

Issue AY17-08-G

Faculty Senate Issue Log Form

Date-Submitted: 9/22/2017

Title-of-Issue: College Guidelines for apportionment of Faculty Teaching Load

Description: Faculty Handbook (2017), p.104

"Faculty Teaching Load"

Proposal

Add a single sentence to the end of paragraph 1:

For purposes of fairness and transparency, each college shall establish written guidelines for the apportionment of faculty teaching, research, and service.

Rationale: Rationale

According to the existing policy in

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# Faculty Teaching Load

1. The standard teaching load at Old Dominion University is 24 load hours for the academic year. Each chair will, in consultation with the faculty member, determine how the equivalent of that load is comprised for that faculty member in the department/school, after considering the goals and objectives developed by the faculty member and agreed to by the chair as a part of the annual evaluation process. Such load should be apportioned among teaching, research, administration, and other significant responsibilities approved by the chair. Responsibilities which the chair should take into account include curriculum development, academic advising, supervision of theses and dissertations, supervision of student internships, service in professional organizations, and special community or university services. Copies of the workload apportionment will be provided to each faculty member and forwarded to the dean for approval each semester and to the provost and vice president for academic affairs for information.
2. In courses where the credit hours equal the contact hours, one credit hour will be the equivalent of one load hour. Other factors that need to be taken into account in assigning class loads are: class enrollment, number of preparations, preparations for new courses, team teaching, number of honors, tutorial, independent study, or thesis courses, hours of graduate-level courses taught, and the number of registered thesis and dissertation students supervised.
3. In courses that have more contact hours than credit hours (for example, laboratories in some sciences and studio art) faculty compensation shall not exceed .75 load hours for each contact hour, assuming that no more than two contact hours per credit hour is in any case required. In courses consisting of both lecture and laboratory, only the laboratory will be calculated at .75 load hours for each contact hour, and the lecture at one load hour for each credit hour.
4. In the case of nontraditional or unusual teaching experiences such as student teaching, applied music, clinical experiences in an allied health program, or internships, the relationship between teaching time and load hours will be determined on a course-by-course basis by the faculty of the department with the approval of the dean and the provost and vice president for academic affairs.
5. The university, whenever appropriate, supports and encourages team teaching. Since team teaching allows for collaboration among peers and often results in an enhanced classroom environment or novel course content, there is potential for personal and professional growth for instructors and for broader and more stimulating experiences for students. Professors involved in team teaching will determine their individual contributions to the course and, in consultation with the chair(s) of their department(s), calculate their load hours for the course. The total load hours for the team should equal at least the total teaching load hours for the course. However, since team teaching and the administration of assignments and grading may be significantly more time consuming than for a course taught by one faculty member, the chair(s) may award additional load hours to team members. It is typically necessary for one member of the faculty team to be designated as course director for the semester to coordinate such course administrative activities as recording, completing, and submitting grades.
6. A faculty member's responsibility toward the university includes research and service in addition to teaching. Faculty members may not be assigned a teaching load beyond the standardized load hours per academic year described above without their consent. If the department and the faculty member request a teaching load beyond this limit, approval of such a request must be forwarded to the provost and vice president for academic affairs on the recommendation of the chair and dean.

- Approved by the president  
Revised February 18, 1997  
Revised November 17, 1997  
Revised April, 2003  
Revised March 22, 2013

Faculty Handbook (2017), p.104

## **Faculty Teaching Load**

### **Proposal**

Add a single sentence to the end of paragraph 1:

*For purposes of fairness and transparency, each college shall establish written guidelines for the apportionment of faculty teaching, research, and service.*

### **Rationale**

According to the existing policy in §1, department chairs, in discussion with individual faculty members, have broad discretion to establish each individual faculty member's workload for the following academic year. This discussion is supposed to take place in January or February in the context of the annual review (Faculty Information Sheet). Deans merely endorse the agreement made between the faculty member and the department chair. Academic Affairs receives a copy of the agreement as endorsed by the dean.

The initiator of this Senate Issue, in fourteen years as a tenure-line faculty member, has never once as part of an annual evaluation process had a department chair consult with him about his goals and objectives and how the full-time equivalent should be apportioned in terms of balancing service with research and teaching. Nor is the initiator of this Senate Issue aware of any department that follows the procedure stipulated by the Faculty Handbook.

Everyone knows that SCHEV requires the Faculty Work Load to equal 24. It is also broadly acknowledged that SCHEV doesn't really care how one gets to 24, as long as the means is documented.

The Colleges of Health Sciences and of Engineering already have written guidelines for the apportionment of faculty work load. This amendment will enable the other Colleges to establish guidelines suitable to the disciplines they house.

Adding this one sentence to the Faculty Handbook policy will accomplish several purposes.

1. To bring paragraph 1 to the attention of department chairs and deans, who in many programs have systematically neglected to follow the procedures mandated there.
2. To give chairs and deans a useful tool to reward, acknowledge, and incentivize the activities of faculty members, particularly in an age of no merit pay.
3. To increase participation in the structures of shared governance of this University. In Arts & Letters, for example, many faculty members, who in principle would like to lend their perspectives and service to University committees and events, refrain from doing so because

the University is unable to acknowledge their labor.

### **Conclusion**

Sen. Ginger Watson (formerly STEM Ed., now departed) first informally raised this issue in the context of dissertation advising in the College of Education. Anecdotal evidence suggests that widely across the University chairs and deans impose onerous teaching and service tasks on individual faculty members, particularly tenure-track assistant professors, who receive neither compensation nor credit for the time required by these tasks.