

II. UNIVERSITY ORGANIZATION

FACULTY RULES GOVERNING THE UNIVERSITY ORGANIZATION

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3335-3-25	Organization of the University
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3335-5-14	Powers (college faculties)
3335-5-35	Powers and functions (Council on Research and Graduate Studies)
3335-5-41	Powers (University Senate)

GUIDELINES FOR DETERMINING COLLEGE STATUS

- I. Assumptions.
 - A. It is deemed appropriate to view these as guidelines only and that no hard and fast rules can be written to cover all possible requests. A quick review of our existing college structure shows a wide range of reasons for granting college status. These guidelines will be needed to evaluate new proposals and not to restructure the University.
 - B. College status would enable faculty to carry out more effectively their responsibility for teaching, research, creative work and service than would be the case with the existing structure.
 - C. College status makes the faculty in that unit responsible for setting the goals, mission, objectives and general direction of the unit.
 - D. College status provides fiscal control to that unit and thereby (hopefully) improves the teaching, research, creative work, and service mission.
 - E. There is a "critical mass" necessary for an effective administration to function at the college level. A lack of flexibility or a lack of options resulting from size would not seem to be in the best long-run interests of the unit.
- II. A college should:
 - A. Have a generally recognized, academic subject matter containing one or more fairly discrete areas of academic concern.
 - B. Have a general area of subject matter that is significantly different from areas that are included within the purview of another school or college.
 - C. Have substantive academic programs at professional or undergraduate levels and the graduate level and offer degrees in those programs.
 - D. Have a source of faculty members prepared to offer academic work in the academic areas concerned.
 - E. Undertake teaching, research, creative work, and public service in a manner which has the potential for developing national and international recognition. It is expected that some of

the professors in the proposed college will have national and international reputations for their research and creative work at the time of attaining college status.

- F. Enhance the academic programs of other units of the University and enhance the reputation of the University without decreasing the effectiveness of the mission of the college from which it is detached.
- G. A proposed administrative structure that meets the qualifications spelled out in Rules 3335-1-05 (H), 3335-3-29, 3335-3-32, 3335-3-33 of the Administrative Code.

- III. The organization wishing to attain college status shall have demonstrated or have adequate plans to be able to carry out the powers of college faculties as outlined in 3335-5-14 of the Administrative Code. See Below:

3335-5-14 Powers

The several college faculties shall have, subject only to the separate powers of the faculty of a school (see rule 3335-3-34 of the Administrative Code) and of the faculty of the arts and sciences (see rule 3335-5-27 of the Administrative Code), the following general powers:

- (A) To adopt requirements for admission subject to the approval of the university senate and the board of trustees;
- (B) To adopt, alter or abolish courses and curricula subject to the approval of the council on academic affairs and the president and the board of trustees (see rules 3335-5-48 and 3335-7-02 of the Administrative Code);
- (C) To create and abolish schools, bureaus, and departments of instruction within the college subject to approval of the council on academic affairs, the university senate, the president and the board of trustees (see rules 3335-3-25 to 3335-3-28 and 3335-5-48 of the Administrative Code);
- (D) To adopt and abolish academic degrees administered by them subject to approval of the council on academic affairs, the university senate, the president and board of trustees;
- (E) To recommend to the faculty membership of the university senate and the board of trustees, candidates for degrees.

- IV. In addition to the above criteria, an organization wishing to attain college status should meet the following minimum quantitative requirements unless persuasive academic reasons demonstrate the need for exceptions:

- A. **Fifty** regular FTE faculty spread through the **three** academic ranks from assistant professor to professor. At least **50** percent of these shall have attained tenure.
- B. An annual budget of at least **three million dollars**.*
- C. Graduate **100** professional or undergraduate students annually.
- D. At least **three** departments or academic faculties.

*In 2004 dollars, \$3M is now \$5.45M using the U.S. Consumer Price Index
Approved by the Council on Academic Affairs, 2/16/83.

GUIDELINES FOR THE CONSIDERATION OF THE ESTABLISHMENT OF AN ACADEMIC DEPARTMENT

Academic units should meet the following academic requirements. It is recognized that a particular unit may not meet all the requirements, but the formation of a department which does not should only be approved when circumstances appear to dictate that such approval is particularly crucial to the academic programs of the University.

1. A recognized, fairly discrete area of academic concern not already included within the mission of another department.
2. Potential academic programs at both graduate and undergraduate levels.
3. A source of faculty members prepared to offer academic work in the academic area concerned.
4. An area of academic concern that offers research and/or public service opportunities in addition to formal classroom teaching.
5. An area of academic concern that has the potential for developing national or international recognition as an academic discipline.
6. An area of academic concern which either has or is in the progress of developing a student clientele either for the purpose of major programs or as an important "service" discipline to other major programs.

While not the sole reason for granting departmental status, unless clear and persuasive academic arguments exist to demonstrate the need for exceptions, a department should meet the following requirements of efficiency.

1. A minimum of 10 faculty positions spread through at least the three academic ranks from assistant professor to professor.
2. A minimum budget of \$250,000.*
3. Courses that enroll students for a minimum of 1000 quarter credit hours per quarter.

Approved by the Council on Academic Affairs, 1/15/68.

Approved by Council on Academic Affairs, 5/20/68.

Modified by Council on Academic Affairs, 4/27/70.

In 2004 dollars, \$250,000 is now \$1.3M using the U.S. Consumer Price Index

GUIDELINES FOR THE CONSIDERATION OF THE ESTABLISHMENT OF DIVISIONS

The following guidelines will be used by the Council on Academic Affairs in the establishment of divisions. A division will be an academic unit which meets the academic criteria for the creation of a department, but which does not yet meet the efficiency criteria. The Council on Academic Affairs will grant divisional status to college subunits when there is a high expectation that the division will reach departmental or school status within five years. A division will be titled the Division of X. Such incipient departments may be evaluated by the appropriate college and the Council on Academic Affairs annually.

Unless originated by the Council on Academic Affairs, proposals for the creation of divisions will be forwarded to the Council by the college or school within which the subunit will be located and each proposal must have the approval of that college or school.

ADDITIONAL ISSUES TO BE ADDRESSED IN PROPOSALS FOR NEW ACADEMIC UNITS

In addition to the points identified in the guidelines and Faculty Rules, proposals for the establishment of new academic units should include the following:

Rationale

1. Define the mission of the proposed unit
2. Define the purpose of the unit (investigate overlap with other academic units already established at the University and include letters of interest or objection)
3. Describe the role of the new unit in relationship to the larger administrative unit of which it will be a part
4. Describe similar units at other universities in Ohio, in the Big Ten, and in the United States and their levels of success
5. Enumerate proposed major programs
 - a. Make enrollment projections (include justification for the estimates)
 - b. State goals of enrollees in proposed programs
 - c. Estimate opportunities for graduates of proposed programs
6. State opportunities provided for study or application of the subject beyond the structure of the classroom
7. Estimate the potential to develop national or international recognition as an academic discipline
8. Describe previous submittals of the same or similar unit proposals (indicate reasons for withdrawal or disapproval)

Demand

1. Give evidence of sufficient demand by students, faculty, general public, and/or business
2. Estimate the duration of demand (long/short term)
3. State the reasons that other units are not able to meet the demand

Cost

1. Describe anticipated internal funding and external funding potential
2. Compare cost of proposed unit with that of like institutions with similar academic units
3. Evaluate cost of additional faculty that may be needed
4. State adequacy and availability of facilities as well as faculty

Other

1. Include information regarding the use of consultants or advisory committees in the development of the proposal, with copies of reports from such consultants or advisory committees
2. Propose a date for the unit to be effective

WITHDRAWAL OF AN ACADEMIC UNIT

The withdrawal of an academic unit must follow the same procedures and guidelines as the establishment of a unit.

ACADEMIC UNIT NAME CHANGES

Proposals for renaming academic units should include the rationale for the name change, an indication of how the unit faculty voted on the change, and whether the undergraduate major name, name of the graduate program, degree titles and/or Course Offerings Bulletin listings would also be changed. The proposal should be accompanied by letters of concurrence or objection from related units. Name change requests are to be submitted by the Dean of the College to the Office of Academic Affairs. The Office of Academic Affairs will submit the proposal to the Graduate School, if appropriate, and to the Council on Academic Affairs. After the Council on Academic Affairs takes action, the request will be forwarded to the University Senate and then to the Board of Trustees for final approval.

ALTERATION OR ABOLITION OF UNITS

Proposals for the alteration or abolition of units should adhere to the structure outlined in Section B of this rule.

3335-3-37 * ALTERATION OR ABOLITION OF UNITS

(A) Definitions.

- (1) The term unit refers to departments, schools and colleges.
- (2) For purposes of this rule, the term alteration shall refer to the consolidation or reconfiguration of units. Consolidation shall refer to the combining of two or more units, with little or no additional change. Reconfiguration shall refer to the breaking apart of existing units and their academic programs and recombining the faculty and programs into new units.
- (3) For the purposes of this rule, the term abolition shall refer to the complete elimination of a unit and the academic programs it provided.
- (4) Alteration or abolition described herein may be initiated without a declaration of financial exigency.

(B) Procedure for alteration or abolition of departments and schools.

- (1) A proposal to alter or abolish a unit may be initiated by any of the following:
 - (a) The dean of the college administratively responsible for the unit(s) for which alteration or abolition is proposed,
 - (b) The executive vice president and provost,
 - (c) The council on academic affairs, or
 - (d) Faculty from the affected unit(s).
- (2) A proposal for alteration or abolition of a unit must include an analysis with the following elements. It shall be the responsibility of the party making the proposal to provide this analysis.

* *Rule initiated by board of trustees

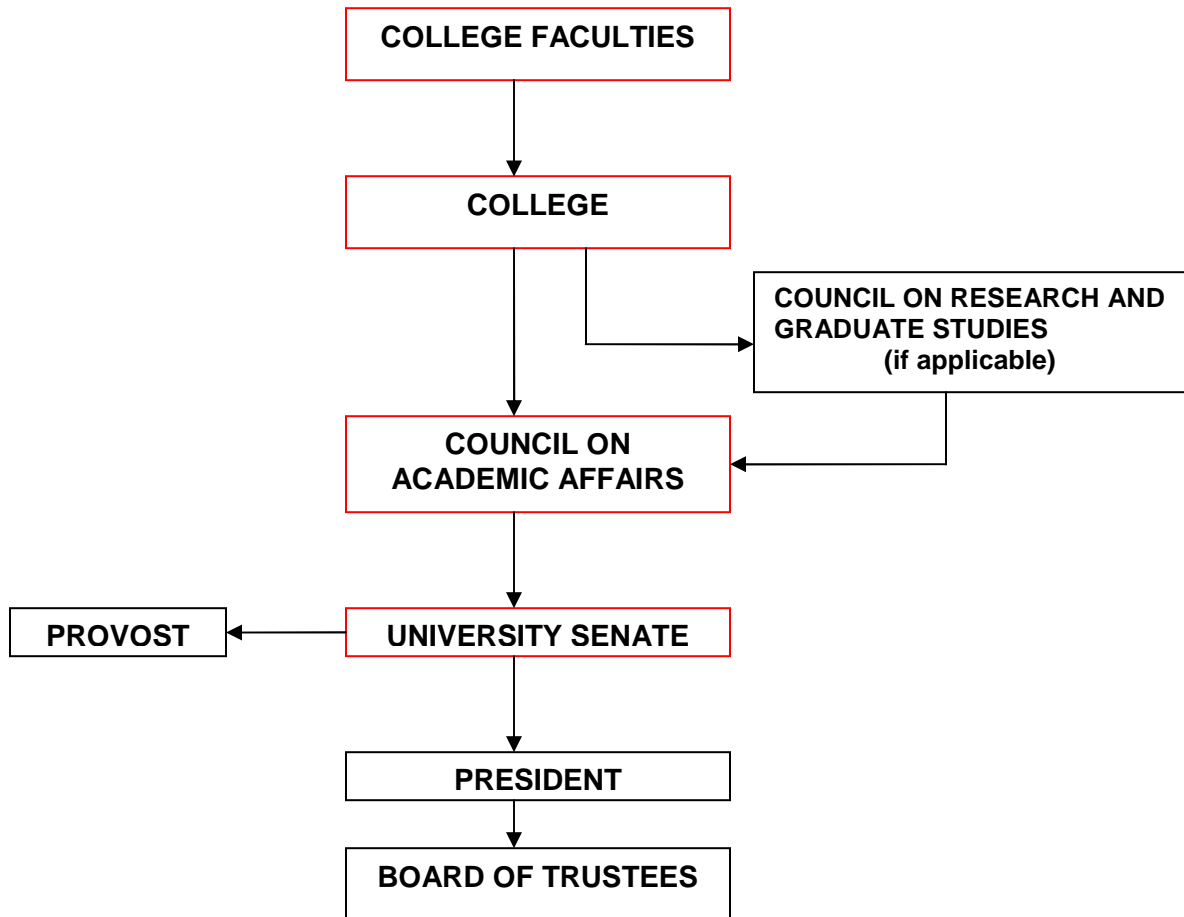
- (a) A rationale for alteration or abolition of the unit which includes a history of the formation, activities, and evaluation of the performance of the unit.
 - (b) An enumeration of all faculty affected by the alteration or abolition of the unit.
 - (c) A person-by-person analysis of the proposed reassignment or other accommodation of the faculty identified in paragraph (B)(2)(b) of this rule, including a statement of the impact on promotion and tenure. No tenured faculty member shall be involuntarily terminated as a result of this process. However, faculty may be transferred to another unit in accordance with paragraph (C)(2) of rule 3335-47-06 of the Administrative Code and with regard to the teaching, research, and service expertise of the individual.
 - (d) An analysis of the academic courses now taught by the unit and provisions for their reassignment to other units, if relevant.
 - (e) An analysis of the students affected by the proposal, including majors, non-majors, Professional, and graduate students.
 - (f) Specific proposals regarding support for currently enrolled students until degree completion.
 - (g) An analysis of the budgetary consequences to all relevant units as a consequence of the proposal.
 - (h) An analysis of the services lost to the rest of the university as a consequence of the proposal.
 - (i) An analysis of impact on constituencies external to the university, including alumni.
 - (j) An analysis of the impact on governance at all relevant levels as a consequence of the proposal.
 - (k) An analysis of the impact upon diversity.
 - (l) An analysis of the impact on the academic freedom and responsibility of all affected faculty.
- (3) The proposal must be discussed with affected faculty, students, and staff, who may provide written and verbal feedback. The proposal may be modified by the proposal's initiator in response to feedback. Following a thorough consultative process with affected faculty, students, staff, and others as appropriate, the college faculty shall vote on the proposal. The proposal, along with the numerical vote of the college faculty, shall then be forwarded to the council on academic affairs.
- (4) The proposal will be judged by the assessment parameters developed by the Council on Academic Affairs and published in its guidelines. The Council on Academic Affairs will review the proposal and will also evaluate the consultation process. It will then return the proposal to the initiator for additional work if the proposal or the consultation has been judged inadequate, or approve the proposal and send it to the University Senate for consideration, or disapprove the proposal, which ends the process.
- (5) If the council on academic affairs approves the proposal, a memorandum of understanding will be developed and signed by all relevant parties.
- (6) The university senate shall vote on the proposal. If it approves the proposal, the recommendation shall be forwarded to the president. A negative vote ends the process.
- (7) The president shall review the proposal. If in favor, the president will forward it to the Board of Trustees. If the Board of Trustees approves the proposal, then the Executive Vice

President and Provost will appoint an oversight committee to monitor the implementation of the process. The chair of Faculty Council or designee; the secretary of the faculty; one member of the Committee on Academic Freedom and Responsibility; and three members of Faculty Council shall be appointed to the oversight committee, the purpose of which is to safeguard the interests of affected faculty, students, and staff. Through the chair of faculty council, the oversight committee will periodically report to the university senate, review and assess outcomes, suggest changes where targets are not being met, and assure that the memorandum of understanding is upheld. The oversight committee will present a final report to the Senate.

(C) Procedure for alteration or abolition of colleges.

- (1) The Council on Academic Affairs, the Executive Vice President and Provost, the dean, or faculty from the affected unit may initiate a proposal to alter or abolish a college.
- (2) A proposal for alteration and abolition of a college must include an analysis with all of the elements outlined in paragraph (B)(2) of this rule. It shall be the responsibility of the party making the proposal to provide this analysis.
- (3) The Council on Academic Affairs shall appoint an *ad hoc* committee to evaluate the proposal. The *ad hoc* committee shall have a majority of regular faculty. The charge to the *ad hoc* committee and the composition of that committee must be agreed upon by the Council on Academic Affairs, the executive committee of the Faculty Council, and the Executive Vice President and Provost.
- (4) The *ad hoc* committee shall evaluate the proposal, which will include extensive consultation with affected faculty, students, and staff, and relevant parties external to the university.
- (5) The recommendation of the *ad hoc* committee will be forwarded to the Council on Academic Affairs and the Executive Vice President and Provost.
- (6) Prior to accepting or rejecting the *ad hoc* committee's recommendation, the Council on Academic Affairs will consult with the Faculty Council and the Executive Vice President and Provost. The Faculty Council response, including its vote, and a letter of recommendation from the Executive Vice President and Provost shall be considered by the Council on Academic Affairs. The Council on Academic Affairs will then either terminate the process or forward its positive recommendation to the University Senate.
- (7) If the Council on Academic Affairs approves the proposal, a memorandum of understanding will be developed and signed by all relevant parties.
- (8) The university senate shall vote on the proposal. If it approves the proposal, the recommendation shall be forwarded to the president. A negative vote ends the process.
- (9) The president shall review the proposal. If in favor, the president shall forward it to the board of trustees. If the board of trustees approves the proposal, then the executive vice president and provost will appoint an oversight committee to monitor the implementation of the process. The chair of faculty council or designee; the secretary of the faculty; one member of the committee on academic freedom and responsibility; and three members of faculty council shall be appointed to the oversight committee, the purpose of which is to safeguard the interests of affected faculty, students, and staff. Through the chair of faculty council, the oversight committee will periodically report to the university senate, review and assess outcomes, suggest changes where targets are not being met, and assure that the memorandum of understanding is upheld. The oversight committee will present a final report to the senate. (B/T 6/1/2001)

FLOW CHART: ESTABLISHMENT OF AN ACADEMIC UNIT/REQUEST FOR NAME CHANGE



GUIDELINES FOR THE ESTABLISHMENT AND REVIEW OF ACADEMIC CENTERS

There is no mandated format for an academic center proposal. Each proposal should provide the information requested below in a clearly labeled paragraph. The letters following some items refer to sections of the Faculty Rule on Academic Centers (Rule 3335-3-36).

I. Procedure

- A. Submit proposals to establish academic centers to the Council on Academic Affairs. The chair of CAA and the provost's designee will determine that proposals are complete and ready for formal consideration.
- B. If the proposed center has a research and/or graduate education component, the proposal will be sent to the Council on Research and Graduate Studies for comment. The University Research Committee will study the relevant issues and will present them to CRGS. Opportunity will be provided to revise the proposal to address comments received from CRGS and/or URC.
- C. Council on Academic Affairs (CAA) deliberation begins at this point. CAA is the first step in the approval process: CAA recommends to the Senate, which recommends to the Board of Trustees, which is empowered to establish academic centers.

II. Rationale

- A. Describe the specific goals and purposes of the center. Explain how the University will benefit from the center and which missions of the University (teaching, research, service) will be served, and in approximately what proportions.
- B. Why is a center necessary? Explain why the goals of the proposed center cannot be met within existing academic units. Describe the interdisciplinary nature of the center.

III. Membership/Involvement

- A. What will be the roles of faculty, staff, and students in the center? How will graduate students (if any) be supported?
- B. What are the criteria for selecting the center's charter faculty and staff? List and append short CVs (e.g. 2 pages, emphasizing center-related activities) for faculty expressing an interest in associating with the center. Indicate the percentage of time each charter member will devote to the center. Chairpersons of faculty planning to participate in the proposed center should approve of faculty involvement in writing.
- C. Who will be the interim center director and what criteria led to that choice? If the interim director will not become the permanent director, what criteria will be used to select the permanent director? If a permanent director has been identified, describe his or her qualifications. Append CVs or resumes for the interim and/or permanent director.

IV. Administration

- A. Propose a pattern of administration for the center. Organizational charts may be helpful.
- B. Describe the proposed responsibilities of the center director.
- C. Suggest a composition and function of the Oversight Committee.
- D. Suggest and justify a "reporting line". To which dean, group of deans, or vice president should the center director report (C, D)

V. Initial Budget and Funding Sources

- A. What is the projected timetable for establishing the center?
- B. Itemize the expected budget for the first year of operation. Identify funding sources, and one-time and recurring costs. What existing or new equipment, space, and facilities are needed to launch the center? Where will the center be housed?
- C. What are the possibilities for external funding of the center's research activities and/or operation? If proposals are being prepared, state submission deadlines and funding agencies.
- D. How will indirect costs generated by collaborative proposals be credited to participating units?

VI. Evaluation

Propose specific criteria and benchmarks against which one can measure the successes and failures of the center in meeting the goals described in Section I.A (above). The center will be reviewed after no later than eight years following establishment and at four year intervals thereafter, the review to include input from peers at centers and institutions external to The Ohio State University. Where appropriate, reviews of centers will be coordinated with reviews of departments, schools, colleges, or other academic units or programs. A performance analysis based on these proposed criteria and benchmarks should appear in the director's annual report and in the review reports, and will be a major factor in making a recommendation for the continuation or termination of the center. (G, I)

VII. Letters of Support for the Center Proposal

Include specific commitments to the center, e.g. space, equipment, personnel, and funds. Correspondents should have had an opportunity to read and comment on the proposal.

- A. From the Council on Research and Graduate Studies, if the center has a research and/or graduate education component.
- B. From interested department chairpersons, deans, and/or other units of the University with activities overlapping those of the proposed center, especially units that might commit or receive funds should the center be created.
- C. From a group of external reviewers, some nominated by faculty proposing the center, others to be chosen by the Office of Research. The center proposal should include a list of potential external reviewers, with names, addresses and phone numbers.
- D. From interested parties outside of the University (e.g. business, health, governmental, educational, or community interests) including external funding sources, as appropriate.
- E. From directors of centers with similar emphases at other universities, to document the effectiveness of such centers.

Adopted by Council on Academic Affairs from the ad hoc Committee's Report on Centers and Institutes, 1987

Revised by the Council on Academic Affairs on February 16, 1994.

Revised by Council on Academic Affairs, 11/15/95

Revised by Council on Academic Affairs, January 8, 1997

Revised by Council on Academic Affairs, April 2, 1997

GUIDELINES FOR THE ESTABLISHMENT OR AMENDMENT OF CLINICAL FACULTY TRACKS

Proposals to establish or amend clinical faculty tracks will be forwarded to the University Senate with a positive recommendation if and only if the following conditions are met: (a) the proposal puts forward a clear and convincing argument that a need exists that no current category of personnel can serve; (b) this need is truly clinical in nature; and (c) the processes for establishing and implementing the track are acceptable.

To enable the Council on Academic Affairs to make these determinations, each proposal should provide the information requested below in a clearly labeled section; each proposal must be continuously paginated. Proposals must be accompanied by letters of support from the dean of the proposing college and the Executive Vice President and Provost (3335-48-04 (B)).

Establishment of Need

- I. Give the rationale for establishing a clinical faculty track, explaining what basic need will be met and why this need cannot be met by any current class of personnel (e.g. tenure-track faculty, adjunct faculty, research staff, lecturers, etc.).
- II. Explain how the goals of the unit and the goals of the university will be advanced by the proposal.
- III. Describe the proposed responsibilities of clinical faculty in the unit – both their role in teaching and the scope of their professional practice duties – and how these will differ from those of tenure-track faculty, auxiliary faculty, lecturers, and research staff.

Clinical Nature

- IV. Describe the clinical nature of the proposed track, including the following:
 - A. The population served by the clinic (if any).
 - B. The student populations that will receive clinical training.
 - C. The clinical nature of the training (that is, the skills that are being taught).
 - D. The location in which the clinical training will take place (whether fixed or variable).
- V. Give a complete list of current and proposed courses that have the potential to be taught by clinical faculty. For each course:
 - A. Include its syllabus.
 - B. Does the course directly involve or directly lead to supervised clinical practice? If not, describe the factors that make clinical faculty suitable for the course.
 - C. Describe the relationship of the course to the program's curriculum in general.

Process

- VI. Proposals to establish or amend clinical faculty tracks must be "approved by a majority of the tenure track faculty of the college proposing to have a clinical faculty track" (3335-48-04(B)). Describe the method used to obtain this approval, including the results of any votes taken.
- VII. Provide the proposing college's Pattern of Administration (POA) or equivalent, including all amendments necessary to administer the proposed clinical track. Proponents should ensure that their amended POA conforms to Faculty Rule 3335-48 and addresses the following points:
 - A. The requirements for a clinical faculty appointment, including appropriate terminal degrees for the profession and any credential or licensing requirements.
 - B. The criteria by which clinical faculty will be evaluated, including, but not limited to, the criteria that will guide initial and subsequent contract renewal decisions.

C. The title(s) that will be given to clinical faculty. If more than one title is proposed, explain what will distinguish the titles and what procedures and expectations will allow for promotion and other changes of rank.

D. The department and college governance rights (if any) that will be extended to clinical faculty.

VIII. Describe the (quantifiable) criteria that will be used to evaluate the success of the proposed track.

Monitoring

On an annual basis, each unit with clinical faculty tracks approved under these guidelines will provide a statistical report to CAA on the implementation of the track. This report shall include a list of all current clinical faculty, their responsibilities (including which courses they have wholly or partially taught), and data on the division of student contact hours between classroom/lab and clinical settings. If discrepancies between the reports and the original proposal arise, CAA may ask the unit for more details.

Every **five** years, the unit will prepare a report assessing the track combining the criteria provided in VIII with the annual statistical reports and any other information CAA requests. CAA will review the report and make recommendations, if needed, to the University Senate regarding the track.

Amendment

Proposals to amend an existing clinical track follow the outline above (I - VIII), providing a marked-up version of the currently in-place proposal (with deletions ~~struck~~ and insertions underlined) and supporting rationale. Amendment proposals must also include the original track proposal for reference.

CURRENT ORGANIZATION OF INSTRUCTIONAL UNITS

ACADEMIC AFFAIRS

COLLEGE OF THE ARTS (7)

ART
ART EDUCATION
DANCE
HISTORY OF ART
INDUSTRIAL, INTERIOR, AND VISUAL COMMUNICATION DESIGN
MUSIC, SCHOOL OF
THEATRE

COLLEGE OF BIOLOGICAL SCIENCE (6)

BIOCHEMISTRY
ENTOMOLOGY
MOLECULAR GENETICS
MICROBIOLOGY
PLANT CELLULAR AND MOLECULAR BIOLOGY
EVOLUTION, ECOLOGY AND ORGANISMAL BIOLOGY

COLLEGE OF HUMANITIE (14)

AFRICAN-AMERICAN AND AFRICAN STUDIES
GREEK AND LATIN
WOMEN'S STUDIES
COMPARATIVE STUDIES IN THE HUMANITIES
EAST ASIAN LANGUAGES AND LITERATURES
ENGLISH
FRENCH AND ITALIAN
GERMANIC LANGUAGES AND LITERATURES
NEAR EASTERN LANGUAGES AND CULTURES
HISTORY
LINGUISTICS
PHILOSOPHY
SLAVIC AND EAST EUROPEAN LANGUAGES AND LITERATURES
SPANISH AND PORTUGUESE

COLLEGE OF MATHEMATICAL AND PHYSICAL SCIENCES (6)

ASTRONOMY
CHEMISTRY
MATHEMATICS
PHYSICS
EARTH SCIENCES, SCHOOL OF
STATISTICS

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES (8)

ANTHROPOLOGY
ECONOMICS
GEOGRAPHY

COMMUNICATION, SCHOOL OF
POLITICAL SCIENCE
PSYCHOLOGY
SOCIOLOGY
SPEECH AND HEARING SCIENCE

THE MAX M. FISHER COLLEGE OF BUSINESS (5)

ACCOUNTING AND MANAGEMENT INFORMATION SYSTEMS
FINANCE
MANAGEMENT AND HUMAN RESOURCES
MANAGEMENT SCIENCES
MARKETING AND LOGISTICS

COLLEGE OF FOOD, AGRICULTURAL, AND ENVIRONMENTAL SCIENCES (10)

AGRICULTURAL, ENVIRONMENTAL AND DEVELOPMENT ECONOMICS
HUMAN AND COMMUNITY RESOURCE DEVELOPMENT (AGRICULTURAL AND
EXTENSION EDUCATION)
FOOD, AGRICULTURAL & BIOLOGICAL ENGINEERING
HORTICULTURE AND CROP SCIENCE
ANIMAL SCIENCES
FOOD SCIENCE AND TECHNOLOGY
ENVIRONMENTAL AND NATURAL RESOURCES, SCHOOL OF
PLANT PATHOLOGY
AGRICULTURAL TECHNICAL INSTITUTE
COOPERATIVE EXTENSION SERVICE (STATE/FIELD)

COLLEGE OF EDUCATION AND HUMAN ECOLOGY (6)

PHYSICAL ACTIVITY AND EDUCATIONAL SERVICES, SCHOOL OF
TEACHING AND LEARNING, SCHOOL OF
EDUCATIONAL POLICY AND LEADERSHIP, SCHOOL OF
HUMAN DEVELOPMENT AND FAMILY SCIENCE
HUMAN NUTRITION AND FOOD MANAGEMENT
CONSUMER SCIENCES

COLLEGE OF ENGINEERING (11)

AEROSPACE ENGINEERING
AVIATION
ARCHITECTURE, SCHOOL OF
BIOMEDICAL ENGINEERING
CHEMICAL AND BIOMOLECULAR ENGINEERING
CIVIL AND ENVIRONMENTAL ENGINEERING AND GEODETIC SCIENCE
COMPUTER SCIENCE AND ENGINEERING
ELECTRICAL AND COMPUTER ENGINEERING
INDUSTRIAL, SYSTEMS AND WELDING ENGINEERING
MATERIALS SCIENCE AND ENGINEERING
MECHANICAL ENGINEERING

JOHN GLENN SCHOOL OF PUBLIC AFFAIRS

COLLEGE OF NURSING

COLLEGE OF PHARMACY

COLLEGE OF SOCIAL WORK

COLLEGE OF DENTISTRY

COLLEGE OF LAW

COLLEGE OF MEDICINE (24)

ALLIED MEDICAL PROFESSIONS, SCHOOL OF
BIOMEDICAL INFORMATICS
BIOMEDICAL SCIENCE, SCHOOL OF*
ANESTHESIOLOGY
EMERGENCY MEDICINE
FAMILY MEDICINE
MOLECULAR VIROLOGY, IMMUNOLOGY AND MEDICAL GENETICS
INTERNAL MEDICINE
NEUROLOGY
NEUROLOGICAL SURGERY
NEUROSCIENCE
OBSTETRICS AND GYNECOLOGY
OPHTHALMOLOGY
ORTHOPAEDICS
OTOLARYNGOLOGY
PATHOLOGY
PEDIATRICS
PHARMACOLOGY
PHYSICAL MEDICINE AND REHABILITATION
MOLECULAR AND CELLULAR BIOCHEMISTRY
PHYSIOLOGY AND CELL BIOLOGY
PSYCHIATRY
RADIOLOGY
SURGERY

COLLEGE OF OPTOMETRY

COLLEGE OF PUBLIC HEALTH

COLLEGE OF VETERINARY MEDICINE (3)

VETERINARY CLINICAL SCIENCES
VETERINARY BIOSCIENCES
VETERINARY PREVENTIVE MEDICINE

UNIVERSITY LIBRARIES

REGIONAL CAMPUSES

LIMA*
MANSFIELD*
MARION*
NEWARK*

*not a tenure initiating unit