

## Guide for chairs and directors in making decisions about assigning team-taught courses in relation to course type and instructional roles/duties

December 16, 2016

### General principles:

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- 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:

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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 (details at <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/vj5v6hgg2if7ex95qlx0gylxmlch6vdf>.

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.

