

AUSTIN E. KNOWLTON SCHOOL OF ARCHITECTURE

PATTERN OF ADMINISTRATION

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1 I. Introduction

2 This document sets forth the Pattern of Administration for the Austin E. Knowlton School of Architecture
3 in the College of Engineering at The Ohio State University, as required by the Rules of the University
4 Faculty. The school's Pattern of Administration supplements and is superseded by the statutes, by-laws,
5 rules, policies, procedures, and guidelines to which the school and its faculty are subject and which are
6 published in documents such as Statutes Applying to the University, Bylaws of the Board of Trustees,
7 Rules of the University Faculty and OAA Policies and Procedures.

8 This Pattern of Administration is subject to continuing revision. It must be reviewed and either revised
9 or reaffirmed upon the appointment or reappointment of the school's Director. However, revisions may
10 be made at any time. Changes are made in consultation with, and approved by a vote of, the faculty:
11 tenure-track, clinical, and research. All revisions, as well as periodic reaffirmation, are subject to
12 approval by the College of Engineering and the Office of Academic Affairs.

14 II. Mission

15 The mission of the Austin E. Knowlton School of Architecture is to achieve and maintain internationally
16 recognized excellence in education, scholarship and creative activity; shape and serve the professions of
17 architecture, landscape architecture, and city and regional planning; contribute to the intellectual and
18 creative purposes of the college and university; and promote and influence the quality of design and
19 planning locally and globally.

20 The school balances its educational and professional mandate by deploying design and planning as
21 modes of intellectual inquiry and responsible action. At the undergraduate level, design and planning
22 shift a liberal arts education from one of passive reception to active engagement. At the graduate level,
23 design and planning are the critical interface between theory and technique whereby students develop
24 the conceptual breadth and technical expertise to shape a profession's agenda and evolution. In the
25 scholarship and creative work of its faculty as well, design and planning build a knowledge base and
26 project potential futures. The school's faculty, students, and alumni are a force for the expansion of
27 knowledge and innovative practice.

28 In its mission, the Knowlton School aligns with the university's legacy of contributing to knowledge and
29 addressing society's needs. The school's design and planning discourse advances the issues of
30 contemporary society. It incorporates the arts, humanities, and sciences in its curricula, while providing
31 design and planning courses to students in other majors. These offerings are supplemented by public
32 lectures, exhibitions and symposia, publications, and distinguished visiting practitioners and scholars. All
33 of these activities contribute to knowledge, the critique and evolution of contemporary culture, its
34 institutions, and the quality of the built environment.

35 School faculty, working in concert with other academic and administrative offices of the university,
36 provide their expertise to foster design and planning excellence on the campus and the world. Faculty
37 and student creative work propose solutions to design and planning problems, and faculty scholarship
38 offers knowledge for design and planning decisions. Frequently, these activities take place in partnership
39 with the potential users, and they typically link local and global concerns. The school's publications and
40 electronic communications disseminate all these efforts to a broad, international constituency.

42 III. Academic Rights and Responsibilities

43 The Office of Academic Affairs leads the institutional effort to inform faculty (and students) about
44 relevant policies and procedures and to promote frank, open, and respectful discussion about the issues

1 of freedom of thought and expression. See also
2 <https://oaa.osu.edu/academic-rights-and-responsibilities>.

3

4 **IV. Faculty and Governance**

5 Faculty Appointments: Rule 3335-5-19 defines the types of faculty appointments possible at The Ohio
6 State University and the rights and restrictions associated with each type of appointment. Detailed
7 information about the appointment criteria and procedures for the various types of faculty
8 appointments is provided in the school's Appointments, Promotion and Tenure document.

9 For purposes of governance, voting on governance matters for the school is limited to tenure-track,
10 clinical, and research faculty members. The major exception is tenure cases, which only involve tenured
11 faculty. Associated faculty with FTEs above 50% may participate in discussions and vote on
12 non-personnel matters, but are not members of the eligible faculty for new appointments,
13 reappointments, promotion and tenure and reappointment reviews of tenure-track, clinical-track and
14 research-track faculty. Associated faculty, emeritus faculty, faculty joint appointees with FTEs below
15 50% in the school, staff, and student representatives may be invited to participate in discussions on
16 non-personnel matters, but may not participate in personnel matters, including hiring and promotion
17 and tenure reviews, and may not vote on any matter. Clinical faculty may constitute no more than 20%
18 of the school's tenure-track, clinical and research faculty members.

19 Majority faculty rule is favored on all matters covered by the Pattern of Administration. Whenever
20 majority faculty rule is not followed, the Director will explain the reasons for the departure to facilitate
21 understanding within the school. Where possible, this statement of reasons shall be provided before the
22 departure occurs. This explanation shall outline the recommendation of the majority of the faculty, the
23 decision of the Director, and the reasons for the departure. The explanation shall be communicated to
24 the faculty in writing and at a faculty meeting with an opportunity provided for faculty to comment.

25 The school makes clinical appointments. Clinical faculty titles are Assistant Professor of Practice,
26 Associate Professor of Practice, and Professor of Practice.

27 The school makes research appointments. Research faculty titles are Research Assistant Professor,
28 Research Associate Professor, and Research Professor.

29

30 **V. Organization of School Services and Staff**

31 See Appendix A for a description of school offices, staff, and their functions.

32

33 **VI. Overview of School Administration and Decision Making**

34 The Director in consultation with the faculty makes decisions concerning policies and programs of the
35 school. Matters of greatest general importance receive the widest possible consultation and are
36 discussed at a faculty meeting whenever feasible. Open discussions, both formal and informal,
37 constitute the primary means of reaching consensus on decisions of central importance.

38 Decisions on matters of less general importance should, whenever feasible, involve consultation with
39 those most directly affected by the decision. The opinions of students and staff should be elicited on
40 those matters that most directly affect them. It is the policy of the school that students serve on all
41 committees except where compelling reasons require otherwise. Appointments of students to
42 committees should be made in consultation with representatives of appropriate student organizations.

43 Finally, the school's standing committees provide advice to the Director on particular issues facing the

1 school. They are expected to recommend to the Director any programmatic or policy changes that may
 2 improve the school. Committee members should consult with their colleagues whenever feasible and
 3 report on their committee's activities at school and section faculty meetings. A listing of all school and
 4 section standing and ad-hoc committees and task forces and their membership shall be posted on the
 5 school's website. The Director may participate in any school and section committee meeting as a
 6 non-voting member.

7

8 **VII. School Administration**

9 **A. Director**

10 The Dean of the College of Engineering, in consultation with the school's faculty and staff,
 11 appoints the Director of the school. The Director's responsibilities are delineated in the
 12 university Faculty Rule 3335-3-35. In general, the Director has general administrative
 13 responsibility for the school, represents the school in dealing with the Dean or others in the
 14 university administration, and maintains a productive environment for its faculty, students, and
 15 staff. To this end, the Director is expected to perform the following.

- 16 • Prepare and update, in consultation with the Section Heads, faculty, and staff, documents
 17 that describe the school's pattern of administration and the school's appointments,
 18 promotion, and tenure procedures.
- 19 • Conduct the business of the school, including hiring and supervising staff and making school
 20 service assignments.
- 21 • Plan and promote a progressive program with the members of the faculty and the Dean.
- 22 • Evaluate and improve instructional and administrative processes.
- 23 • Evaluate faculty members annually and inform them of their right to review and add to their
 24 primary personnel file.
- 25 • Consult with the faculty and make recommendations to the Dean regarding faculty
 26 appointments, promotions, and dismissals.
- 27 • Encourage scholarship and educational investigations.
- 28 • Inspire morale and ensure that all faculty are offered privileges and responsibilities
 29 appropriate to their rank.
- 30 • Ensure that adequate supervision and training are given to faculty and staff.
- 31 • Prepare, in consultation with the Section Heads, annual budget recommendations to the
 32 Dean.
- 33 • Promote the improvement of instruction through student and peer reviews.

34 In addition to these duties, the Director is responsible for establishing and maintaining
 35 relationships with alumni and other supporters of the school, and identifying and pursuing
 36 external funding opportunities in support of the school's mission in cooperation with University
 37 Advancement and designated development staff.

38 Although the Director is responsible for all these endeavors, he/she may delegate them to either
 39 an Associate Director and/or Section Heads.

40

B. Other Administrators

1. Associate Director

The appointment of an Associate Director may be made at the discretion of the Director in consultation with the regular faculty, subject to approval by the Dean. The appointment shall be for a term concurrent with that of the Director. The Director shall determine the Associate Director's duties. Compensation for the position shall be consistent with the college's policies governing administrative appointments.

2. Section Heads

A section is a discrete discipline-based unit of faculty and students within the school. The school consists of three sections: Architecture, Landscape Architecture, and City and Regional Planning. Each section maintains curricula associated with its discipline, which is administered by a Section Head in consultation with the section faculty.

The Director appoints the Section Head in consultation with the section faculty. The standard term of appointment for each Section Head shall be four years, though the term may be shorter when warranted and at the discretion of the Director, but for no less than two years. Section Heads are eligible for reappointment by the Director in consultation with the section faculty, staff, and the other Section Heads.

In general, Section Heads are in charge of the section's academic programs. Responsibilities include:

- assisting the Director in the business of the school, including hiring and supervising staff and making school service assignments;
- promoting and improving individual programs within their section and establishing relationships with the other sections in the school;
- allocating and administering the section budget;
- recruiting and admitting students;
- hiring associated and visiting faculty;
- recruiting faculty and recommending candidates for tenure, clinical, and research-track faculty positions;
- supervising faculty, which includes teaching, service, mentor, and peer evaluation assignments, and encouraging scholarship and educational investigations;
- assigning peer reviews of teaching;
- writing annual evaluations of faculty in consultation with the Director; and
- evaluating candidates for tenure and promotion.

Where necessary, the Section Head may establish committees to assist in the administration of the section. The Director may delegate other duties to a Section Head as the need arises.

3. Undergraduate and Graduate Chairs

Each Section will have an Undergraduate and Graduate Chair that report to the Section Head. The Chairs are responsible for ensuring that the curricular goals of each program are being met, and general oversight of day-to-day activities related to the execution of the

1 curriculum as well as student advising, recruitment, and admissions. The Chairs also
2 represent each section on the school Academic Affairs Committee.

3 **C. School Committees**

4 School committee members and committee chairs are annually appointed by the school director
5 in consultation with the section heads. Student committee members may vote.

6 **1. Academic Affairs Committee**

7 The Academic Affairs Committee consists of the Undergraduate and Graduate Chairs from
8 each section, one student from each section, the Sections Program Coordinator, and
9 student services staff, as appointed by the Director in consultation with the Section Heads.
10 The committee coordinates school-wide activities as they relate to the curricula. Voting
11 rights are restricted to faculty members. The committee's responsibilities include the
12 following.

- 13 • Review of all curriculum changes proposed by sections, authorization of course and
14 program proposals, and forwarding approved changes to the Council on Academic
15 Affairs in accordance with Faculty Rule 3335-3-34-D-4.
- 16 • Annual review of undergraduate admissions policies, and adjustments, as necessary.
- 17 • Review of Academic Standards and Procedures criteria, and students on probation.
- 18 • Academic initiatives in consultation with the Director and Section Heads.
- 19 • Program assessments in cooperation with the Section Heads.

20 **2. Digital Library Committee**

21 The Digital Library Committee consists of the Digital Resources Curator and Archivist and
22 two faculty members from each section. The committee curates student work collected
23 each semester for inclusion in the school's Digital Library and Archives. The committee also
24 supports the creation of exceptional faculty work collections for the school Archives.

25 **3. Diversity, Outreach and Inclusion Committee**

26 The Diversity, Outreach and Inclusion Committee consists at least one faculty member from
27 each section and three staff as appointed by the Director in consultation with the Section
28 Heads, and one student from each section (at least one undergraduate and one graduate
29 student). The committee advocates for diversity and inclusion at the school.

30 **4. Executive Committee**

31 The Executive Committee consists of the Director and the Section Heads, though the
32 Director may place additional faculty and staff on the committee on an annual basis after
33 consultation with the Section Heads. The committee reviews all essential matters
34 concerning the school.

35 **5. Gallery Committee**

36 The Library Committee consists of a chair and one faculty member from each section. The
37 committee recommends exhibitions to the Executive Committee and stages exhibitions
38 upon approval.

39

40 **6. Library and Collections Committee**

1 The Library and Collections Committee consists of the Architecture Librarian and one faculty
 2 member and one student from each section appointed by the Director in consultation with
 3 the Section Heads. The committee advises the Library on acquisitions, procedures, and
 4 policies and integrates these into the school's pedagogy. The committee also oversees
 5 policies on information literacy and e-learning.

6 **7. Promotion and Tenure (P&T) Committee**

7 The Promotion and Tenure Committee is composed of five to six tenured faculty members
 8 with no more than two faculty members coming from an individual section. The committee
 9 includes at least two professors in fourth-year and sixth-year promotion cases. In cases of
 10 promotion to professor, the Promotion and Tenure Committee is composed of four to six
 11 full professors with no more than two professors coming from an individual section. The
 12 Director in consultation with the Section Heads appoints all members of the Promotion and
 13 Tenure Committee annually, and assigns the roles of Chair and Procedures Oversight
 14 Designee. In addition, the Director in consultation with the Section Heads may add more
 15 nonprobationary committee members to provide sufficient representation of the school's
 16 diverse scholarship. The Chair of the Promotion and Tenure Committee shall serve as Chair
 17 for no more than three consecutive years. The committee prepares a report on fourth and
 18 sixth year review candidates according to the school's Appointment, Promotion and Tenure
 19 document. In addition, the Committee prepares a report on new faculty hires with tenure,
 20 and acts on other matters related to promotion and tenure.

21 **8. Technology Committee**

22 The Technology Committee consists of the Shop Coordinator, at least two members of the
 23 school's IT staff, one faculty member from each section, and one student representative
 24 from each section. The Director, in consultation with the Section Heads, appoints all
 25 committee members. The committee reviews and develops policies related to school
 26 instructional technology, and makes recommendations for future investments.

27 **D. Section Committees**

28 Section committee members and committee chairs are annually appointed by the section heads.
 29 Student committee members may vote.

30 **1. Faculty Search Committee**

31 Faculty searches are section-based. The Section Head appoints a Search Committee
 32 composed of at least three faculty and one student from the hiring section, and at least one
 33 faculty member from one of the other two sections. The Section Head appoints a Chair of
 34 the committee and a Diversity Advocate who ensures that vigorous efforts are made to
 35 gather a diverse pool of qualified applicants. The committee consults with the section
 36 faculty in the initiation, review, and recommendation of a short list of at least three
 37 candidates, as specified in the APT document. The committee makes a final report, which is
 38 advisory to the Director. The Section Head makes a separate recommendation to the
 39 Director. The school Director will make a final decision after considering all candidates and
 40 after reviewing all recommendations of the Section Head, the Search Committee and faculty
 41 vote. In the case of joint hires, any additional relevant constituencies will also be consulted.

42 **2. Undergraduate Studies Committees**

43 Each section will have an Undergraduate Studies Committee. Each committee is led by the
 44 section's Undergraduate Chair with at least two additional faculty members, student

services staff as required, and one student appointed by the Section Head. The committee oversees the curriculum of its respective degree program and proposes improvements, including interdisciplinary offerings, to its Section Head. The committee is also responsible for recruitment and admissions in coordination with the school staff and college and university initiatives. As part of its recruitment and admissions efforts, the committee is responsible for making scholarship awards and other financial aid offers in consultation with its Section Head.

3. Graduate Studies Committees

Each section will have a Graduate Studies Committee. Each committee is led by the section's Graduate Chair with at least two additional faculty members, student services staff as required, and one student appointed by the Section Head. The committee oversees the curriculum of its respective degree program and proposes improvements, including interdisciplinary offerings, to its Section Head. The committee is also responsible for recruitment and admissions in coordination with the school staff and college and university initiatives. As part of its recruitment and admissions efforts, the committee is responsible for making scholarship awards and other financial aid offers in consultation with its Section Head.

(For a complete listing of committee responsibilities, see <https://gradsch.osu.edu/handbook/14-1-graduate-studies-committee-general-responsibilities>).

E. Tasks

Faculty and staff may be appointed by either the Director or Section Head to perform specific tasks. These tasks are often time consuming and, as is the case with all service assignments, their impact is considered in annual evaluations.

VIII. Faculty Meetings

The Director will distribute a schedule of school faculty meetings at the beginning of each academic year. Typically, there will be two school faculty meetings per semester, with the exception of summer semester. The Director, in consultation with faculty, may cancel a meeting if the agenda is insufficient to justify the meeting. In such cases, the Director shall attempt to provide at least one week's notification to faculty. Conversely, the Director may call additional meetings as necessary, and additional meetings may also be scheduled at the request of at least one-half of the tenure track, clinical and research faculty. Faculty meeting minutes shall be taken, distributed, and archived.

The Director prepares the agenda for each faculty meeting in consultation with the Executive Committee. Faculty, staff, and student leaders may suggest agenda items for consideration by the Director and Section Heads up to three days before the meeting. Tenure track, clinical and research faculty must attend all faculty meetings as attendance constitutes a minimum level of service performance.

A simple majority will pass motions, provided that a majority of the faculty is present. If a majority of the faculty membership is not present, then the voting must be done again at a meeting when a majority of the faculty is present. When a matter must be decided and a simple majority of all faculty members eligible to vote cannot be achieved on behalf of any position, the Director will necessarily make the final decision.

In general, faculty meetings are for the exchange of ideas, to inform the faculty of news relevant to the

1 school, and to discuss important issues. Roberts Rules of Order will be used to determine procedure on
2 issues when special limitations need to be placed on debate and when a critical vote is necessary. Voting
3 on all personnel matters shall be by secret ballot only. Other voting shall be by secret ballot, voice vote,
4 or show of hands as determined by the Director. However, a secret ballot may be taken on any issue
5 upon the request of at least 50 percent of the faculty present. The presumption of majority rule will
6 prevail in all matters requiring a vote.

7 Special policies pertain to voting on personnel matters, and these are set forth in the School's
8 Appointments Promotion and Tenure Document.

9 Section Heads schedule faculty meetings on a regular basis, but not less than once a month during the
10 academic year. The Section Head prepares the agenda, and distributes and archives meeting minutes.

11

12 **IX. Faculty Duties and Responsibilities**

13 All faculty members must share in meeting the school's teaching responsibilities, must be engaged in
14 scholarship, and must share in administration and service obligations. It is recognized that teaching,
15 scholarship, and service activities may overlap and not all require the same amount of time or have the
16 same impact. The Director and the Section Heads strive to maintain equitable distribution of overall
17 workload obligations.

18 The duties and responsibilities of the faculty are described, in accordance with Faculty Rule
19 3335-3-35-C-2-f. The typical percentages of time dedicated to teaching, scholarship, and service follow
20 the Office of Academic Affairs Policies and Procedures Handbook (Volume 1, Chapter 2, Section 1.4.3),
21 which specifies that 60% of faculty workload be devoted to teaching in departments with active
22 baccalaureate and masters degree programs, while 50% of faculty workload be devoted to teaching in
23 departments with active baccalaureate, masters, and doctoral programs. Architecture and landscape
24 architecture do not have PhD programs and follow a teaching/scholarship/service model of 60/30/10.
25 City and Regional Planning has a PhD program and follows a teaching/scholarship/service model of
26 50/40/10, with the exception of its clinical faculty, who do not advise PhD candidates and follow the
27 60/30/10 model. Scholarship productivity, teaching release, and special service assignments may affect
28 these percentages. However, excellence in one area never excuses negligence in another.

29 During on-duty periods, faculty members are expected to be available for interaction with students,
30 scholarship, and meetings and events even if they have no formal course assignment. Faculty must hold
31 office hours for two hours per week during the academic year, and list the hours in course syllabi.
32 On-duty faculty members should not be away from campus for extended periods of time unless on an
33 approved leave (see section XII) or on approved travel.

34 The duties and responsibilities listed here do not constitute a contractual obligation. Fluctuations in
35 demands and resources in the school and/or each section and the individual circumstances of faculty
36 members may warrant temporary deviations from the plan of action.

37 A full-time faculty member's primary professional commitment is to Ohio State University and the
38 guidelines below are based on that commitment. Faculty who have professional commitments outside
39 of Ohio State during on-duty periods (including teaching at another institution; conducting research for
40 an entity outside of Ohio State; external consulting) must disclose and discuss these with the Director in
41 order to ensure that no conflict of commitment exists. Information on faculty conflicts of commitment is
42 presented in the OAA [Policy on Faculty Conflict of Commitment](#).

43 Assignments and expectations for the upcoming year are addressed as part of faculty annual reviews by
44 the Section Heads and Director.

1 **A. Tenure-Track Faculty**

2 Teaching

3 Tenure-track faculty are expected to address the school's curricula while providing all students
4 the opportunity to realize their full capabilities for learning and, for the most capable and
5 motivated students, an enhanced learning experience. The typical school teaching workload for
6 tenure-track faculty consists of four courses per year plus academic advising, supervision of
7 independent studies, advising of Master theses and (in City and Regional Planning) Ph.D.
8 dissertations, and other teaching obligations as required by the curricula of each section.

9 Teaching is assessed according to credit hours generated, GA's supervised, awards, SEI's, peer
10 assessments, and course development. Course revisions according to advances in the field are
11 integral to teaching obligations. The Section Head takes development of new courses into
12 account in making teaching assignments. Faculty should refer the APT document for teaching
13 expectations.

14 Scholarship

15 Faculty Rule 3335-6-02-A-1 states that scholarship "is broadly defined to include discovery,
16 scholarly and creative work, applied research, and the scholarship of pedagogy."

17 Tenure-track faculty are expected to be engaged in scholarship that makes a contribution to the
18 discipline, is gaining or has gained national and/or international recognition, and promises
19 continued growth. Scholarship is assessed according to quantity (the amount produced) and
20 quality (the impact of what is produced). Faculty should refer to the APT document for
21 scholarship expectations.

22 Service

23 Tenure-track faculty are expected to make substantive contributions to the governance and
24 advancement of the school in a collegial manner that facilitates positive contributions by others.
25 Service is assessed according to impact and role: assigned task, chair of committee, or member
26 of committee. A standard assignment is chairing one committee and serving on two other
27 committees. However, service requirements will vary according to faculty rank and annual
28 demands as managed by the Section Heads and Director. In particular, tenure-track faculty have
29 reduced service obligations during their probationary period. Tenured faculty should also
30 contribute to one or more publics – the university, the civic community, and/or the professions
31 – while understanding that service outside the school does not discount obligations within the
32 school.

33 All faculty members are expected to attend and participate in faculty meetings, recruitment
34 activities, and other school events. Faculty should refer the APT document for service
35 expectations.

36 Release Time

37 The purchase of release from teaching must be negotiated by the faculty member with the
38 Section Head and approved by the Director. Faculty seeking release time must have a positive
39 record of achievement, service, and commitment to the school and demonstrate the benefits of
40 the requested release to their continuing professional development and to the school. In
41 general, the purchase of release time is calculated according to the faculty member's salary, the
42 percentage of workload being bought out, and the faculty member's rank. Applicants must work
43 with the Section Head to ensure the Section's ability to accommodate the release time.

1 **B. Clinical Faculty**

2 Clinical faculty members are expected to contribute to the university's mission via teaching and
3 service, and professional practice. Service expectations are similar to those for the tenure-track.
4 Clinical faculty should refer to the APT document for teaching, practice, and service
5 expectations.

6 The typical Knowlton School teaching workload for clinical faculty consists of four courses per
7 year plus academic advising, supervision of independent studies, advising of Master theses, and
8 other teaching obligations as required by the curricula of each section. The exception is clinical
9 faculty in City and Regional Planning who do not advise PhD candidates and teach five courses
10 to meet the 60/30/10 model.

11 **C. Research Faculty**

12 Research faculty members are expected to contribute to the university's mission via scholarship.

13 In accord with Faculty Rule 3335-7-34, a research faculty member may, but is not required to,
14 participate in limited educational activities in the area of his or her expertise. However, teaching
15 opportunities for each research track faculty member must be approved by a majority vote of
16 the TIU's tenure-track faculty. Under no circumstances may a member of the research faculty be
17 continuously engaged over an extended period of time in the same instructional activities as
18 tenure-track faculty.

19 Scholarship expectations are similar to those for the tenure-track, albeit proportionally greater
20 since 100% of effort for faculty members on the research-track is devoted to scholarship.
21 Specific expectations are spelled out in the letter of offer.

22 **D. Associated Faculty**

23 Compensated associated faculty members are expected to contribute to the university's mission
24 via teaching or scholarship depending on the terms of their individual appointments.

25 Faculty members with tenure-track titles and appointments <50% FTE will have reduced
26 expectations based on their appointment level.

27 Expectations for compensated visiting faculty members will be based on the terms of their
28 appointment and are comparable to that of tenure-track faculty members except that service is
29 not required.

30 The standard teaching assignment for full-time lecturers is 24 credit hours per academic year.

31 **E. Mentoring**

32 During their first term of appointment, all tenure-track, clinical, and research faculty will be
33 assigned a faculty mentor in consultation with the Section Head and Director. Mentors will come
34 from the faculty member's discipline and will be tenured, and, ideally, a professor. The mentor
35 will assist the faculty member in developing a plan of teaching, scholarship, and service. The
36 mentor will regularly communicate with the faculty member, comment on draft work products,
37 provide peer teaching evaluations, and assess the faculty member's development. In addition, a
38 rotating group of three senior faculty will write an annual assessment of a probationary faculty
39 member's performance. This assessment is advisory to the Section Head in writing the
40 probationary faculty member's annual review letter. The assessment should provide guidance to
41 probationary faculty on their progress towards tenure, but does not become part of the
42 promotion and tenure dossier.

1 F. Parental Modification of Duties

2 The Knowlton School strives to be family-friendly in its efforts to recruit and retain high quality
 3 faculty members. To this end, the school is committed to parental modification of duties to
 4 provide its faculty members flexibility in meeting work responsibilities within the first year of
 5 childbirth/adoption/fostering. This can include a 50% reduction in course teaching for the
 6 academic year. See Appendix C of the College of Engineering's POA for details
 7 (https://oaa.osu.edu/assets/files/governance/college-of-engineering/Engineering-POA_2014-05-05.pdf).
 8

9 The faculty member and the Section Head, in consultation with the Director, will be creative and
 10 flexible in developing a solution that is fair to both the individual and the section while
 11 addressing the needs of the university. Expectations must be detailed in an MOU that is
 12 approved by the college Dean.

13 G. Workload Adjustments

14 Variations in scholarship are a normal feature of academic life and variations may also occur in
 15 teaching and service performance. However, a consistent pattern of underperformance in
 16 teaching, scholarship, and/or service may lead to increased assignments in the remaining areas.
 17 Conversely, a reduction in teaching requirements is possible for faculty who regularly exceed
 18 expectations in scholarship or service.

19 Special Assignments (SA)

20 Information on special assignments is presented in the Office of Academic Affairs [Special](#)
 21 [Assignment Policy](#). The information provided below supplements these policies.

22 A Special Assignment (SA) redistributes some of the regular duties a faculty member for a period
 23 of up to one full semester so that he or she may concentrate on a unique teaching, research, or
 24 service endeavor or invest in a professional development opportunity. SA's are subject to the
 25 need to assure that sufficient faculty are always present to carry out section work, and whether
 26 a faculty member has been granted a leave in the recent past. Preference is given to junior
 27 faculty. Proposals must be submitted to the school director at the close of the autumn
 28 semester of the year preceding the proposed SA. Proposals will be evaluated by the director and
 29 section heads based upon the degree to which the proposal will: a) enhance the faculty
 30 member's teaching, research, or service; b) strengthen the school's programs; and c) fulfill its
 31 goals during the period requested.

32 Probationary tenure-track faculty will normally be provided a two-course reduction over the
 33 course of their probationary period. The two-course reduction can be combined as an SA.

34 Faculty applying for fellowships or other opportunities requiring a reduction of duties must first
 35 be approved for a special assignment or faculty professional leave or agree to purchase release
 36 time.
 37

38 X. Course Offerings and Teaching Schedule

39 The Section Heads will annually develop a schedule of course offerings and teaching schedules in
 40 consultation with the faculty, both collectively and individually. While every effort will be made to
 41 accommodate the individual preferences of faculty, the school's first obligation is to offer the courses
 42 needed by students at times and in formats, including on-line instruction, most likely to meet student
 43 needs. To assure classroom availability, reasonable efforts will be made to distribute course offerings

1 across the day and week. To meet student needs, reasonable efforts will be made to assure that course
2 offerings match student demand and that timing conflicts with other courses students are known to
3 take in tandem are avoided. A scheduled course that does not attract a minimum number of students
4 will normally be cancelled and the faculty member scheduled to teach that course will be given another
5 teaching or service assignment for that or a subsequent semester. The minimum course enrollment is
6 ten students with the exception of PhD courses where a six-student average over two years is the
7 minimum. This minimum can be waived by the section head if sufficient resources and programmatic
8 justifications exist.

9

10 **XI. Allocation of School Resources**

11 The Director, in concert with the Section Heads, is responsible for the fiscal and academic health of the
12 school and for assuring that all resources – fiscal, human, and physical – are allocated in a manner that
13 will optimize achievement of school goals.

14 The Director will discuss the school budget at least annually with the faculty and attempt to achieve
15 consensus regarding the use of funds across general categories. However, final decisions on budgetary
16 matters rest with the Director.

17 Research space will be allocated on the basis of scholarship productivity including external funding and
18 will be reallocated periodically as these faculty-specific variables change.

19 The allocation of office space will include considerations such as achieving proximity of faculty in
20 sections and productivity and grouping staff functions to maximize efficiency.

21 The allocation of salary funds is discussed in the school's Appointments, Promotion and Tenure
22 document.

23

24 **XII. Leaves and Absences**

25 The university's policies and procedures with respect to leaves and absences are as per the Office of
26 Academic Affairs Policies and Procedures Handbook and Office of Human Resources website. The
27 following sections supplement these policies.

28 **A. Discretionary Absence**

29 Faculty are expected to complete a Travel Request for off-campus travel such as for consulting
30 or professional meetings. Faculty are also expected to complete an Application for Leave for an
31 extended absence of more than ten days. In both cases, the form must be completed well in
32 advance to provide time for its consideration and approval. Discretionary absence from duty is
33 not a right and the Section Head and Director retain the authority to disapprove a proposed
34 absence when it will interfere with instructional or other comparable commitments. Such an
35 occurrence is most likely when the number of absences in a semester is substantial. The Rules of
36 the University Faculty require that the Office of Academic Affairs approve any discretionary
37 absence of ten or more consecutive days.

38 **B. Absence for Medical Reasons**

39 When absences for medical reasons are anticipated, faculty members are expected to complete
40 an Application for Leave Form as early as possible. When such absences are unexpected, the
41 faculty member, or someone speaking for the faculty member, should let the Section Head
42 know promptly so that instructional and other commitments can be managed. Faculty members
43 are always expected to use sick leave for any absence covered by sick leave (personal illness,

1 illness of family members, medical appointments). Sick leave is a benefit to be used—not
2 banked. For additional details see OHR Policy 6.27, <http://hr.osu.edu/policy/policy627.pdf>.

3 **C. Unpaid Leaves of Absence**

4 The university's policies with respect to unpaid leaves of absence and entrepreneurial leaves of
5 absence are set forth in the Office of Human Resources Unpaid Leave Policy 6.45,
6 <http://hr.osu.edu/policy/policy645.pdf>. The information provided below supplements these
7 policies.

8 **D. Faculty Professional Leave (FPL)**

9 For information on faculty professional leave, see the OAA Handbook,
10 <http://oaa.osu.edu/assets/files/documents/facultyprofessionalleave.pdf>. The college provides
11 deadlines and procedures at the beginning of every academic year.

12 The school's Executive Committee will review all requests for faculty professional leave and
13 make a recommendation to the Director. The Committee and Director will give priority to those
14 applicants who have a positive record of achievement, service, and commitment to the school
15 and can show the benefits of the requested leave to their continuing professional development
16 and to the school. Applicants must also work with the Section Head to ensure the Section's
17 ability to accommodate the release time. Applicants will be judged on the above criteria and the
18 lapsed time since their last leave.

19 Faculty applying for fellowships or other opportunities requiring a reduction of duties must first
20 be approved for a special assignment or faculty professional leave or agree to purchase release
21 time.
22

23 **XIII. Supplemental Compensation and Paid External Consulting**

24 External consulting can serve the academic interests of a professional school. However, faculty
25 must follow the Ohio State University policy on paid external consulting. Information on faculty
26 supplemental compensation is presented in the OAA Policy on Faculty Compensation
27 (<https://oaa.osu.edu/assets/files/documents/facultycompensation.pdf>). Information on paid
28 external consulting is presented in the university's Policy on Faculty Paid External Consulting (
29 <https://oaa.osu.edu/assets/files/documents/paidexternalconsulting.pdf>). It is university policy that
30 faculty may not spend more than one business day per week on supplementally compensated
31 activities and external consulting combined. Faculty who fail to adhere to the university's policies on
32 these matters, including seeking approval for external consulting, will be subject to disciplinary
33 action.

34 Faculty members must request permission to use a textbook or other material that is authored by
35 that faculty member and the sale of which results in a royalty being paid to him or her. Requests
36 must be submitted to the director three months before the course is offered and include the
37 reasoning for the textbook or other material's selection.
38

39 **XIV. Financial Conflicts of Interest**

40 A conflict of interest exists if financial interests or other opportunities for tangible personal benefit
41 may exert a substantial and improper influence upon a faculty member or administrator's
42 professional judgment in exercising any university duty or responsibility, including designing,
43 conducting or reporting scholarship. For further details, see the University's Policy on Faculty

1 Financial Conflict of Interest

2 (<https://oaa.osu.edu/sites/default/files/uploads/policies/Faculty-Financial-Conflict-of-Interest.pdf>).

3 Faculty members are expected to review their professional activities to avoid conflicts of interest as
4 defined in the Ohio State University conflict of interest policy. Faculty members are required to file
5 conflict of interest screening forms annually and more often if prospective new activities pose the
6 possibility of financial conflicts of interest. Faculty who fail to file such forms or to cooperate with
7 university officials in the avoidance or management of potential conflicts will be subject to
8 disciplinary action.

9 In addition to financial conflicts of interest, faculty must disclose any conflicts of commitment that
10 arise in relation to consulting or other work done for external entities. Further information about
11 conflicts of commitment is included in Section IX above.

12 **XV. Grievance Procedures**

13 Members of the school with grievances should discuss them with the Section Head or Director, as
14 appropriate. The procedures for the review of specific types of complaints and grievances are
15 provided below.

16 **A. Salary Grievances**

17 A faculty or staff member who believes that his or her salary is inappropriately low should
18 provide documentation and discuss the matter with the Director. Faculty members who wish to
19 discuss dissatisfaction with a salary increase with the school Director must be prepared to
20 explain how their salary (rather than the increase) is inappropriately low, since increases are
21 solely a means to an optimal distribution of salaries.

22 Faculty members who are not satisfied with the outcome of the discussion with the Director
23 should meet with the college's Associate Dean of Academic Affairs who can advise them on
24 appeal processes. More information can be found online in the OAA's [Policies and Procedures
25 Handbook](#).

26 Staff members who are not satisfied with the outcome of the discussion with the Director
27 should contact the college's Director of Human Resources who can advise them on appeal
28 processes. More information can be found online at: <http://www.hr.osu.edu/>.

29 **B. Faculty Misconduct**

30 Complaints alleging faculty misconduct or incompetence should follow the procedures set forth
31 in Faculty Rule 3335-5-04.

32 **C. Faculty Promotion and Tenure Appeals**

33 Promotion and tenure appeals procedures are set forth in the school's APT document and
34 Faculty Rule 3335-5-05.

35 **D. Sexual Misconduct**

36 The university's policy and procedures related to sexual misconduct are set forth in OHR Policy
37 1.15, <https://hr.osu.edu/wp-content/uploads/policy115.pdf>.

38 **E. Student Complaints**

39 Student complaints about courses, grades, and related matters are brought to the attention of
40 individual course instructors. In receiving such complaints, faculty should treat students with
41 respect regardless of the complaint's merit and provide a considered response.

1 If the complaint cannot be resolved between the student and faculty member, either party may
 2 ask the Section Head for a judgment. In such a case, the Section Head will first ascertain
 3 whether the student requires confidentiality or not. If confidentiality is not required, the Section
 4 Head will investigate the matter as fully and fairly as possible and provide a response to both
 5 the student and any affected faculty. In this effort, the Section Head may enlist an advisory
 6 committee of three faculty.

7 If confidentiality is required, the Section Head will explain that it is not possible to fully
 8 investigate a complaint in such circumstances and will advise the student on options to pursue
 9 without prejudice as to whether the complaint is valid or not.

10 Faculty complaints regarding students must be handled in accordance with university rules and
 11 policies. Faculty should seek the advice and assistance of the Section Head, Director, and other
 12 administrators with knowledge of policies and procedures. In particular, evidence of academic
 13 misconduct must be brought to the attention of the Committee on Academic Misconduct (see
 14 <https://oaa.osu.edu/academic-integrity-and-misconduct> and
 15 <http://senate.osu.edu/committees/academic-misconduct>).

16 **F. Code of Student Conduct**

17 In accordance with the Code of Student Conduct faculty members will report any instances of
 18 academic misconduct to the Committee of Academic Misconduct (see
 19 <https://trustees.osu.edu/rules/code-of-student-conduct/>).

20 **APPENDIX A. School offices, staff, and their functions**

21 **Fiscal, Human Resources & Administration**

22 Business Manager. Manages the Knowlton School and Section budgets; oversees business and
 23 human resources operations.

24 Administrative Associate. Processes timekeeping, hiring of employees, and purchases.

25 Human Resources Generalist. Provides HR and benefits support for faculty, staff and lecturers.

26 Sections Program Coordinator. Provides administrative support for the three sections; coordinates
 27 academic scheduling; supports accreditation, curricular changes, faculty search and P&T processes.

28 **Communication, Outreach & Facilities**

29 Program Manager – Communications, Outreach & Facilities. Oversees communications, marketing,
 30 alumni relations and facilities initiatives; manages special projects for the Director.

31 Director of Development. Manages school advancement with a focus on major gift initiatives.

32 Coordinator – Alumni Relations and Events. Coordinates communication with school alumni and
 33 donors; manages school-wide events.

34 Coordinator – Communications and Marketing. Manages the school's social media outlets, website
 35 content, branding and identity resources; develops print and digital communications materials;
 36 develops strategic communications and outreach strategies for the school.

37 Coordinator – Media Production. Produces written and visual content used in print and digital media
 38 that support the school's strategic marketing goals.

39 Digital Resources Curator and Archivist. Manages the Knowlton Digital Library and Archives; faculty
 40 resource for learning technology and eLearning.

1 Building Coordinator. Manages facility improvement, building maintenance, space assignments,
2 event scheduling, and policy oversight.

3 **Student Services**

4 Program Manager – Student Services. Manages Knowlton Student Services staff. Areas of day to day
5 focus include career services, scholarship management, and undergraduate recruitment.

6 Undergraduate Academic Advisor. Advises undergraduate students; teaches survey; manages
7 graduation certification; monitors academic progress of undergraduates.

8 Honors Director and Scholars Coordinator. Manages co-curricular programming for both Honors
9 students and Architecture, Landscape and City Scholars students; advises students with either
10 Honors or Scholars standing; assists with additional advising.

11 Graduate Programs Coordinator. Works with faculty chairs to manage graduate degree programs;
12 assists in grad program recruitment.

13 **Information Technology**

14 Senior Systems Manager. Manages the school IT staff and Shop Coordinator. . Interfaces with KSA
15 computer committee. Serves as liaison between College of Engineering ETS and school IT. Oversees
16 school IT budget.

17 Systems Developer/Engineer. Maintains Server infrastructure specific to the Knowlton School within
18 ETS. Works with school faculty and staff to assist with technology needs.

19 Systems Manager. Oversees Knowlton School student help desk, manages student employees,
20 maintains studio and lab computer equipment, manages software licensing.

21 Shop Coordinator. Manages the M/I Homes Foundation Materials/Fabrication Laboratory.

22 **Architecture Library**

23 Architecture Librarian. Manages the Architecture Library; liaison between Ohio State library system
24 and the Knowlton School.

25 Library Associate. Compiles reserved materials for courses; oversees maintenance of library
26 collections.