

Instructions for Teaching Inventory Worksheets

The most important consideration for making this tool useful to both the department and college is to fill it out completely and accurately. Before beginning, review the [Course Assignment Planning](#) document for background information and definitions of the course reduction categories.

Important: Do not fill out the top portion of the document (rows 1-7). These sections are auto-populated as the information is added for individual faculty members in the sections below.

- **Base Load**

- Review the list of faculty members for accuracy. If any changes need to be made, please send an email to ascfacultyaffairs@osu.edu. If the changes are inconsistent with the information in the HR system, the college HR generalist for your department will work with you to make a correction there as well.
- Review the FTE and base load (columns D and E) for each of your faculty members. If any faculty members have a contractual split appointment with another department or school, ensure that the correct appointment for your department is listed for them and that their base load reflects that accurately (e.g., for a 50% appointment in a unit with a four course base load, their base load is listed at 2 instead of 4 for 100% FTE, etc.). If a faculty member has an appointment in a center or program in the college, you should count the faculty member as being at full FTE in the department and list teaching or teaching releases for that center or program on your inventory. (Centers and programs outside of departments do not complete these worksheets, so this is the best way to capture all of each faculty member's efforts.)
- Check the accuracy of the base loads listed for any faculty members who have a permanent course reduction (e.g., the faculty member is an Eminent Scholar, endowed chair, has a special hiring agreement, etc.). Please do NOT include temporary course reductions, such as faculty start-up reductions, FPL/FML, short-term retention/offer letter reductions, etc. in this space.



- **Reductions/Additions**

- In Column F, select the category for a course reduction. Individuals can have more than one category for course reductions, but each one must be listed on a separate line.
- In Column G, list the number of course reductions that is incurred for the academic year on the corresponding row.
- In Column H, select the category for any additional planned courses over the base load. Examples for these categories would be: Reduced Research or Service Assignment for those who teach over the department per person base load in exchange for a reduction in research or service; Course Owed from Previous Year to reflect those that “owe” a course from a prior year (e.g., cancelled class, etc.); and Course Overload for individuals who take on an increased teaching load for any other reason. Again, individuals can have more than one category for course reductions, but each one must be listed on a separate line.
- In Column I, list the number of course additions for the academic year on the corresponding row.
- In Column K, list the rationale for the reductions and additions. It is helpful to both the college and the department to provide a brief note in this space as it helps to ensure that reductions/additions are being recorded and used correctly.
- Once reductions and additions are categorized and weighted in the appropriate sections, the totals at the top of the form are automatically tabulated. Note that course reductions for administrative roles outside the department, for unpaid leave, for medical leave, and for course buy outs count as the equivalent of courses and contribute toward the overall departmental yield.
- Column J will automatically populate as you complete the form.

- **Academic Terms**

- This section is used to ensure that faculty members are completing their assigned number of courses and that the department has assigned the correct amount of courses. List courses planned for the summer of 2017 or 2018 (including May of 2018) as part of the regular teaching load in the

appropriate column for those semesters. In general, May courses for 2017 should not be listed because they have already been reported on the 2016-17 inventory; list them on the 2017-18 inventory only if they were not reported last year.

- For each faculty member, list the course section(s) she or he is scheduled to teach for each term. In the Weight column, list a numeric value on the corresponding row for each course taught that term. Use decimals to represent partial credit (e.g., 0.5 for half a course). For principles on assigning credit for team taught courses, see the appendix to this document; this information is also available as a separate document at <http://artsandsciences.osu.edu/about/faculty-staff/resources-chairs-and-directors>
- Columns U and V will automatically populate as you complete the form.

Tips for Utilizing the Teaching Inventory Worksheet

- Don't type into the fields in rows 1-7 or columns J, U, or V. Doing so will over-ride the formulas for those sections and break the functionality of the document.
- For columns F and H, utilize the drop down boxes in those sections; this is necessary for the formulas in the document.
- Yield is derived from dividing the Adjusted Load for Yield by the Base Load.
- Notice that Yield is derived based upon the reductions and additions listed to the left of the Yield configuration box. Reductions to the right (Course Buy Out, FML, etc.) reduce the number of courses that your department needs to assign but do not affect your overall yield percentage.
- This document can be useful to department chairs for determining how to allocate special assignments and recommendations for Faculty Professional Leave. Here is an example of how you might make such determinations:
 - Record all other course reductions and additions first. The numbers at the top of the section, including the yield percentage, will adjust as the information is added.
 - From there you can experiment with increasing the number of reductions and see how it affects the yield. The table below is an illustration of how you can utilize the information to make decisions (with Option 3 showing the addition of special assignments and FPLs at the optimal 85% yield):

	Option 1	Option 2	Option 3	Option 4
Departmental Base Load	120	120	120	120
Course Releases from departmental administrative roles, start ups, or contractual agreements	-10	-10	-10	-10
Course additions or overloads	2	2	2	2
Proposed reductions for SAs and FPLs	0	-7	-10	-12
Adjusted Load for Yield	112	105	102	100
Yield	93.3%	87.5%	85%	83.3%

- So in the example above, it shows that a chair could assign up to 5 additional course reductions and stay within the 85% yield target. Department-specific reasons for a lower yield will be considered by the divisional deans on a case-by-case basis.

APPENDIX: Principles and scenarios for crediting team teaching

General principles:

- Team teaching should be particularly encouraged when it enhances student learning by providing a breath of perspectives and interconnectivity, promotes interdisciplinary learning and research, and/or facilitates the professional development of the faculty team (e.g., through the promise of joint publications or conference presentations)
- There are many scenarios that involve multiple instructors. The College of Arts and Sciences has given priority to the following [definition](#) of collaborative teaching: “Teaching partners are expected to collaborate on defining the objectives for the course, putting together the course materials, conducting the formal instruction of students, and evaluating student performance.”
- Chairs and directors should assign faculty to courses with an eye to: a) providing student access to tenure-track faculty at both the undergraduate and graduate level; b) ensuring that tenure-track faculty teach a mix of levels and sizes of courses; c) enhancing professional development by giving all faculty opportunities to teach new or innovative courses and try new pedagogical techniques over time; d) working within established budgets; and e) maintaining or increasing overall enrollments.

Scenarios:

1. *Two or more faculty (tenure-track, clinical, associated, emeritus) from the same unit both assigned as instructors of record for the same single course/number in that unit and attending/participating in all class design, meetings, grading, and planning*

In general, faculty should receive proportional credit for such assignments (i.e., if two instructors, each would receive .5 course credit).

Situations in which faculty would each receive 100% course credit would include the following:

- The chair uses a discretionary course release to support the team teaching of the course (i.e., in the example above, each instructor would be given a .5 course reduction as a special assignment to focus on the one team-taught course)
- The enhanced enrollment of the course justifies such credit; in such cases, enrollment would ideally be at least twice the average enrollment of a comparable course at the same level.

- One or more of the instructors has a grant to support the course (with funds from the grant going to support a lecturer as replacement instruction for another course)
 - The unit can accommodate all of its course offerings without having to hire an additional lecturer to accommodate the team-taught course
2. *Two or more faculty (tenure-track, clinical, associated, emeritus) from different units are both assigned as instructors of record for a single or cross-listed course/number and attending/participating in all class design meetings, grading, and planning*

Each faculty member should receive full credit for teaching the course if any of the following conditions apply:

- It is the first year the course is being offered and the course has been approved through a College of Arts and Sciences team-teaching grant (see <http://artsandsciences.osu.edu/about/faculty-staff/faculty>)
 - The enhanced enrollments in each individual or cross-listed course justify such credit; in such cases, enrollment would ideally be at least twice the average enrollment of a comparable course at the same level.
 - Course offerings can be managed without hiring an additional lecturer or GTA
 - If taught with a faculty member outside of the College of Arts and Sciences and the course number is outside of ASC, there is an agreement that the other college will provide funds for replacement instruction in ASC or divide the overall revenue from credit hours. A template for determining that revenue is available at <https://osu.box.com/s/vj5v6hqq2if7ex95qlx0gylxmlch6vdf>.
3. *Two or more faculty (tenure-track, clinical, associated, emeritus) both assigned as instructors of record, with each person solely responsible for a particular module/portion of the course*

Each faculty member should receive proportional credit for teaching a portion of the course

4. *One faculty member assigned as instructor of record, with one or more additional faculty members and/or other experts (from within or beyond the university) participating in presenting lectures/providing content for work*

The instructor of record should receive credit for teaching one course. The additional faculty members providing their expertise should list these activities on their annual review and core dossier but should not get credit for teaching the course on the course inventory. If a given faculty member gives a number of such lectures on different venues on a regular basis, chairs should factor that

activity in making service assignments and/or could offer the faculty member a special assignment in teaching. The special assignment would be to provide the lectures/work with other instructors on professional development/collaborative projects.

5. *One faculty member assigned as instructor of record, with one or more teaching assistants, graders, or staff members assigned to assist with the teaching of the course through recitations, technical support, grading, office hours, and other means.*

The instructor of record should receive credit for teaching one course. Based on principles in a unit's POA, such instructors might on occasion be given double credit if it is a very large course or has more than 3 credits, is the first time it is being taught, has an experiential learning component (e.g., travel over spring break or May) or other extenuating circumstances.

6. *One faculty member assigned as instructor of record for a course, with one or more teaching assistants, graders, or staff members assigned to teach separately numbered sections of the course, including laboratory components*

The instructor of record should receive credit for teaching one course as long as the instructor is leading at least one section or lecture and has interaction with students. If the instructor is serving as a course director but not doing any instruction, the instructor should not be credited for teaching the course and should instead have this work factored in as a service assignment.

7. *One faculty member assigned as instructor of record for a course and coordinating with a faculty member at another institution who is teaching the same course there*

The instructor of record should receive credit for teaching one course.