Faculty Teaching Load

This policy applies only to Teaching and Research Faculty. Research Faculty at research centers and faculty employed by the Medical Group are excluded.

1. The standard teaching load at Old Dominion University is 24 load hours for the academic year. Each chair/director will, in consultation with the faculty member and in accordance with approved college-level workload standards, determine how the equivalent of that load is comprised for that faculty member in the department/program, after considering the goals and objectives developed by the faculty member and agreed to by the chair/director as a part of the annual evaluation process. Such a load should be apportioned among teaching, research, administration, clinical, and other responsibilities approved by the chair/director. Other responsibilities the chair/director should consider include curriculum development, mentoring, supervision of theses and dissertations, supervision of student internships, service in professional organizations, and special community or university service. Copies of the workload apportionment will be provided to each faculty member and forwarded to the dean for approval each semester and to the appropriate executive vice president.

2. In courses where the credit hours equal the contact hours, one credit hour will be the equivalent of one load hour. Department chairs/directors must consider the following factors when assigning class loads or determining overload compensation include: class enrollment, number of preparations, preparations for new courses, service as course director, team teaching, number of honors courses, tutorials, independent study, 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 0.75 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 0.75 load hours for each contact hour, and the lecture at one load hour for each credit hour.

4. In the case of nontraditional teaching experiences such as student teaching, applied music, pre-clinical and clinical experiences, health professions programs, 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/program with the approval of the dean and the appropriate executive vice president.

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)/school(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 service and may include research in addition to teaching. Faculty members may not be assigned a teaching load beyond the standardized load hours per academic year described above without extra compensation. If the department/program and the faculty member request a teaching load beyond this limit, approval of such a request must be forwarded to the appropriate executive vice president on the recommendation of the chair/director and dean.

> \- Approved by the president
> Revised February 18, 1997; Revised November 17, 1997;
> Revised April, 2003
> Revised March 22, 2013
> Reviewed and Approved with No Changes May 16, 2022

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Dean's Policy Review complete
AALT review complete
Ready for Faculty Senate

This file has been wonky. Part of the title disappeared and I restored it.

Substantive change: We added a paragraph about adjusting load hours for asynchronous courses.

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Perhaps we could add the following after #3
4. For asynchronous courses the default will be to assign load hours equal to credit hours. However,
when appropriate the load hours may adjusted on a course-by-course basis by the faculty of the
department/program with approval of the chair/director, dean, and the appropriate executive vice
president.

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I am not sure this is a good change. We went through this a few years ago. A load hour is not necessarily
the same as a credit hour, as acknowledged in the next sentence.

Page 1: [8] Commented [A5]   **Author**

Could we consider "and in accordance with approved college-level workload standards" as a potential
additional here?   Suggested to introduce the idea of college level polices in this university-level policy.
We're already doing this, as each college is following their own standards (which of course must all fit
within the university policy/ definition).

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"Service" should be listed before administration.

Page 1: [10] Commented [A9]   **Author**

Suggest modifying with "service" to emphasize/clarify that there are service expectations.

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How does async fit into this? Even defining contact hours in async would require details on the specific course.

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it averages out over the course of the term. We will leave this as is.

Page 1: [22] Commented [A13R11]	Author

I was not thinking of the reduced term length, but rather the difference in the number of contact hours relative to credit hours for a synchronous course versus an in-person course. If the workload is adjusted because of the increased contact hours for a lab course, should it not also be adjusted if the number of contact hours is decreased for an asynchronous course. Of course, the amount of contact and faculty effort will depend on the design of the course, which makes this complicated.

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