available for first year students). Each year, graduate students are asked to complete the **GTA Planning Application**. Notification of funding offers will be made through email from the Graduate School for fellowships and from the Department of Dance Academic Program Coordinator for GTA positions once the Department Chair and Graduate Studies Committee have assessed funding availability and Department needs.

Once the student accepts the admission offer to the university online through the application status and accepts the funding offer through email, the Department Chair determines course scheduling and assignment of GTA duties in consultation with the Academic Program Coordinator and appropriate faculty. Current GTAs are requested to include their own course schedules with the GTA Planning Application in order to effectively coordinate job assignments with scheduled courses. GTAs are expected to coordinate other rehearsals (repertory, class work, MFA projects), performances, and research activities around their GTA assignments.

GTAs will receive the **GA Appointment Document** with assigned duties (subject to change) from the Academic Program Coordinator; other hiring information is available from the Department HR/Fiscal Officer. Once both signatures (GTA & Department Chair) have been verified, GTAs will receive additional DocuSign forms from the Arts and Sciences Business Services Center staff. These hire forms include the following:

- Employment Verification I-9 Form
- Tax (W2) form
- Request for Optional Exemption Form (opt-out of retirement deductions)
- SSA-1945 form (notice that OSU employees do not receive Social Security)
- Ohio Ethics Law Confirmation

NOTE: Please check "spam" or "junk" folder for e-mails from the DocuSign program, or login to [DocuSign](#) directly using OSU credentials. Please be sure to open the document for review, signing, and finishing.

The hire process will be completed with staff from the Arts & Sciences Business Services Center (BSC, see website <http://ascbsc.osu.edu>). GTAs are contacted by the BSC staff directly regarding the forms listed above, information about obtaining an OSU BuckID, and other university orientation material.

GTA Employee Benefit information is available on the [OSU Human Resources website](#).

After the signed GA Appointment Document is returned, the Academic Program Coordinator will give GTAs with teaching assignments access to template and sample syllabi in [BuckeyeBox](#) using OSU login credentials. GTAs will also have access to course(s) in Carmen Canvas to assist with preparations for teaching.

Dance-Specific Addendums to the [Graduate School Handbook](#) [Section IX](#) regarding Graduate Associates

Stipend rates. Current College of the Arts and Sciences GTA stipend levels are higher than the university minimums as follows:

- Level 1 is for students in the first three years of program: \$1,835/month (or \$16,515 for 9 months)
- Level 2 is for students in the second three years of program, unless admitted to Level 3 sooner: slightly higher than Level 1, still TBD
- Level 3 is for post-candidacy doctoral students: slightly higher than Level 2, still TBD

Procedures for Re-Appointment and Termination. In the Department of Dance, GTA positions are typically renewed for the remaining years of the student's program, contingent upon the GTA's ability to maintain a satisfactory level of performance in the assigned duties and to maintain an average of 3.0 or better in all graduate credit course work and make satisfactory progress toward degree. The **GTA Planning Application** is very important for planning GTA duties and should be submitted to the Academic Program Coordinator each year.

GTA's are evaluated each semester by the Department Chair in consultation with Studio and GE GTA Faculty Mentors, faculty observers, and administrative supervisors. Failure to maintain a satisfactory level of performance in the assigned duties or to maintain good academic standing may result in the termination of the GTA appointment at the end of the semester, or, in exceptional circumstances, at any time during the semester with Graduate School approval.

The Department process for handling unsatisfactory GTA performance is the following:

- 1) Department Chair is notified of problem the first time, followed by a verbal warning and discussion with the Studio or GE GTA Faculty Mentor or administrative supervisor
- 2) The second time includes a written warning and a discussion with the Studio or GE GTA Faculty Mentor or administrative supervisor and Department Chair
- 3) The third time includes a written warning and a meeting with the Department Chair followed by a probationary period with or without suspension of funding and/or termination. Please note that termination includes revocation of the tuition authorization, which means the student is responsible for paying all fees.

If there is a grievance, discussion with the advisor, supervisor, the Graduate Studies Committee Chair, and the Department Chair normally leads to resolution of a grievance. However, there may be instances in which recourse to these persons does not provide resolution. In such cases, the grievance procedures as written in the Graduate School Handbook will be followed.

Summer Fee Authorization. If a 9-month 50% GTA is not on appointment as a GTA for Summer (mid-May to mid-August) and chooses to use the Summer Fee Authorization, the GTA is responsible for paying the other fees such as RPAC, Activity, etc. out-of-pocket. These fees will not be deducted from the monthly stipend when not employed as a GTA. If the GTA is enrolled in Student Health Insurance in Spring, coverage continues in Summer without additional enrollment in Summer (see www.shi.osu.edu).

Health Insurance. All students at OSU are required to carry health insurance. This coverage may be one of the student plans offered by the university (Comprehensive

Student Health Insurance or GTAs can opt for “Prime Care Advantage”); or a non-university plan that is comparable to the Comprehensive Student Health Plan (e.g. spouse’s employer’s plan, etc.). International students are required to be enrolled in the Comprehensive Student Health Insurance unless they meet one of the three exceptions. Please contact the Student Health Insurance (www.shi.osu.edu) for details about coverage, coverage dates, waiving procedures, etc.

Time Off and Leaves of Absence. The Department of Dance Chair is responsible for all instruction and administration. For any planned leave, the **Dance GTA Leave Request** form from the Dance website www.dance.osu.edu/Toolkit must be submitted for pre-approval to the Department Chair and Academic Program Coordinator. Any unplanned or emergency absence must be reported as soon as possible to the Department Chair and Academic Program Coordinator WITH contact information for the substitute instructor already found or to request assistance in determining a substitute. The goal is NEVER to cancel class! Any combinations of classes due to illness or emergency must also be reported in advance to the Department Chair and Academic Program Coordinator.

Change in Status or Mailing Address. Whenever there is a change in the GTA’s status that affects the tax deduction, name, or W-2 Tax mailing address, the GTA must login with OSU credentials on the [Employee Self-Service](#) in order to update tax status and other relevant data.

Retirement. Information about student exemptions from retirement is given through an email from the central OSU Human Resources office and not from the Department. It is the student’s responsibility to get the appropriate exemption form and the SSA-1945 to the Retirement office at Gateway within the 30 day deadline from date of hire.

Timeline for Offer, Hiring, and Assignment of Duties

This is an approximate timeline of the actions required by the student and Department.

Initial Offer, Hiring, and Assignment of Duties

Calendar: Person	Action
December 1: Current Student	Complete online applications for admission with the Graduate School and Dance, including the GTA Planning Application , and submit all required materials for review
Early/Mid-January: Incoming Student	Audition/Interview, including teaching skills
Late January: Department	Notification of admission
February: University	Notification of fellowship awards, if applicable
March-June: Department	Notification of GTA offer and draft of course schedule and GTA duties for Autumn and Spring (subject to change)
April 15: Student	National deadline for accepting funding offers
Late April: Department	Finalize course schedule and GTA duties for Autumn and Spring (subject to change)
May-June: Department	Current GTAs: GA Appointment Document with notification of duties; for new students, end academic welcome materials with a letter summarizing the funding plans for the student's time in the program
May-July: Student	<ul style="list-style-type: none"> • Prepare living and academic needs • Enroll in minimum number of credits required by the university for GTAs (no later than one week before classes begin) • Complete HR paperwork (Graduate School for fellows, Department and College for GTAs)
August: Student	<ul style="list-style-type: none"> • All employed GTAs who are MFAs or PhDs required to attend two (2) UCAT Teaching Orientation sessions on Thursday (sessions on Tuesday and Wednesday are optional and encouraged); 1st year fellows and self-funded students are not recommended to attend. If you are absent due to travel or rehearsals (requires pre-approval), you are required to attend at least four (4) UCAT workshops during the year • Attend Department TA Workshop (required for GTAs; no fellows or self-funded students, please) • Attend beginning of the year university and Department advising day and gatherings • Make final adjustments to class schedule by 2nd Friday of the semester (after Department casting auditions)
October-November: Department	Send notification of any amendment of Spring duties, if any (subject to change)
November: Student	Enroll in minimum number of credits required by the university for Spring for GTAs
Throughout the year	Attend 6-7 Department GTA check-in and professional development workshops. If absent, complete Dance GTA Leave Request form.

Annual Renewal

Calendar: Person	Action
December 1: Student	Complete GTA Planning Application for next academic year
February: Department	Department Chair and Academic Program Coordinator Draft of course schedule and GTA duties emailed for review prior to Pre-Registration (subject to change)
May to November	Same as above

Appointment, Service, and Pay Dates

Most GTA appointments in Dance are for the two semesters of Autumn and Spring at 50% FTE (full time, 20 hours per week). Summer Semester (includes all sessions within summer of various lengths) appointments are made separately, if funding is available. Contingent upon enrollment in courses, a limited number of Summer semester appointments may be assigned.

Regardless of the spread of workload, a total of 680 work hours over nine months includes the benefits of a monthly stipend, student health insurance subsidy, and tuition fee authorizations for Autumn and Spring is part of the typical GTA appointment.

GTA and fellowship appointment dates match the service dates of the academic calendar under semesters.

- Autumn Semester: August 15-December 31 (note: ½ stipend in August)
- Spring Semester: January 1-May 15 (note: ½ stipend in May)
- Summer: May 16-August 15

GTA's are paid on the last business day of each month. GTA's are strongly encouraged to enroll in direct deposit. See more information on the [Office of the Controller's website](#) and enroll through [Employee Self-Service](#).

GTA's are encouraged to check [Employee Self-Service](#) as regularly as the Student Center is checked in order to keep contact information, monthly paystubs, and other self-services updated.

Assignments, Responsibilities, and Duties

GTA's in the Department of Dance are required to participate in the Department TA Workshop as well as two or three UCAT Teaching Orientation sessions prior to the beginning of Autumn Semester before the first week of classes. Please see a separate email from UCAT or go to <http://ucat.osu.edu/ucat-events/teaching-orientation/> to register for the UCAT sessions.

The Dance TA Workshop is required for all MFAs and PhDs employed as GTA's. Fellows and self-funded students in the first year of the graduate program should not attend.

All GTAs are to be available and on duty through finals week of each semester. There are no exceptions to this policy unless approved by the Chair (see the Application for Leave Forms section and policy).

The Department Chair in consultation with Academic Program Coordinator makes GTA assignments depending on Department needs. All GTAs with teaching assignments in elective studio courses are under the advisement of the Studio GTA Faculty Mentor; all GTAs with teaching assignments in the general education courses are under the advisement of the GE GTA Faculty Mentor. GTAs with administrative or research assignments are under the direction of the Department Chair in general and the advisement of the assigned faculty or staff. GTAs are responsible for scheduling regular meetings with faculty/staff mentors at which time ongoing responsibilities and duties are clearly defined.

When assigning workloads, the Department Chair is considerate of keeping the duties of various GTA duties to a minimum to assist students with time management as well as being focused and effective in performance of duties. In making these assignments, the Department Chair will take into consideration when GTAs are producing MFA projects and other factors. Based on student feedback about the time-intensiveness and density of graduate studies, the Department Chair continually assesses and request feedback on workload assignments for GTAs remaining fair to the individual and equitable between individuals. The Department of Dance desires graduate students to work deeply in coursework, creative and scholarly projects, and in GTA assignments. Any steps the Department can take to supply the student with the conditions to be successful, focused, professional, deep, and reflective are welcomed.

GTAs should direct any questions about GTA duties to the Department Chair and Academic Program Coordinator.

The following GTA guidelines for workload were implemented in 2017-2018. It is the result of recalibrating former policies, with an attempt to realistically assign workloads that are modified by variables such as: using recorded music or not, choreographing material or drawing from more codified genres (e.g. Pilates, Yoga), enrollment, and amount of outside work for the student.

These policies allow the department to

- offer sufficient numbers of courses
- maintain enrollments for optimal budgets
- provide GTAs with some range of teaching opportunities
- perpetuate a spirit of fairness amongst GTAs
- allow the chair flexibility in assigning tasks

These workload policies also meet non-teaching needs in the department and provide learning opportunities for the GTAs: production tasks such as house management, support of special events, or occasional faculty projects.

Where there is a range of weekly hours cited, bear in mind the student will be given a specific number of hours for any given semester and this is defined on the GA Appointment Document. Some 2-4 hour assignments may be divided between the two-week period before and after an

event: e.g. doing house management for two nights in one week, using two weeks of a 4-hour weekly workload. Such assignments will be known well in advance.

Note: low enrollments could cause a class to be cancelled and/or a TA reassigned to other duties; all instructors should know there could be last minute adjustments.

GTA's will be guided in Dance 6802 Pedagogy Seminar and in subsequent mentoring as to how to adapt load to match intended work hours by carefully calibrating assignments, and adjusting teaching expectations without compromising course goals.

When 10 hours per week are allotted for a studio course, the following illustrates a possible average allocation of time, with assumptions that some weeks will be less in certain areas and some will be more.

- 3 hours in class
- 1 hour in the studio total before and after including changing clothes, talking to students, studio cleaning maintenance, etc.
- 3 hours per week to prep movement, music (courses such as Pilates, Yoga require less prep hence assigned at 8 hours per week total)
- 1 hour per week managing email, communication, updating Carmen, attendance, meeting with faculty mentor
- 2 hours per week grading outside assignments (smaller enrolled classes assigned at 8 hours per week total reflecting less outside grading etc.)

Rubric For Assigning GTA Duties

Hours Allocated	Duties	Notes
10	Instructor of record for any 2 credit studio course that meets 2x week 80-90 min classes – outside work adapted to account for contact hours	Report to Studio GTA Faculty Mentor; homework assignments, final assessment, office hours, studio maintenance; peer and faculty observation and mentoring required.
8-10	Instructor of record for any 2 credit studio course that meets 2x week 80-90 min classes, not requiring preparation such as music and movement phrases; this includes courses in the somatic category such as Yoga, Bartenieff, and Pilates.	Report to Studio GTA Faculty Mentor; homework assignments, final assessment, office hours, studio maintenance; peer and faculty observation and mentoring required.
6-10	Instructor of record for any 1 credit studio course that meets 2x week 80-90 min classes serving majors, minors and advanced elective students, with no outside work. Hours depend on live accompaniment.	Report to Studio GTA Faculty Mentor; final assessment, office hours, studio maintenance; peer and faculty observation and mentoring required.

Hours Allocated	Duties	Notes
10	Instructor of record for 2 credit 3x week Major Contemporary, 90-100 minute classes	Report to Chair; final assessment, office hours, studio maintenance; peer and faculty observation and mentoring required.
8	Instructor of record for any 1 credit 2x week Major Ballet, 90-100 minute classes	Report to Chair; final assessment, office hours, studio maintenance; peer and faculty observation and mentoring required.
6-8	Instructor of record for any studio course that is the same "prep" as another; hours depend on enrollment	Report to Studio GTA Faculty Mentor; homework assignments, final assessment, office hours, studio maintenance; peer and faculty observation and mentoring required.
20	Instructor of record for any GE course	Report to GE GTA Faculty Mentor; enrollment between 25-35. Homework assignments, final assessment, office hours; peer and faculty observation and mentoring required.
10	Teaching assistant for any GE course	Report to instructor of record and GE GTA Faculty Mentor; Note: 1 TA is assigned with per additional 25-30 students
2-10	Publicity/Communication Support	Report to External Relations Coordinator; maintain blog, social networks, poster and postcard distributions, liaison for student productions; make video "commercials" etc.
2-20	Production/House Management	Report to External Relations Coordinator, work with Production Manager(s); depending on anticipated productions; may be house managing
2-20	Faculty Research Support	Report to Chair, work with assigned faculty for project support
2-10	Chair Support	Report to Chair; administrative support, e.g. project planning, fund raising, grant writing, document preparation, events
2-10	Video Documentation Support	Report to Media Manager; video Department concerts and events, upload to Department server for student access

Graduate Teaching Associates

Context for Teaching Elective Courses. The Department of Dance has the upmost faith in GTA ability to succeed as teachers in the Department elective courses. Many GTAs are experienced teachers and bring prior knowledge to this endeavor; other GTAs have less experience, but all of the potential to uphold the excellent work of predecessors.

Dance graduate students are, most often, very popular and very successful with students in the elective courses. GTAs are part of an exemplary teaching tradition with staff, faculty mentors, and peer graduate students are available for support.

The Elective courses reach a large population of university students, both undergraduate and graduate, and also a number of Dance BFA and Dance Minor students. Studio courses include contemporary, ballet, African diasporic forms of jazz, hip-hop, tap, international forms, social dance forms, yoga, somatics, composition, and improvisation. General Education (GE) courses include Writing About Dance, Dance in Popular Culture, Western Concert Dance, and Dance in Global Contexts.

Elective courses serve an important role in reaching and informing the future “public” and “patrons” of dance, and the BFA courses develop the future artist/teacher/scholar. The life of the dance field depends upon the success of both courses. On the most fundamental level, elective courses bring more people in contact with the dance experience itself. This dance experience increases kinesthetic responsiveness and at the same time builds an audience for contemporary concert dance.

Objectives for teaching in the elective courses include to:

- provide a physical experience of moving and dancing. Students will gain kinesthetic awareness, a sense of their own bodies, body awareness, the ability to organize their bodies on space and time. Emphasize general movement principles, de-emphasize complex steps. Learn by moving: talk less.
- nurture aesthetic awareness, an understanding of the qualities/dynamics of movement and of dance as an expressive art form
- introduce creative process in dance
- develop the students’ critical eyes, their ability to look at dance, and articulate what they see and experience
- present dance in a broader context: social, political, cultural, historical, thus broadening their perspective about the dance field and the art form
- teach the kinesthetic and the aesthetic, the athletic and the artistic, the functional and the expressive within a holistic context of the dance discipline.

Elective courses operate under:

- Department of Dance (with BFA, MFA, PhD, Minor programs)
- College of Arts Sciences (budgets and operations)

Dance GTAs operate under:

- Graduate School (academic unit)
- Department of Dance (employing unit)

Dance in Columbus operates under:

- Ohio State University as a Research One University (leading edge of research-large research funding base)
- [Wexner Center for the Arts](#) as an important arts institution on campus
- Community arts and dance venues include: Columbus Association for the Performing Arts ([CAPA](#)) which oversees the many theatres, [King Arts Complex](#), [BalletMet](#), [Columbus Dance Theatre](#), Columbus Symphony, ProMusica, CATCO, Columbus Art Museum, and many others.
- Professional Arts and Dance Support Organizations include: OhioDance, Greater Columbus Arts Council, and Ohio Arts Council.

Job Titles. GTAs may be an instructor of record for elective and/or major studio course(s) or General Education (GE) lecture classes, may assist the instructor of a GE or major lecture class, and/or may be assigned additional administrative duties in the Department to complete the 20-hour/week workload.

For instructor of record, please note a general rule about how a GTA refer to themselves to students as “instructor.” Sometimes lecturers and visiting artists call themselves instructors, sometimes professors, generally depending on years of service and the terms of the employment contract. For the most part, the title “professor” should be reserved for when employed as a visiting assistant professor, assistant professor, associate professor, or full professor.

Observation of Teaching. All GTAs are assigned to be observed at least once per semester in teaching for faculty feedback, writing letters of recommendation, and monitoring program quality. The Academic Program Coordinator will work with the Department Chair to assign faculty observers of both studio and lecture courses, following as closely as possible the process below. **GTA Studio/Lecture Observation forms** are available from the Academic Program Coordinator. GTAs are welcome to request additional faculty observations of their choice as well as [UCAT consultants](#).

When assigning faculty observers, the Department Chair and Academic Program Coordinator will endeavor to:

- assign one faculty member per GTA, trying to accommodate MFA/PhD committee members when possible.
- distribute faculty observation assignments to faculty and to GTAs, realizing that not all courses taught will be required to be observed in a particular semester, especially if the GTA has been observed and seen to excel in teaching a particular course in the past.
- remind faculty and GTAs of protocol for scheduling observations:
 - The GTA is responsible to contact the assigned faculty observer in order to schedule an observation of teaching
 - The GTA should contact the Department Chair in the case that the assigned faculty lead is unable to schedule an observation because of conflicting teaching schedules.
 - Email completed observations to the Academic Program Coordinator by the end of the semester for documentation in the student's file, the appropriate GTA Faculty Mentor, and the Department Chair.

Program 60. Some students may attend lecture or studio classes as part of the [Program 60](#). Ohio residents age 60 or older are invited to enrich their lives by experiencing the academic excellence and world-renowned research available at The Ohio State University. Each year, thousands of Ohioans take advantage of this tuition-free, noncredit/non-degree program to connect to the university community. Program 60 students attend undergraduate, graduate-level, and distance learning courses through Program 60 on a space-available basis.

TOPS. The Transition Options in Postsecondary Settings (TOPS) at the OSU Nisonger Center offers individuals ages 18 or older with intellectual and developmental disabilities a unique opportunity to engage in Ohio State academic coursework and work experiences while developing independent living skills and participating in campus and community organizations, social activities, and events. If a TOPS student plans to enroll in a Dance course, the Academic Coordinator will connect the GTA instructor with the TOPS staff. More information is available at <http://nisonger.osu.edu/adult/adult-clinics-services/tops/>.

Dance Concert Attendance. It is a Department-wide policy the students in elective studio and GE courses should attend one or more dance performances during the semester of the course. During the Autumn semester, all students enrolled in elective studio and GE courses are required to attend Department of Dance Concert. In extenuating circumstances the GTA may make an exception and assign an appropriate substitute. During Spring semester, all students enrolled should attend at least one student concert.

Student Attendance. All GTAs are responsible to check student attendance each class, both for who is on the class roster in [Faculty Center](#) (real time update) and/or [Carmen](#) (24 hour update). Please direct students who have questions about how add, drop, or pay tuition to the Academic Program Coordinator for assistance. GTAs may not permit students to add courses after the 2nd Friday; please refer such requests to the Academic Program Coordinator.

Exam Time Conflicts with Dance Courses. It is a university-wide policy that students should never have to miss a scheduled class to take an exam for another class in an out-of-class setting, and alternate exam opportunities should be provided in those cases. GTAs need to regularly remind students of this policy and ask that students request alternative times in the other classes that do NOT conflict with Dance classes. If the non-Dance course instructor is not cooperating with this policy, the GTA should inform the Academic Program Coordinator and Department Chair of the specifics for appropriate action at higher levels of university administration.

Student Grades and Auditing. The Department of Dance does not permit auditing of courses at any time for any student. However, it is permitted - in rare instances, that an undergraduate student chooses to enroll in a Dance elective course for Pass/Non-Pass credit through their academic advisor. Please see the [Faculty Rules on Instruction](#) for more information about grades, especially "EN" for the occasions when a student fails a course for non-attendance after a particular date.

University Interim Digital Accessibility Policy. Please read over the requirements here: <https://it.osu.edu/policies-and-standards/digital-accessibility>. These requirements must be met for ANY and ALL content posted on public and/or student-facing interfaces. The most direct aspect of this that we all need to keep in mind to comply to these regulations is making sure that any videos we create within the department have closed-captioning. Any and all videos that we produce and post online for our students or for the general public need to have closed captions

in order to comply with both federal and university regulations. See the Dance Media Manager for assistance. Below are some resources to get started with closed-captioning:

<https://resourcecenter.odee.osu.edu/accessibility/getting-started-video-captioning#overview>
<https://osu.app.box.com/s/e10elbx9lilqwdsh0fabw8vq69k35lg6>

Office Hours. GTA instructors and teaching assistants should offer office hours to students, either as set hours and/or by appointment. GTAs may reserve the Dance Huddle Room (316D) through the [Internal Space Request \(open or reserved\)](#) or [OSU Library Meeting/Study Rooms](#) or meet at on-campus public spaces as desired.

Teaching Reels. It is recommended that GTAs plan to schedule times in class (assigned duty or when acting as a substitute instructor) to film “teaching reels” that can be used in the future for job searches. GTAs will need student permission to videotape and explain how the footage will be used and provide alternatives for students who do not consent to be filmed.

Inclusive Language. GTAs should make every effort to use inclusive language (gender, diversity, etc.) in all course publications, especially the syllabus, and in addressing all students with respect. See the following OSU websites for additional resources:

- University Center for the Advancement of Teaching – www.ucat.osu.edu
- Office of Diversity and Inclusion – www.odi.osu.edu
- Office of Disability Services – www.ods.osu.edu
- American Language Program - <http://esl.ehe.osu.edu/programs/alp/>
- Office of International Affairs – www.oia.osu.edu

Diversity and Implicit Bias. There are many resources for GTAs as students and employees to hone their skills in awareness and addressing diversity and implicit bias. See the following OSU websites for additional resources and workshops. The Department prioritizes this kind of training and will bring in moderators for sessions for GTAs when scheduling permits.

- University Center for the Advancement of Teaching - <https://ucat.osu.edu/ucat-events/events-on-teaching/possible-topics/>
- Bias Assessment and Response Team (BART) - <https://studentlife.osu.edu/bias/>
- Multicultural Center – <http://mcc.osu.edu/education-and-training/>
- Kirwan Institute - <http://kirwaninstitute.osu.edu/our-strategy-impact/columbusosu/>
- Ohio Union Activities Board – https://activities.osu.edu/involvement/graduate_and_professional/DIBP
- Women’s Place - <https://womensplace.osu.edu/implicit-bias-resources.html>

Sexual Harassment. The Department of Dance expects the highest professional behavior with regard to treatment of students. DO NOT DATE students. Avoid friendships with students until the course is completed.

Sexual Misconduct Training. Instructors of record and TAs are required to report what a student shares regarding an incident of sexual misconduct. This does not mean that your report goes to the police, but it does alert OSU personnel who will reach out to the student with support services. The protocols are explained in the online training video at <https://www.osu.edu/buckeyesact>. While this training is not mandatory, it is strongly encouraged. GTAs are encouraged to come to the department faculty for guidance in this process.

Graduate Associate Teaching Award. All Graduate Teaching Associates are eligible to be other- or self-nominated for the [Graduate Associate Teaching Award](#) (GATA) through the Graduate School. Staff at UCAT are often available to assist GTAs with application materials. Even if not awarded, this is an excellent process to prepare teaching portfolios for job searches.

Professional Development. Other professional development opportunities related to teaching include:

- [Graduate School's Preparing Future Faculty Program](#)
- [Graduate Interdisciplinary Specialization in College and University Teaching](#)
- [Graduate School career development resources](#)
- [UCAT graduate teaching development resources](#)

Dance GTAs are encouraged to apply for the [UCAT Graduate Teaching Fellows](#) program, especially if they would like to develop and implement a Department-wide policy or resource.

International GTAs. All international GTAs are required to show teaching proficiency in English before having direct contact with students. This proficiency may be determined at admission based on country of citizenship or education or earning a minimum score on the spoken section of a test such as TOEFL or IELTS. It may be in the form of the Oral Proficiency Assessment (OPA), which may be waived for Students who have completed both high school and a bachelor's degree in the US and who have been living in the US for at least 8 years (email ESL Programs at esl@osu.edu to set up a meeting). If the Oral Proficiency Assessment (OPA) needs to be taken in order to begin GTA duties, the Academic Program Coordinator will work with the student and GTA-Spoken English staff in English as a Second Language Programs Office for the Department of Dance to pay for the OPA. See more information at <http://esl.ehe.osu.edu/home/testing/spoken-english/>.

GTA Guidelines for Studio Courses

Dance Attire. Students often ask about appropriate attire for dance class. GTAs may demonstrate by example, specify in the syllabus, post in Carmen Canvas, and address the question in class. Below is some example text for GTAs to build upon or edit.

- Contemporary: fitted, clean, modest, moveable clothing. Please no low neckline tops and have hair secured away from the face. Please ask your instructor for any further clarifications.
- Ballet is any color/style of leotard and tights (not required but encouraged) with warmup layers only through 1st half of barre; attire should be form fitting. Please do not wear baggy clothing or anything that will distract or impede movement (no sweat pants/shirts, jeans, dangling or noisy jewelry). All students are required to wear ballet shoes. Long hair must be secured back so as not to interfere with head movements.

Behavior / Class Etiquette. It is the responsibility of the GTA to explain appropriate behavior or etiquette in dance class, such as listening to corrections, remaining engaged even when not "onstage," practicing safety, non-distracting behaviors, etc. GTAs should use personal discretion and preference to provide general guidelines that can carry over between dance styles.

Touching Students. Touch is an important part of pedagogy, but not all students can accept it for religious, medical, misinterpretation for sexual harassment, or other reasons. It is highly recommended that GTAs include a “touch statement” (samples in BuckeyeBox) in the syllabus and explain in class how touch is used and conducted, and allow each student to “waive” or not allow the instructor to use pedagogical touch.

Security and Building Protocols. Building security is very important, particularly for evening studio courses. Sullivant Hall is on High Street with a wide variety of events nearby. In the Department of Dance, only Dance faculty, staff, lecturers, and BFA/MFA/PhD students have swipe access with the BuckID to Department spaces. However, the Advanced Center for Computing in Art and Design (ACCAD), Department of Art Administration, Education, and Policy (AAEP), Barnett Center for Integrated Arts and Enterprise, and Billy Ireland Cartoon Library also grant access to a wide variety of persons into the building or their own spaces.

GTAs must be vigilant and remind students to be vigilant at all times and NEVER prop doors open or let someone unknown into Dance spaces. If the GTA or any student see someone in the building that makes them uncomfortable or is doing inappropriate things, please pay attention to details so that a description can be given to Campus Public Safety (292-2121 non-emergency or 292-2525 emergency), the Department Chair, and Academic Program Coordinator.

GTA instructors of evening classes must frequently remind students to enter Sullivant through the **Cartoon Library entrance on the Wexner/North side of the building, which is open until 7:30pm, Monday-Thursday**. All other entrances close at 5:30pm. The **corridors are open until 7:15pm** – students must be on time or make arrangements with the instructor to enter the space! After 7:15pm, 2nd floor restrooms are outside the “locked” zone! Students should go up the northwest stairs (by 290/390) to the 3rd floor and use the Green Room bathrooms.

Also please regularly remind elective students that they may change clothes in the bathroom, but **not the lactation room on the 2nd floor south hallway**. If the room is not available to lactating women, we are in violation of Title 9 regulations.

If students inform the instructor that they are having trouble accessing the building or if there is another physical facilities issue, GTAs should get clear details about the particular issue or equipment from the student and inform the Academic Program Coordinator in order to facilitate a solution or alternative.

Alternative Movement Enrollment. Occasionally, the Department approves Dance and non-Dance graduate students to attend an elective studio course for graduate credit, to be graded by the Academic Program Coordinator. In most cases, as notified by the Academic Program Coordinator, the enrolled student is responsible for all assignments and attendance consistent with the elective studio course syllabus (adding the enrolled student as a Guest in Carmen); in which case the GTA reports the grade for posting to the Academic Program Coordinator. In other cases, the enrolled student will request different attendance or assignments, such as undergraduate dance majors, health professionals or medical students who may only attend fewer classes, e.g. health/medical students attending ½ the classes, and not complete outside assignments. In this case the Academic Program Coordinator will notify the GTA.

Elective Courses Informance. Elective students in Dance courses (and the instructors) often wish to have an Informance at the end of the semester to share with friends and family. For room capacity and safety reasons, the Department of Dance does not allow Elective Informances in the Barnett Theatre. Instructors may use any number of the suggestions below or be creative with other ideas; all logistics must be instructor-led and not require Department resources or staff time (aside from publicizing through normal methods with flyers, emails, and OSU Dance Weekly). It is strongly recommended that any kind of informance be planned prior to the start of classes and shared on the class syllabus.

- Individual class showings in the final class or during the assigned finals in assigned studio
- Several classes have a common showing time in assigned studio(s)
- Many classes coordinate a common showing time in non-Dance space such as the Ohio Union or RPAC (possible through the Dance graduate student organization DiGS)
- Weather-permitting, showings on the Oval

After instruction:

- Remain on-duty through finals week.
- Complete grading and post final grades by the university deadline.
- Email the “gradebook” and final syllabus to Academic Program Coordinator for Department records and course record retention.
- Communicate with the next course instructor regarding syllabus and Carmen content, if applicable. Share Carmen content in the Master Course shell – see Academic Program Coordinator for access.

GTA Guidelines for General Education Courses

GTA instructor of record for a GE course (20 hours/week):

Prior to instruction:

- Secure the university-approved syllabus template for the assigned course through [BuckeyeBox](#).
 - Base the syllabus on the university-approved syllabus template to minimize curricular drift; the template has been approved, excessive deviation constitutes a course redesign, and the course would need to be re-submitted for approval.
 - If there is a question regarding the accuracy or applicability of the university-approved syllabus template for the course, please see the GE GTA Faculty Mentor and Academic Program Coordinator.
 - Make sure the GE course syllabus includes the relevant category(ies), the associated goals *and* expected learning outcomes, and a brief statement that explains how the particular course will satisfy the stated learning outcomes. The GE goals and expected learning outcomes can be found at <http://asccas.osu.edu/curriculum/ge-goals-and-learning-outcomes>.
 - 2367 as 2nd level writing
 - 2401 as visual performing arts
 - 3401 as culture and ideas, social diversity in the US
 - 3402 as culture and ideas, global studies

- Prepare the syllabus, including course expectations, assignments, etc. Ensure that the student workload is appropriate for the number of credit hours as well as for the GTA's own 20-hour workload. One credit hour equals 3-4 hours of student work per week, including contact hours. Do not assign more than can be reasonably graded.
- Secure reading materials for the course, including submitting a book order to [SBX](#) and the [OSU Bookstore](#) (3 weeks in advance), putting readings on [OSU Libraries Course Reserve](#) and/or [eReserve in Carmen](#), and/or uploading readings to [Carmen](#) as appropriate.
- Submit the syllabus to the GE coordinator for discussion and approval to ensure minimal curricular drift. Due dates will be announced. Be sure to include your plans for use of the course TA, if applicable.
- Determine individual instructor absences for religious observance, conferences, etc. and find substitute instructors--generally the course TA if applicable. Submit the Dance GTA Leave Request form to the Academic Program Coordinator for Department Chair approval.
- Communicate with TA.

During instruction:

- Prepare lectures, discussion prompts, and classroom exercises as appropriate.
- Arrive to class on time and prepared.
- Grade and return assignments and exams within two weeks of submission.
- As an instructor of record, the GTA is allotted 340 hours of work for the semester, including finals week. This averages to 20 hours per week. It is in the nature of teaching that the amount of effort required varies throughout the course. GTAs should not expect to work exactly 20 hours per week, rather the GTA should expect an average of 20 hours, with some weeks requiring more, and other weeks requiring fewer hours.
- If there is a TA for the course, communicate regularly regarding expectations and needs to ensure that expectations remain reasonable.
- If the GTA feels that the TA is not meeting expectations, communicate first with the TA, or seek advice from the GE GTA Faculty Mentor about how to talk to the TA. If unresolved, discuss the situation with the GE GTA Faculty Mentor and Department Chair.
- As part of an accommodation for a student registered with Disability Services, another student may be sought to be a Note-Taker. Suggested text is "Disability Services is recruiting a Note-Taker for this course. You can either receive certification of volunteer hours or be paid \$25 per credit hour for providing a copy of your notes. Please raise your hand (or reply to this email) if you are interested." Further instructions about Note-Takers are available through the Academic Program Coordinator or Disability Services.

After instruction:

- Remain on-duty through finals week.
- Complete grading and post final grades by the university deadline.
- Email the "gradebook" and final syllabus to Academic Program Coordinator for Department records and course record retention.
- Communicate with the next course instructor regarding syllabus and Carmen content, if applicable. Share Carmen content in the Master Course shell – see Academic Program Coordinator for access.

GTA assisting for a GE course (5-10 hours/week):

Prior to instruction:

- Communicate with the instructor of record regarding responsibilities and needs for the course, as well as any anticipated absences for religious observance, conference attendance, etc.

During instruction:

- The TA is there to assist the instructor, and to thereby gain valuable knowledge in classroom instruction. It is expected that the TA will attend all class sessions, be on time, and stay for the duration of the class unless prior arrangements have been made with the instructor.
- The TA is allotted 170 hours of work for the semester, including finals week. This averages to 10 hours per week. It is in the nature of teaching that the amount of effort required varies throughout the course. The TA should not expect to be given exactly 10 hours of work per week, but rather should expect an average of 10 hours, with some weeks requiring more, and other weeks requiring fewer hours. Work with the instructor of record to ensure that expectations remain reasonable during peak times.
- During class, it is expected that the TA will support the learning environment by taking notes on lectures, participating in class discussions and group work in an advisory capacity (for example, floating among groups during small group work or discussion), and other duties as requested. The TA may be asked to secure visual media before class, to set up the classroom, to turn lights off/on for media, to take attendance, etc.
- Outside of class time, the TA may be asked to grade examinations and/or writing assignments, which may require familiarity with the course reading. The instructor of record should give very clear guidelines, including which course readings to complete, and answer keys or rubrics for grading, as appropriate. The TA may additionally be requested to monitor Carmen discussion posts, enter grades in the gradebook, answer student emails, etc.
- Grade and return assignments and exams within two weeks of submission.
- The TA can anticipate teaching between 2-4 class sessions, with the instructor of record observing and giving feedback on at least one. Meet with the instructor of record in advance to determine what topics will be covered and what information must be conveyed to students. When teaching a class session, it is appropriate to allow a novice instructor 5 hours for class preparation, in addition to 1 hour of advance planning with the lead instructor, 1.5 hours for delivery, and 1 hour of conversation and feedback after the class if the lead instructor observed teaching. In other words, a TA will not be available for grading or other assignments in a week of leading a class session.
- The TA should communicate regularly with the instructor of record regarding mutual expectations and needs.
- If the TA feels that assigned duties exceed the 10-hour per week allotment, communicate first with the instructor of record to determine if alternate strategies might be employed. If unresolved, discuss the situation with the GE GTA Faculty Mentor and Department Chair.

Online Courses

If assigned to teach or to TA an online course, the GTA will need to seek additional training through the Office of Distance Education and eLearning (ODEE) in order to achieve fluency in Carmen Canvas in order to teach an online course. This means knowing how to:

- Import and export content
- Set up content week by week
- Set up quizzes and discussion boards

- Know how to use Dropbox for assignment submission
- Hold office hours in Carmen Connect
- Create and share video lectures

In addition to [workshops available through ODEE](#), there are video tutorials and help articles available at <http://resourcecenter.odee.osu.edu/Carmen>

Instructors may be required to attend workshops through ODEE and/or UCAT. More details on this section will be forthcoming once we have delivered enough courses in this format to offer specific guidelines.

GTA Guidelines for Administrative or Research Duties

GTAs under faculty direction may have duties such as researching grants, writing grants, indexing or proofing written work, semiotic analysis, movement analysis, information gathering for a creative project, and video organizing.

Faculty working with GTAs with administrative or research duties are responsible for the following:

- Set up regular weekly meetings to calibrate the amount of work assigned (meeting is part of work hours); work continues through finals week
- Be prepared for creative exploration of tasks and work that assist faculty and enrich the GTA experience
- Request tasks or projects appropriate to the amount of work time and effort
- Monitor the tasks or projects outcome of the GTA's effort and give feedback
- Remind the GTA to keep track of work hours; faculty may not ask GTAs to "bank" hours, e.g. 0 hours one week, 10 hours the next week
- Support hours continue through finals week
- If faculty do not have tasks or projects, tell the GTA in advance and remind the GTA to come to the Department Chair for tasks or projects
- If faculty anticipate the use of car, other modes of travel, or other cost-incurring activities, contact the Administrative Manager first
- Do not ask GTAs for personal help with errands, laundry, etc.
- Do work with GTAs on things such as researching grants, writing grants, indexing or proofreading work, semiotic analysis, movement analysis, information gathering for a creative project, video organizing, developing teaching materials, etc.
- GTAs may use Reception office computer, copier/scanner/fax on faculty behalf; phone calls should be made from the faculty's office phone, not a GTA's personal phone
- Contact the Administrative Manager if personnel-related concerns or issues arise

GTAs with administrative or research duties are responsible for the following:

- Meet regularly with faculty, including through finals week
- Keep track of working hours, including meeting times
- GTAs may offer to "bank" hours within reason
- Support hours continue through finals week
- See the Department Chair or Academic Program Coordinator if no work is assigned from

faculty

- Be proactive in suggesting next steps, researching further, bringing back information/organization/ideas in ways that further assist the faculty
- Ask if the faculty has asked the Administrative Manager if tasks or projects involve travel, use of car or phone, or outside costs
- Ask the Administrative Manager or Department Chair if asked to do manual or menial labor that does not appear to support creative activity or scholarship
- Contact the Administrative Manager if personnel-related concerns or issues arise

Fellows and Taxes

Ohio State does not withhold taxes from fellowship stipends because the amount is considered an award, not pay for service. However, the government does consider GTA stipends to be taxable income. GTAs will be required to pay local, state, and federal taxes on monthly stipends. **Taxes are the sole responsibility of the student; the Department and Graduate School have no access to tax information.**

The Graduate School encourages Fellows to consult with a tax professional. For federal taxes, please go to the IRS web site: www.irs.gov and to the quarterly payment forms. There is some question as to whether Fellows are required to pay the 2.5% Columbus city tax; please go to www.columbustax.net for more information.

Tax resources on campus include:

- [Fisher College of Business Tax Clinic](#)
- [Volunteer Income Tax Assistance \(VITA\)](#)
- [Student Wellness Center's Scarlet and Gray Financial program](#)

Residency for Tuition Costs

When a graduate student is a GTA or Fellow, the non-resident tuition cost appears in the Department fund, but then there is an automatic budget entry from the central OSU fund that offsets the cost. Since the Department is automatically reimbursed for the Non-Resident Fee Auth at the time fee authorizations are processed, we do not have to "budget" for that cost when projecting expenses.

Therefore, when students are GTAs or Fellows, non-resident tuition is not an issue, but if a student ever needs to pay their own tuition, they should have tuition residency established for their own sake. To establish residency, please information on the [Registrar's website](#).

Department Resources

Music for Teaching

In 2015, the Department of Dance was awarded a UCAT Seed Grant to create and maintain the [Dance Music Database](#) (DMD). Spearheaded by Noelle Bohaty, MFA '16, and Brandon Whited, MFA '16, and managed by Elijah Palnik, the DMD provides GTAs with the means to improve their presentation skills within the classroom, familiarity in utilizing technology while teaching, expanding their own knowledge and use of music previously unknown to them, and generally managing the needs of a studio-based dance classroom. Future purchases, database organization, and database search engine is sustainable with assistance from staff and GTAs. Please be proactive and make requests and suggestions!

Having the DMD accessible during course preparation is pivotal in order to take advantage of the full range of resources the DMD offers. Since course planning typically occurs in the summer months or during winter break, GTAs who engage in advance preparation will benefit most from the DMD.

Dance Music Database: www.gradmd.com

Please suggest music for Elijah to add by uploading MP3 files to Box > Course Syllabi > MP3s for Dance Music Database and follow instructions. For access to the folder, please email the Academic Program Coordinator after you have activated your BuckeyeBox at <https://my.osu.edu/>.

There is also a [Mac app](#) that analyzes songs in individual iTunes library for beats per minute (BPM). To add BPM to your iTunes browser, control-click (or right click) anywhere in the row at the top of the browser and check BPM. Then click to sort by BPM to locate song ideas.

University Online Learning Management System

[Carmen](#) is the name of OSU's online learning management system and it is currently using a platform called Canvas. GTA instructors are strongly encouraged to use Carmen for many aspects of course learning and at minimum to use Carmen to post the course syllabus (rather than printing copies). Resources to learn and use Carmen are through [ODEE](#). There is Online Help and the Resource Center, as well as [workshops and eLearning Support Office Hours](#). GTAs may also enlist the assistance of the Academic Program Coordinator, Media Manager, and peers.

Music and Dance Library Materials

You may order any media (streaming and/or dvd) from the Music and Dance library by completing the online form available at the following link.

<https://library.osu.edu/about/departments/collection-development/streaming-video-request-form/>

Purchasing

Purchasing refers to the procurement of objects or services, e.g. when you need to buy a thing or pay a person. The Department provides basic office supplies and printing/scanning equipment for employment-related use. The Pedagogy Library of portable barres, whiteboards of various sizes, and teaching materials in the Dance Notation Bureau Extension are available for checkout through the Academic Program Coordinator or Student Assistants at the Front Desk.

Any purchases above and beyond the Department's basic resources require pre-approval. See the HR/Fiscal Officer for more information and pre-approval instructions.

Syllabi Guidelines

It is important for both instructors and students to realize that a syllabus functions as a contract, outlining the various responsibilities to be successful in a course. The syllabus sets the tone for the course. Department of Dance syllabi templates and examples of past syllabi are available in [BuckeyeBox](#). See the Academic Program Coordinator for access. It is strongly recommended that GTAs post syllabi in the online course management system [Carmen](#) for students. See the Academic Program Coordinator if the course is not listed in the Instructor role in Carmen a few weeks prior to the start of the semester.

Based on past experiences teaching, GTAs are encouraged to consider the following when developing syllabi and instructing elective courses:

1. Who are you teaching? Find out about backgrounds, expectations for the class, prior dance experience, health concerns and injuries.
2. What will students learn? At what level? What must students do to attain that level?
3. How do you enable them to achieve the desired goals?
4. How will students know if they have achieved the learning goals? How must they demonstrate this?

Office Space and Supplies Access

Graduate Associates are provided with a desk, office chair (it is not a prop), mailbox, and secure cabinet in the locked office of Sullivant Hall. GTAs have access to the Department printer, copy machine with scanning, and basic office supplies in the Copy Room. An office telephone (intra-campus line, no voicemail attached, local calls only) is available in the Huddle Room. All desks, equipment, and supplies are to be used for GTA-related needs and not personal academic use.

For printing of documents related to GTA duties, e.g. syllabus, teaching materials, etc., please coordinate use of the Copy Room printers through the Student Assistants at the Front Desk computer. In the absence of Student Assistants, see the Academic Program Coordinator. Please use either email, a portable flash drive, or log in to a cloud drive.

GTA's have priority for desk assignments for academic year; shifts may depend on availability. The Department endeavors to give all graduate students a desk space in the Grad Office area (room 300), but it may be a creatively concocted space due to budget restrictions. Graduate students are permitted to leave items in the assigned desks over summer, unless requested otherwise.

When assigned a desk, graduate students are given a key. When the student separates from the Department (graduation, leave of absence, transfer to another program, etc.), it is required to return the key to the HR/Fiscal Officer. If the key is lost or not returned, the student will be assessed a \$15 replacement fee. Students are responsible to keep personal items and equipment locked and secured at all times to avoid theft.

The grad and faculty office space is a shared, open space. Please follow the Department culture protocols outlined below.

- From 8:30am-12pm, the office suite can be "library quiet" - whereby people can study, meet quietly, read, prepare classes with ear buds, etc. Staff and faculty in the main reception area, Room 316, should also be mindful of loud conversations in open spaces.
- From 12-1pm, all bets are off. Enjoy lunch, comings and goings, water cooler talk etc.
- From 1-5pm, library quiet again, except Friday afternoons that may need a little levity.
- Evening hours/weekends, please be sensitive to studying etc.

A good practice has been to "knock" on any person's open office space before "entering" the space, and ascertaining if the virtual door is open.

For personal use, a stand-alone printer resides in the Grad Office area. This equipment has printing, scanning, and copying capabilities; however, it is not networked. It is intended for printing needs as a student and is provided at the Department's discretion. Check the following links to find additional technology and printing resources through the University.

- [OCIO IT Resources for Students](#)
- [Uniprint](#)

To use: plug the USB cable into laptop. The computer should automatically download the drivers, but if it doesn't, the [driver can be found here](#):

Due to lean budget, the Department cannot provide this equipment with toner or paper. It is recommended that students collect funds to purchase these items. Each toner cartridge costs about \$70, or \$53 if purchased through OSU. Please see the HR/Fiscal Officer for questions.

Employee Responsibilities

As employees of the university, GTAs are allotted an average number of hours per week in which to complete work. However, teaching is a specific type of labor, which requires some flexibility in how time is allotted and prioritized. It requires preparing materials, providing timely and actionable feedback on student work, and it also requires the unseen labor of sustaining the instructor and students emotionally. While GTAs should make every effort to abide by the hours allotted to duties, GTAs are also expected to do the work until it is done. It is not acceptable to return assignments or post final grades late. Attention and care must therefore be put into ensuring that what is expected of students, what the GTA expects of colleagues, and what the GTA expects of themselves is reasonable. If those expectations are not reasonable, renegotiate!

GTAs straddle two worlds being students in graduate program and being professional instructors and administrators. As graduate students taking classes in Dance, individual behavior sets a standard for peers and undergraduate students. GTAs must model discipline, hard work, and respect for teachers and students.

Graduate Associates and all graduate students should practice:

- collegial, civil, polite interaction with peer teachers and faculty
- respect for colleagues and students
- honesty and integrity
- constructive and transparent conflict resolution
- appreciation for all staff and the support provided

As OSU employees, GTAs uphold all university rules and regulations, such as holding all classes during designated times and places and requesting leaves in advance.

GTAs who have a disability that may impact their duties should contact the Office of Compliance & Institutional Integrity ADA Coordinator for the best resources for working at the university and communicating with the Department Chair or faculty/staff supervisor about employment accommodations. This is a separate process from any academic accommodations that are done with the Office of Student Life Disability Services.

Office of Compliance & Institutional Integrity ADA Coordinator

[Http://ada.osu.edu](http://ada.osu.edu)

[\(614\) 292-6207](tel:(614)292-6207)

21 East 11th Ave, Columbus Ohio, 43210

GTAs in need of resources on accommodations for Family and Medical Leave, Short-Term Disability, and Long-Term Disability, please contact the Integrated Absence Management and Vocational Services Office and communicate with the Department Chair or faculty/staff supervisor as appropriate.

Integrated Absence Management and Vocational Services

<https://hr.osu.edu/services/disability-benefits-leave-services/>

for Disability Benefits

(614) 292-3439

hr-integrateddisability@osu.edu

for Family and Medical Leave

(614) 292-3439 (Option 3)

hr-leaveadministrator@osu.edu

for Accident Reports

accidentreport@osu.edu

Instructor Illness or Class Substitute

If a GTA is sick will not be able to teach class, please do these steps.

1. Find a substitute from among peer graduate students or other university employees. For liability reasons, community members and undergraduate students are not permitted to substitute; they may only be supervised guests.
2. Notify the Department Chair and Academic Program Coordinator via email or phone.
3. If unable to find a substitute, talk to Department Chair and Academic Program Coordinator to determine if the class needs to be canceled or another substitute can be found. All efforts should be made to avoid canceling a movement practice class.
4. If a class needs to be canceled, please notify students via email (Carmen classlist or Faculty Center roster) and arrange to have a sign posted on the classroom door.

Any time that a GTA cannot fulfill job duties, due to issues not related to illnesses or professional development (seminars, conferences, adjudications, performances, etc.), submit a request in advance and get approval from the Chair before making any arrangements. Any time that a GTA needs to arrange a substitute teacher, complete a **Dance GTA Leave Request form** on the Department website in the [Toolkit section](#). The university is liable and must know who is in charge of duties and students if the GTA is not present.

The most current [Graduate School Handbook](#) includes the Guidelines for Short-Term Absences and Leaves of Absence for Graduate Students Appointed as GTAs, Fellows and Trainees. These are the rules the Department will follow if leave is requested.

Directed Teaching Experiences

There are several ways in which graduate students may experience and earn Dance 7500 Directed Teaching within the Department of Dance (outside experiences are Field Work).

1. The graduate student is teaching or assisting a faculty/staff/lecturer in a course that is not part of the assigned GTA duties (or the student is on fellowship and therefore not eligible to be a GTA). An example is assisting in a BFA Dance course such as Composition or Kinesiology. To engage in this experience, the graduate student must approach the course instructor well in advance and establish plans and permission to enroll in Dance 7500 under the course instructor using the Independent Study Plan and Permission form on the Department website in the [Toolkit section](#).
2. The graduate student is the instructor of a course that is not part of the assigned GTA duties (or the student is on fellowship and therefore not eligible to be a GTA) but is approved by the Department Chair as part of the student's research interests or

professional development. To engage in this experience, the graduate student must approach the Department Chair well in advance and establish plans and permission to enroll in Dance 7500 under Department Chair using the Independent Study Plan and Permission form on the Department website in the [Toolkit section](#).

3. An undergraduate student wishes to work under the graduate student who is instructing a course (as GTA duties or Directed Teaching) to explore pedagogical practices in a deeper way. The undergraduate student must approach the graduate student must approach the Department Chair well in advance and establish plans and permission to enroll in Dance 4500 under graduate student or the graduate student's faculty advisor or Department Chair using the Independent Study Plan and Permission form on the Department website in the [Toolkit section](#). It is important to note that the undergraduate may not teach in the graduate student's absence due to liability. If the graduate student is not able to be present when the undergraduate is teaching, the graduate student must arrange for a substitute who is a university employee and follow the Instructor Illness and Class Substitute policies outlined in this Handbook.

Course Meeting Off-Campus

In rare instances, GTA instructors may wish to take students off-campus during class time or outside of class time. For liability reasons, it is imperative that the GTA seek Department Chair approval (copy Administrative Manager and Academic Program Coordinator) well in advance, preferably before classes begin.

If approved by the Department Chair, the instructor cannot require students to meet off-campus; the experience can offered and another option provided for those who do not want to or are not able to meet off-campus. When leaving campus, the instructor will need to collect a completed liability waiver from the student, which is available from the Academic Program Coordinator.

APPENDIX A: Leave Form Sample

Department of Dance Request for Short-Term Leave

This form is used to make and approve leave requests for funded graduate students (graduate associates, fellows, and trainees) paid through the Ohio State payroll. Requests for leave from appointment duties should be made as far in advance as possible. Students on leave from their appointments must generally continue to meet minimum registration requirements. See reverse for definitions and responsibilities. See Appendix E, Graduate School Handbook.

If a long-term leave is needed, please make an appointment with the Department Chair, Graduate Studies Committee chair, and Academic Program Coordinator.

Section I. To be completed by the student and submitted to the **ACADEMIC PROGRAM COORDINATOR**

Student's name: _____

Student's appointing unit: **Department of Dance**

Student's graduate program: **Dance**

Leave Designation (check short-term absence or leave of absence and reason for request:

Note: The Department Chair is responsible for all instructors in Department of Dance classes and GTAs doing their work according to their funding requirements. ALL LEAVES REQUIRE PRE-APPROVAL FROM THE DEPARTMENT CHAIR.

Short term absence (generally one to three days; may be up to two weeks in rare circumstances)

Personal illness/injury

Death in family

Other (explain**): _____

****Please list:**

1. **The reason/purpose, especially if related to professional development, or other reasons**
2. **For teaching: give name, phone number, and email of person covering your classes and what will be done in your absence; for administration, give how this work will be completed before/during/after absence**
3. **Provide supporting documentation, such as websites or email confirmations of professional development or a non-detailed doctor's note**

Dates of requested absence: From _____ To _____

I certify that the information provided as part of this request is true, accurate, and complete. I understand that a person who, knowingly and with intent to defraud, requests leave using materially false information is guilty of fraud, which may result in disciplinary action, including action under the [Code of Student Conduct](#).

Signature, student: _____

Section II. To be completed by appointing unit supervisor. Note: In the case of a leave of absence, the following signatures are required: the appointing unit supervisor; the student's advisor; and the student's graduate studies committee chair. **Once a decision has been made, a completed copy of the form should be returned to the student requesting leave.**

Action: _____ Approved _____ Not Approved, Comments: _____

Signature, Department Chair: _____

Date: _____

APPENDIX B: Faculty Observation Samples

Ohio State University Department of Dance
Faculty Mentor Observation/Evaluation Form for
Graduate Teaching Associates in STUDIO COURSES

**Submit completed form to Academic Program Coordinator
email at schmidt.442@osu.edu**

Instructions:

- The GTA will have at least one assigned observer per semester. The GTA may request additional observers by personal invitation.
- The GTA is responsible to contact the assigned faculty observer in order to schedule an observation of teaching
- The GTA should share the course syllabus and a sampling of rubrics, etc. with the faculty observer in advance.
- The faculty observer should plan on 1-2 visits to the course for observation and the follow up conversation (right after the class, if possible, or at another time for 10-30 minutes). Observing a class from start to finish is important, but drop-ins can be just as instructive in supporting the instructor.
- The faculty observer emails this form or an email summary to the student and the Academic Program Coordinator by the end of the semester for documentation in the student's file and the faculty's annual review file.

Teaching TA Name:

Faculty Name:

Class observed:

Date:

Comment on strengths and challenges. Below is a list of prompts if you prefer to use those.

Any other feedback/notes? These can be useful for the Chair for scheduling, assignments, and/or job performance issues.

Respond/evaluate any or all of the following:

Movement concepts clear/appropriate
Theme of class clear/appropriate
Physicality / Kinesthesia
Musicality
Imagery
Pacing
Delivery (tone, cueing, corrections)
Cognitive frameworks utilized (Movement Theories, Anatomy, Physics)
Classroom management

Ohio State University Department of Dance
Faculty Mentor Observation/Evaluation Form for
Graduate Teaching Associates in LECTURE (GE) COURSES

**Submit completed form to Academic Program Coordinator
email at schmidt.442@osu.edu**

Instructions:

- The GTA will have at least one assigned observer per semester. The GTA may request additional observers by personal invitation.
- The GTA is responsible to contact the assigned faculty observer in order to schedule an observation of teaching
- The GTA should share the course syllabus and a sampling of rubrics, etc. with the faculty observer in advance.
- The faculty observer should plan on 1-2 visits to the course for observation and the follow up conversation (right after the class, if possible, or at another time for 10-30 minutes). Observing a class from start to finish is important, but drop-ins can be just as instructive in supporting the instructor.
- The faculty observer emails this form or an email summary to the student and the Academic Program Coordinator by the end of the semester for documentation in the student's file and the faculty's annual review file.

Teaching TA Name:

Faculty Name:

Class observed:

Date:

Comment on strengths and challenges. Below is a list of prompts if you prefer to use those.

Any other feedback/notes? These can be useful for the Chair for scheduling, assignments, and/or job performance issues:

Respond/evaluate any or all of the following prompts:

Organizational structure and development of class material clear/appropriate
Theme of class clear/appropriate
Appropriateness and integration of examples: visual, performed, aural, other
Delivery (tone, attitude, etc.)
Pacing
Classroom management