

**PATTERN OF ADMINISTRATION  
DEPARTMENT OF PSYCHOLOGY**

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## PATTERN OF ADMINISTRATION Department of Psychology

### I. Introduction

This document provides a brief description of the Department of Psychology as well as a description of its guidelines and procedures. It supplements the Rules of the University Faculty and other policies and procedures of the University to which the department and faculty are subject. The latter rules, policies, and procedures, and changes in them, take precedence over statements in this document.

This pattern of administration is subject to continuing revision. It must be reviewed and either revised or reaffirmed on appointment or reappointment of the department chair and approved by the Executive Dean of Arts and Sciences and the Office of Academic Affairs. Although it is very desirable for the chair and faculty to reach consensus on the document, formal faculty acceptance of the document is not required. Where divisions in the department make consensus or formal faculty approval impossible, the chair may have to implement a pattern without consensus. Revisions may be made at any time. Changes, which will be made in consultation with the department faculty, will be disseminated to department faculty in memos and updated on the document posted on the departmental web site and in the Office of Academic Affairs at oaa.osu.edu.

### II. Mission Statement

The Ohio State University aspires to be among the world's truly great universities—advancing the well-being of the people of Ohio and the global community through the creation and dissemination of knowledge. Four core elements are seen as critical components in terms of achieving the university's goal: Becoming a national leader in the quality of our academic programs; becoming universally recognized for the quality of the learning experience we offer our students; creating an environment that truly values and is enriched by diversity; and expanding the land-grant mission to address our society's most compelling needs. The Department of Psychology defines its mission within those guidelines and with the intent of assuming a position nationally and internationally as one of the premiere research departments of psychology.

The Department of Psychology at Ohio State is dedicated to the continuing pursuit of excellence in research, in teaching, and in service to the profession, university, citizens of Ohio, and the nation. The Department is committed to being at the forefront of the creation, transmission, and application of new psychological knowledge and to educating psychological scientists of the 21st century. The foundation of the department's mission is research. Research informs our teaching and service activities, and is itself a specialized form of teaching that guides students and faculty in their search for new psychological knowledge. The undergraduate mission, centered around psychology's role as a pivotal social sciences discipline, focuses on maintaining a high quality undergraduate major, currently the second largest at the university. The graduate mission is focused upon achieving international distinction in research and training for each of the specialty areas offered by the department.

Both the undergraduate and graduate programs are research intensive in emphasis and thus provide unique opportunities for its students.

### III. Faculty

The faculty of the Department of Psychology is composed of various faculty members as defined by the Rules of the University Faculty.

#### A. Tenured and Tenure-track Faculty

The tenure-track faculty is comprised of all persons with the title of Professor, Associate Professor, and Assistant Professor who have appointments involving at least fifty percent funded appointment in the Psychology department.

#### B. Research Faculty

Research Faculty are comprised of all persons with the title of Research Professor of Psychology, Research Associate Professor of Psychology, and Research Assistant Professor of Psychology. These are non-tenure-track fixed term contract positions. Research track faculty shall be engaged in externally funded research related to the mission and goals of the department.

#### C. Clinical Faculty

Clinical Faculty are comprised of all persons with the title of Clinical Professor of Psychology, Clinical Associate Professor of Psychology, and Clinical Assistant Professor of Psychology. These are non-tenure-track fixed term contract positions. Clinical faculty are engaged in teaching practitioner-oriented courses and service related to the mission and goals of the department.

#### D. Associated Faculty

The associated faculty is comprised of all persons with adjunct titles, visiting titles, Lecturer titles and part-time (less than 50 percent appointment to the department or university) Professors, Associate Professors, Assistant Professors, and Instructors.

#### E. Courtesy Faculty

Courtesy (no salary) appointments are reserved for faculty who have a tenured or tenure-track appointment in another department at Ohio State University. At a minimum, a courtesy appointment should be based on an expectation of the appointee's substantial involvement in the department (e.g., student mentoring). Continuation of the appointment should reflect ongoing contributions to the department mission. Appointments are made for a 3 year period and may be renewed. A courtesy appointment is made at the individual's current Ohio State rank, with promotion in rank recognized.

#### F. Emeritus Faculty

Emeritus faculty are persons whom, upon retirement, the Chair, Dean, and Provost recommend for emeritus status. It is expected that emeritus faculty will make some substantive contribution to the department though they do not play a role in departmental governance.

### G. Voting Privileges

Voting privileges on departmental matters are extended only to members of the tenured and tenure-track departmental faculty. Tenure track faculty with appointments in the department of less than 50% FTE or who have their TIU in another department are not eligible to vote. Research, clinical, associated, courtesy and emeritus faculty do not have voting privileges on departmental matters.

## IV. Organization of Department Services and Staff

The Department of Psychology is a large and complex department that requires a wide variety of support personnel to carry out its academic mission. These support staff include fiscal officers, human resource personnel, administrative assistants, technical staff, academic advisors, clinical staff, and so forth. The chair is ultimately responsible for hiring all support staff, though faculty who are impacted by such hires are routinely consulted prior to each hiring decision. For example, members of doctoral program areas normally would be consulted prior to hiring of an area associate serving that area, faculty with grants normally would be consulted prior to hiring a grants administrator, the undergraduate studies committee normally would be consulted prior to hiring undergraduate advisors, and so forth.

## V. Overview of Department Administration and Decision Making

Although the Chair is ultimately responsible for all decisions, decision making authority can be delegated by the chair to the Vice Chair(s), various standing or special committees of the Department, to faculty constituting the doctoral program study areas (currently consisting of: behavioral neuroscience, clinical, cognitive, decision psychology, developmental, quantitative, intellectual and developmental disabilities, and social), or to the faculty as a whole. The primary consultative bodies in the department will be the Executive Committee (consisting of the coordinators of each of the doctoral program study areas and cross areas), the Undergraduate Studies Committee, and the Graduate Studies and Stipends Committee. For most non-trivial matters, the chair will seek the advice of the Executive Committee and either the Graduate or Undergraduate Studies Committee, depending on which is more relevant. However, the nature and importance of any individual matter determines how it is addressed. Department governance proceeds on the general principle that the more important the matter to be decided and the more faculty affected, the more widespread the consultation and agreement on a decision should be. Open discussions, both formal and informal in relevant standing and special committees, and in general faculty meetings, constitute the primary means of reaching consensus on decisions of central importance.

## VI. Department Administration

### A. Chair

The primary responsibilities of the chair are set forth in Faculty Rule 3335-3-35, [www.trustees.osu.edu/rules/university-rules.html](http://www.trustees.osu.edu/rules/university-rules.html).

In psychology, the duties of the chairperson are:

1. To have general administrative responsibility for the psychology program, subject to the approval of the dean of the college.
2. To develop in consultation with the faculty a pattern of administration. This pattern of administration shall be made available to all present and prospective members of the faculty of the department or school, and a copy shall be deposited in the office of the dean of the college and in the office of the Executive Vice President and Provost.
3. The chair will:
  - a. Provide a schedule of all regular faculty meetings to all faculty members before the start of each semester.
  - b. Maintain records of all faculty meetings and of all other actions covered by the pattern of administration.
  - c. Consult with the faculty as a whole on all policy matters, and that such consideration will, whenever practicable, be undertaken at a meeting of the faculty as a whole.
  - d. Recognize the presumption favoring majority faculty rule on all matters covered by the pattern of administration. Whenever majority faculty rule is not followed, the chairperson shall explain the reasons for the departure to enhance communication and to facilitate understanding within the department. Where possible, this statement of reasons shall be provided before the departure occurs. This explanation shall outline the decision of the majority of the faculty, the decision of the department chairperson and the reasons the decisions differ. The explanation shall be communicated to the faculty in writing or at a faculty meeting, with an opportunity provided for faculty to comment.
  - e. Consult faculty in the initiation and in the review and selection of new faculty members for appointment.
  - f. Explain how faculty duties and responsibilities in instruction, scholarship, and service are to be assigned and distributed equitably.
  - g. Inform faculty members when they receive their annual review of their right to review their primary personnel file maintained by the department and to place in that file a response to any evaluation, comment or other material in the file.
  - h. Prepare, after consultation with the faculty and in accordance with the pattern of administration, a statement setting forth the criteria and procedures according to which recommendations are made concerning appointments and/or dismissals, salary adjustments, promotions in rank, and matters affecting the tenure of the faculty. This statement is found in the Appointments, Promotion, and Tenure Document. This statement shall be made available to all present and prospective members of the department, and a copy shall be deposited in the office of the executive dean of the college and in the office of the executive vice president and provost. At the beginning of each four-year term of the chairperson, the members of the

department, the office of the dean of the college, and the office of the executive vice president and provost shall receive, review, and approve either a revision or reaffirmation of the original statement.

- i. Operate the business of the department with efficiency and dispatch.
- j. Evaluate continuously the instructional and administrative processes and lead in the study of methods of improving them.
- k. Evaluate faculty members periodically in accordance with criteria approved by the board of trustees and subject to instructions from the senior vice president for academic affairs and executive vice president and provost, and also according to such supplemental criteria as may be set up by the department.
- l. Recommend to the executive dean of the college, after consultation with the faculty all appointments, promotions, dismissals, and matters affecting the tenure of members of the department faculty.
- m. Encourage faculty to engage in outstanding research, teaching, and service.
- n. See that all faculty, regardless of their assigned location, are offered the departmental privileges and responsibilities appropriate to their rank, and in general to lead in maintaining a high level of morale.
- o. See that adequate supervision and training are given to those members of the faculty and staff who may profit by such assistance.
- p. Prepare (after consultation with the faculty) annual budget recommendations for the consideration of the dean of the college.
- q. Promote improvement of instruction by requiring the evaluation of each course when offered, including feedback from students in the course, and periodic course review by the faculty.
- r. Appoint, at his or her discretion, one or more Vice Chairpersons to assume certain designated administrative responsibilities. At present, there are two Vice Chairs. One Vice Chair is for Instruction and Space. This Vice-Chair will coordinate all aspects of the department's teaching mission and also develop a facilities plan for accommodating the research, teaching, and service needs of the department. The second Vice Chair focuses on faculty and staff evaluations including chairing the department's P&T Committee. The Vice Chairs work closely with the department chair and relevant committees of the department to carry out their responsibilities. The Vice Chairs also will represent the Chair at certain occasions where the Chair is unable to attend, and will take on other responsibilities as agreed to with the Chair. Compensation for Vice-Chair duties could include additional pay and/or course relief to be worked out on an individual basis in accord with college policies.
- s. Oversee the hiring of departmental staff, including technical support, administrative, clerical, and other positions.

## B. Graduate Program Areas

1. The academic organization of the department includes most of the traditional graduate specialty areas in psychology. Currently, the seven core specialty areas are Behavioral Neuroscience, Clinical, Cognitive, Developmental, Intellectual and Developmental Disabilities, Quantitative, and Social. The department also offers a cross area specialization in Decision Psychology.
2. Individual faculty members must have an affiliation with one of the seven core areas, although affiliation with multiple areas and cross areas is not only possible but also encouraged

wherever appropriate. Area members will have considerable input into decisions regarding additions to their area faculty groups.

3. Cross area training specialties can be established with the approval of the department chair, the Graduate Studies and Stipends Committee, and the department as a whole. Cross area training specialties are established when faculty from at least three core areas develop a training program that cuts across core area boundaries. Currently, the department offers a cross area training program in Decision Psychology.

4. The faculty in each core area and cross area have the primary responsibility for graduate education and training in that specialty field, including course requirements, admission of graduate students, candidacy examinations, etc., within the broader sets of requirements set forth by the departmental faculty in its entirety as well as the general Graduate School requirements of The Ohio State University.

5. Each core area and cross area has a Faculty Coordinator who serves as the primary administrative liaison for the graduate program. The department chair appoints a Faculty Coordinator for each graduate program after consulting with the relevant faculty in the program. Service is generally on a rotating basis for terms of two years duration, renewable for an additional term. Program coordinators should be tenured faculty members.

6. The clinical area shall have a faculty member designated as Director of Clinical Training who will be appointed by the chair for a three year term upon the recommendation of the area faculty. The Director of Clinical Training also may assume normal rotational duties as area coordinator.

7. Regional campus faculty of the department comprise a separate administrative group. For administrative convenience, the regional campus faculty are treated as a departmental area.

8. The Faculty Coordinators from each graduate program specialty constitute the Executive Committee of the department (see below).

### C. Standing Committees

The department currently operates with a standing committee structure as a mechanism to accomplish many of the normal routine administrative activities necessary for a major graduate department. Each summer the chair shall obtain a slate of nominees from each core area coordinator listing the area's suggestions for membership on some or all of the standing committees. With the exception of the elected Peer Review Committee, the chair then will form the committees for the following year based in part upon these nominations. Committee membership generally will be for three year terms, appointed such that approximately one third of the committee members rotate off the committee each year. Unless specified otherwise, each committee will consist of at least three tenure track faculty members from different academic specialty areas.

The department chair is an ex-officio member of all departmental committees and serves as committee chairperson of the Executive and Peer Review Committees. All standing and ad hoc committees serve to make action recommendations that are advisory to the department chair.

The following standing committees are among the major ones that currently comprise the departmental committee structure. Although this committee structure describes the current situation, changes in the structure, including the adding or disbanding of committees, may occur at the discretion of the Chair, normally in consultation with faculty members. Unless otherwise noted, the size of committees may vary from year to year.

1. Awards Committee: This committee is charged with preparing nominations of faculty for various internal (e.g., Distinguished Scholar) and external (e.g., APA Early Career) awards for research, teaching, and service activities.
2. Diversity, Recruitment and Retention Committee: The function of this committee is to promote the recruitment and retention of the very best applicants to our graduate program, with a particular focus on minority students. The committee also makes recommendations for any awards, scholarships, postdoctoral fellowships, etc., related to diversity. Its charge also includes the promotion of diversity among departmental faculty and staff.
3. Equipment and Technical Services Committee: The purpose of this committee is to recommend to the chair allocations regarding equipment expenditures and to make recommendations to the chair regarding enhancement of the technological infrastructure of the department. This includes providing advice on hiring of technical staff and purchase of general equipment of benefit to the department as a whole.
4. Ethics Committee: This committee reviews all cases of potential ethical violations by graduate students and faculty.
5. Executive Committee: This committee consists of the faculty coordinators for each of the department's graduate training core area and cross area programs. Although the primary duty of the coordinators is to oversee operation of their graduate programs, as the Executive committee this group serves as the primary advisory committee to the chair on long-term planning issues and strategies for enhancing the department's profile in its research, teaching, and service missions. It also advises the chair on strategies for addressing any short- and long-term problems facing the department.
6. Graduate Admissions Committee: Staffed with one representative from each academic core area and cross area, this committee has the responsibility for coordinating the admission of all graduate students into the department and into the separate specialty programs, as well as the recruitment of candidates for University Postdoctoral Fellowships.
7. Graduate Studies and Stipends Committee: The committee consists of one member of each of the graduate program core areas and cross areas appointed by the Chair as well as the faculty member appointed as Director of Graduate Studies. It is the responsibility of this committee to coordinate and review periodically all graduate programs in the Department and make recommendations regarding their retention and revision. In addition, this committee formulates and administers policy regarding the submission and awarding of University Fellowships and departmental teaching associateships. As such, members of this committee work closely with faculty on the Graduate Admissions Committee. One member of this committee, the Director of Graduate Studies, serves as the primary liaison to the Graduate School. It is the responsibility

of this person to ensure that the Department policies and procedures are in conformity with the requirements of the Graduate School and any other University policies concerning graduate education. Changes in the graduate curriculum are ordinarily the purview of the faculty within the academic areas; however, general matters of programming, or policy, are to be considered, and approved, by the general faculty who are members of the graduate faculty following deliberation by this committee. This committee also approves appointments to the Graduate Faculty of the Department. The Director of Graduate Studies leads the committee on all matters regarding graduate education. One member of the committee (also serving as an area or cross area representative) is appointed by the department chair as the Director of Graduate Stipends. This individual serves as coordinator of all matters regarding financial support of graduate students. In addition, this individual leads the committee when matters regarding graduate support (e.g., fellowships, assistantships) are discussed.

8. Peer Review Committee. Early in each calendar year, this committee, led by the department chair, is charged with reviewing the teaching, research, and service activities of all faculty and conveying performance evaluations to the Chair. A document outlining the procedures and criteria used by this committee to evaluate research, teaching, and service will be made available to all faculty by the department chair. At a minimum, the committee evaluates all faculty based on information submitted in the Annual Activity Report. Committee members will not rate themselves and will recuse themselves from rating any faculty member for whom a conflict of interest exists (e.g., a familial or comparable relationship, close research collaboration, etc.). The committee will have at least three meetings one each devoted to assessing research, teaching, and service performance. For Columbus faculty, the committee's evaluations are used as input to annual salary adjustments and other resource allocation decisions made by the chair. For regional faculty, ratings are made in research only and these evaluations are conveyed by the chair to the appropriate regional campus Dean. The committee is composed of the department chair and four elected members of the tenured Columbus faculty, though only elected members make ratings. One member from among the tenured regional campus faculty members also is elected but only participates in the research evaluation meeting. Appointments to the committee should ensure that there is wide representation across the academic areas of the Department. Members must be tenured and serve two-year terms [appointments are staggered so that two members rotate off each year]. Members cannot stand for re-election until they have been off the committee for two years.

9. Promotion and Tenure Committee. This committee, described in more detail in the Appointments, Promotion and Tenure Document, is charged with the responsibility of compiling, describing, and presenting to the full Committee of Eligible Faculty (all tenured professors in the case of candidates for tenure and promotion to the rank of Associate Professor, and all Full professors in the case of candidates for promotion to the rank of Full professor) cases for tenure and promotion in the department. The committee also coordinates the process of fourth year reviews of Assistant professors. All members are appointed by the department chair. The department's Vice Chair for Faculty Evaluation serves as the chair of this committee and is ultimately responsible for preparing all P&T reports and documents for individual candidates.

9. Psychological Services Committee. This committee, consisting of at least one member from the clinical area, is charged with operating the Psychology Department Clinic. The clinic is

used primarily for practicum training for students in these graduate programs. The committee makes recommendations to the chair regarding the Director of the Clinic.

10. Research Experience Program (REP) Committee. This committee administers the introductory psychology requirement for research participation, and makes decisions concerning the award of experiment hours to faculty, students, and others.

11. Speakers Committee: The purpose of this committee is to coordinate the departmental colloquium series and oversee the expenditure of departmental colloquium funds.

12. Undergraduate Studies Committee: It is the responsibility of this committee to oversee and review periodically all facets of the undergraduate curriculum, including the major and minor programs, undergraduate advising, and other undergraduate programming (e.g., the Honors curriculum, science fairs, Psi Chi activities, undergraduate research opportunities, etc.), and make recommendations to the department chair and faculty concerning retention and revision. Changes in the undergraduate curriculum are to be considered, and approved, by the general faculty. The committee consists of a) one member from each of the academic areas, appointed by the department chair, b) the Department Undergraduate Advising Program Director or Coordinator, and c) the Coordinator of Psychology 100.

#### D. Special and Liaison Committee Appointments

In addition to the standing committee structure, various ad hoc committees may be appointed by the chair. Such committees will be formed when there is a need to deal with specific, time-limited tasks (e.g., faculty search committees; see AP&T document) not specifically covered by the standing committees or when an issue spans the responsibilities of several standing committees. Further, a number of special department liaison positions of a permanent nature exist for coordinating the activities of the department with various other activities or programs on campus. Among the current liaison positions are as follows:

1. University Library
2. Department Computer Labs
3. University Honors Program
4. University IACUC (Animal Care)
5. Department Psi Chi/Psychology Club
6. Midwestern Psychological Association
7. SBS Curriculum Committee
8. SBS IRB

#### E. Faculty Meetings

Four faculty meetings per academic semester (one each month) are scheduled by the department chair in advance of each semester. Meetings are not ordinarily held over the summer. However, additional meetings may be called by the chair when matters of general concern require it and meetings may be cancelled when insufficient business warrants. All faculty members are expected to attend the meetings. The agenda is set by the department chair in consultation with the chairs of the department's standing and ad hoc committees. The department chair is responsible for assigning a staff member to maintain records of the

meetings. Department meetings are intended to advance the business of the Department with efficiency and dispatch, and should reflect a spirit of open exchange. Therefore, wide consultation of the faculty by the chair should characterize all policy matters, and it is crucial that consultation occur prior to the formal consideration of issues by the full faculty. Faculty meetings are intended to foster open and thorough discussion, leading to general agreement. Agreement is best reached when issues are developed thoroughly, in committee or elsewhere, and with wide consultation in advance of their consideration by the faculty. For important strategic issues, the Executive Committee will ordinarily review the matter and advise the chair prior to deliberation or discussion by the full faculty.

When consultation with the faculty reveals an easy consensus, less time for general discussion will be required. The more important the matter to be decided, the more widespread the discussion ordinarily will be. Matters that are of general and critical concern to the faculty should dominate the agenda for department meetings. These matters ordinarily include faculty appointments, promotion and tenure decisions, curricular revision, changes in important departmental policies, and the like. Procedural matters, and policy matters of more narrow concern, are typically made in standing committees of the Department, special committees, in the academic areas recognized by the department, or by the Chair.

A quorum is attained when 51% of voting faculty attend the meeting. Faculty must be present at the time of the vote and vote yes or no for the vote to be valid. Abstentions are not votes. Absentee and voting by proxy are not permitted. Mail ballots may be taken on certain issues when urgent matters arise and there is insufficient time to call for a faculty meeting. Votes on personnel matters are by secret ballot. Where votes on other matters are required, any faculty member may request that a secret ballot be used. Following a secret ballot, votes are counted by the chair's assistant and announced to the faculty. All votes are advisory to the chair. In cases where the chair delegates decision-making authority to the faculty, majority rule will apply.

## VII. Distribution of Faculty Duties and Responsibilities

### A. Tenure-track Faculty

Tenure-track faculty are expected to engage in research, teaching, and service to the university, the department, their individual area(s), and the profession. While faculty are expected to exercise "self-determination" in conducting research or other scholarly activity, the chair assigns teaching (in consultation with the Vice-Chair for Instruction and Area Coordinators) and in most cases departmental service. In making these assignments, the chair will balance the needs of the department with the preferences of faculty members within the context of the department's guidelines on faculty duties and responsibilities. During on-duty semesters, faculty members are expected to be available for interaction with students, service assignments, and other responsibilities even if they have no formal course assignment that semester. On-duty faculty should not be away from campus for extended periods of time unless on an approved SRA. Faculty Rule 3335-5-08 requires that absence from campus for more than 10 consecutive business days during a semester be approved by the chair, dean, and executive vice president and provost.

If faculty are engaged in or are assigned efforts that exceed the norm in any one or two of the teaching, research, or service categories by a considerable degree, their workload expectations

can be reduced in the remaining category(ies). The chair is responsible for making all exceptions to the normal workload expectations for faculty. The chair may decline to approve requests for workload adjustments when approval of such requests is not judged to be in the best interests of the department. Even though there will be some variation in effort allocated to the teaching, research, and service areas among faculty, all faculty are expected to make some contribution to each of the three areas. The workload guidelines outlined here does not constitute a contractual obligation. Fluctuations in the demands and resources of the department (college, regional campus) and the individual circumstances of faculty members may warrant temporary deviations from these guidelines.

## 1. Teaching

Providing high quality graduate and undergraduate education is an essential aspect of the department's mission. Each faculty member is expected to engage in activities that contribute to the department's graduate and undergraduate programs including both large service courses as well as specialized honors and graduate seminars. Faculty members are also expected to supervise both undergraduate and graduate students in research (e.g., honors theses, masters theses, doctoral dissertations). Unless stated otherwise in a letter of offer, the standard teaching workload for Columbus faculty is defined as 3 formal courses per year (50% research, 30% teaching, 20% service). This regular course load assumes that the faculty member has an active research program as defined by the department's formal workload guidelines. Faculty who are less engaged in research for any number of reasons can be assigned a "teaching enhanced status" which can require a 4 (40% research, 40% teaching, 20% service) or a 5 (30% research, 50% teaching, 20% service) course load. Currently, publishing approximately 6 high quality articles over a 3 year period would be sufficient to qualify for a regular faculty teaching load, but other factors are considered (e.g., authorship of chapters, grants). The chair will make available to all faculty the specific criteria for being assigned a regular or a teaching-enhanced workload. These criteria are set by the chair in consultation with the Peer Review and Executive Committees and the criteria are reviewed periodically. Faculty who are engaged in extraordinary service activities can receive a course reduction based on the value of the activity to the department and the amount of effort involved. Faculty who are only minimally involved in service (i.e., significantly less than the expected 20% effort) may be assigned an additional course to even out the workload in the department. In addition, the chair can grant new faculty members some course reductions to facilitate initiation of their research programs. A faculty member's teaching activity should not fall below 10% effort (i.e., 1 course per year). By college guidelines, faculty cannot reduce their course load to zero, even with grants, as long as they are receiving any general funds support from the university.

It is recognized that the effort required to teach any given course is related to a variety of factors such as: the number of students enrolled, the availability of instructional support staff, the nature of the material being taught, the number and type of assignments to be graded, the method of instructional delivery, and other factors. In addition, consideration of effort allocated to teaching includes not only formal classroom teaching, but also non-classroom activities that contribute to the education of graduate and undergraduate students such as mentoring graduate student theses and dissertations, serving on graduate exam committees, advising undergraduates in independent study projects, and so forth

## 2. Research

The department of psychology is a premier research department and aims to maintain and enhance this status. Thus, faculty are expected to engage in a continuous program of high quality research that contributes to the advancement of psychology as a science and to the international prestige of the department. Faculty also are expected to seek external support for their research efforts and to make periodic presentations at regional, national, and international professional meetings. It is also expected that faculty publications will have an impact on the field as assessed by citations to the faculty members' work. Ordinarily, the expectation is that the research program of individual faculty members will result in an average of two significant publications per year. Faculty who achieve this level of research productivity over the most recent three year period are assigned the standard course load of three. To the extent that faculty are not meeting this expectation, they will be assigned additional teaching responsibilities to constitute a full workload. The details of research requirements and course loads is contained in the department's formal workload guidelines made available by the chair to all faculty. At present, faculty who over the most recent three-year period produce about one significant publication per year will achieve a course load of four and faculty who do not meet this expectation will achieve a course load of five. Each year, the chair will provide the faculty with information about procedures for assessing the extent of their research productivity for the purpose of qualifying for a standard course load or a teaching enhanced course load.

## 3. Service

Academic, administrative, and professional services are an integral aspect of faculty responsibilities and thus faculty are expected to devote approximately 20% of their overall effort to university, department, and professional service. Faculty are expected to contribute to the day-to-day operation of their graduate program areas, serve on one or two departmental committees, and participate in college and university service activities periodically. Faculty also are expected to make contributions to the profession by serving on editorial boards and holding office in professional societies. Service responsibilities will fall disproportionately on tenured faculty. On occasion, individual faculty will be called upon to perform extraordinary service to the department, the university, or the field. To the extent that such service (e.g., becoming a journal editor) contributes to the department's overall mission but is unusually time consuming, modifications to one's expected contributions to the teaching or research areas can be made by the chair. For extraordinary service assignments, the faculty member will be responsible for documenting the time commitment associated with such service and, if necessary, justifying the value of this service to the department. In cases where a faculty member's service is unusually low, the chair can assign an additional course to constitute a full work load.

## 4. Special Assignments

Information on special assignments (SAs) is presented in the Office of Academic Affairs Special Assignment Policy (<http://oaa.osu.edu/assets/files/documents/specialassignment.pdf>). The information provided below supplements these policies.

Untenured faculty will normally be provided an SA for research for one semester, during their probationary period. Reasonable efforts will be made to award SA opportunities to all other faculty members subject to the quality of faculty proposals, including their potential benefit to

the department or university, and the need to assure that sufficient faculty are always present to carry out department work. The department's Peer Review Committee will evaluate all SA proposals and make recommendations to the chair. The chair's recommendation to the dean regarding an SA proposal will be based on the quality of the proposal and its potential benefit to the department or university and to the faculty member as well as the ability of the department to accommodate the SA at the time requested.

#### B. Clinical Faculty

Clinical faculty members are expected to contribute to the university's mission via teaching and service, and to a lesser extent scholarship. All clinical faculty are expected to contribute to the department's teaching in courses or instructional situations involving live patients or live clients, courses or instructional situations involving the simulation of live patients or live clients, or courses or instructional situations involving teaching of professional skills. The standard teaching assignment for full-time clinical faculty members is seven courses per academic year. Service expectations are similar to those for the tenure-track.

#### C. Research Faculty

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

In accord with Faculty Rule 3335-7-34,

a research faculty member may, but is not required to, participate in limited educational activities in the area of his or her expertise. However, teaching opportunities for each research track faculty member must be approved by a majority vote of the TIU's tenure-track faculty. Under no circumstances may a member of the research faculty be continuously engaged over an extended period of time in the same instructional activities as tenure-track faculty.

Research expectations are similar to those for the tenure-track, albeit proportionally greater since 100% of effort for faculty members appointed as research faculty is devoted to research. Specific expectations are spelled out in the letter of offer.

#### D. Associated Faculty

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

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

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

The standard teaching assignment for full-time lecturers is eight courses per academic year.

### E. Parental Modification of Duties

The Department of Psychology strives to be a family-friendly unit in its efforts to recruit and retain high quality faculty members. To this end, the department is committed to adhering to the College of Arts and Science's guidelines on parental modification of duties to provide its faculty members flexibility in meeting work responsibilities within the first year of childbirth/adoption. See the college pattern of administration at (<http://oaa.osu.edu/governance.html>) for details.

The faculty member requesting the modification of duties for childbirth/adoption and the department chair should be creative and flexible in developing a solution that is fair to both the individual and the unit while addressing the needs of the university. Expectations must be spelled out in an MOU that is approved by the dean.

### F. Regional Campus Faculty

Because the primary mission of the regional campuses is to provide high quality undergraduate instruction and to serve the needs of their communities, the relative emphasis on teaching and service expected of regional faculty will be greater and research less than that of faculty on the Columbus campus. Regional campus faculty members' specific course responsibilities are determined by the appropriate regional campus Dean in accordance with the written policy of each regional campus.

## VIII. Course Offerings and Teaching Schedule

Area coordinators collect course preferences from faculty members in their area in October of each year for the following academic year. Area coordinators are responsible for adjusting those preferences so that each area offers a coherent and sensible program for graduate and undergraduate students. The Vice-Chair for Instruction collects course preferences from area coordinators in November and is responsible for ensuring that the collective area course submissions meet the needs of the department's graduate and undergraduate curricula. The department chair is responsible for final decisions about teaching including the courses to be taught, the faculty who will teach them, and the days and times on which they will be taught.

In an effort to comply with College and University rules, the department requires that undergraduate courses should have a minimum enrollment of at least fifteen and graduate courses should have a minimum enrollment of eight. Courses that do not meet these minimums will not contribute to a faculty member's workload and are subject to cancellation. The Vice-Chair for Instruction and department chair will review at least annually the patterns of enrollment in all the department's course offerings and identify offerings that represent a less than optimal use of instructional resources. Courses that are continually below minimum enrollments should not be offered or at least not offered again until there is reason to expect adequate enrollment. Faculty who teach such courses, or whose courses are canceled because of low enrollment, should be assigned other courses. The chair is responsible for determining whether a scheduled course is to be canceled. Faculty may not cancel courses on their own.

## IX. Allocation of Department Resources

The department chair is responsible for allocation of all departmental resources such as space assignments, travel funds, copying funds, equipment funds, and so forth. Allocations to faculty are based on instructional needs (e.g., course enrollments) and individual merit (e.g., based on ratings from the Peer Review Committee). For some departmental resources, decisions on allocations are delegated to departmental committees (e.g., equipment, colloquium). Ordinarily, the chair will engage in greater consultation with the faculty the more valuable the resource to be allocated.

## X. Leaves and Absences

The department follows current college and university regulations on leaves and absences. These include Faculty Professional Leaves (FPLs), Maternity and Paternity leaves, and Unpaid Leaves of Absence.

For more general information on paid leave programs, see OHR policy 6.27 (<http://hr.osu.edu/policy/policy627.pdf>). For Information on unpaid leave programs, see OHR policy 6.45 for details: <http://hr.osu.edu/policy/policy645.pdf>

### A. Faculty Professional Leaves

The department's Peer Review committee reviews all requests for Faculty Professional Leave and makes a recommendation to the department chair based on the quality of the proposal in terms of contributing to the scholarship in the discipline, the future research output of the faculty member, and the likelihood of the leave aiding in receipt of external funding. If a member of the Peer Review Committee submits a proposal, he or she will be recused from the review process for all proposals. In general, FPL proposals should not be used solely to finish existing projects that could be completed in the normal course of activity, but should lead to the professional development of the faculty member. The chair's recommendation to the Dean regarding these proposals will consider the advice of the Peer Review Committee, as well as his/her own judgment as to the quality of the proposal and its potential benefit to the department and to the faculty member. The ability of the department to accommodate the leave at the time requested also will be a consideration. For additional information on OAA policies regarding FPLs, go to: <http://oaa.osu.edu/assets/files/documents/facultyprofessionalleave.pdf>.

### B. Absences

According to Faculty Rules 3335-5-07 and 3335-5-08 (<http://trustees.osu.edu/ChapIndex/index.php>), all members of the teaching staff on duty during a given semester are expected to report for duty and to be available for consultation and organization at least one day before classes begin and to remain on duty through the examination at the end of the semester. Members of the teaching staff who are absent from ordinary service for any cause other than sickness must have the approval of the Chair, Dean, and for absences greater than ten consecutive business days, the Provost. This rule applies to all semesters, whether or not the instructor is teaching a regularly scheduled course. A faculty member who is going to be off campus or to miss regularly scheduled duties must inform the Chair for approval.

If the absence is more than 10 consecutive business days, it must be approved by the Dean and the Provost.

#### XI. Supplemental Compensation and External Professional Activity

The department follows current College and University regulations on supplemental compensation and external professional activity. Information on faculty supplemental compensation is presented in the OAA Policy on Faculty Compensation (<http://oaa.osu.edu/assets/files/documents/facultycompensation.pdf>). Information on paid external consulting is presented in the university's Policy on Faculty Paid External Consulting (<http://oaa.osu.edu/assets/files/documents/paidexternalconsulting.pdf>).

#### XII. Financial Conflicts of Interest Policy

The department follows current College and University regulations for faculty regarding financial conflicts of interest. Information on faculty supplemental compensation is presented in the university's Policy on Faculty Financial Conflict of Interest (<http://oaa.osu.edu/assets/files/documents/financialconflictinterest.pdf>).

#### XIII. Grievance Procedures

Members of the department with grievances should discuss them with the chair who will review the matter as appropriate and either seek resolution or explain why resolution is not possible. Content below describes procedures for the review of specific types of complaints and grievances

##### A. Salary Grievances

A faculty or staff member who believes that his or her salary is inappropriately low should discuss the matter with the chair. The faculty or staff member should provide documentation to support the complaint.

Faculty members who are not satisfied with the outcome of the discussion with the chair and wish to pursue the matter may be eligible to file a more formal salary appeal (the Office of Academic Affairs Policies and Procedures Handbook, <http://oaa.osu.edu/handbook.html>).

Staff members who are not satisfied with the outcome of the discussion with the chair and wish to pursue the matter should contact Consulting Services in the Office of Human Resources ([www.hr.osu.edu](http://www.hr.osu.edu)).

##### B. Faculty Misconduct

Complaints alleging faculty misconduct or incompetence should follow the procedures set forth in Faculty Rule 3335-5-04, <http://trustees.osu.edu/rules/university-rules.html>.

##### C. Faculty Promotion and Tenure Appeals

Promotion and tenure appeals procedures are set forth in Faculty Rule 3335-5-05, <http://trustees.osu.edu/rules/university-rules.html>.

#### D. Sexual Harassment

The university's policy and procedures related to sexual harassment are set forth in OHR Policy 1.15, [www.hr.osu.edu/policy/index.aspx](http://www.hr.osu.edu/policy/index.aspx).

#### E. Student Complaints

With respect to student complaints about courses and/or faculty, these normally will be brought to the attention of individual faculty members first. In receiving such complaints, faculty should treat students with respect regardless of the apparent merit of the complaint and provide a considered response. When students bring complaints about courses and instructors to the department chair, the chair will consult with the Vice Chair for Instruction. The Vice Chair then will ascertain whether or not the students require confidentiality. If confidentiality is not required, the vice chair will investigate the matter fully and fairly and provide a response to both the students and affected faculty. If confidentiality is required, the Vice Chair will explain that it is not possible to fully investigate a complaint in such circumstances and will advise the student on options to pursue without prejudice. Faculty complaints regarding students must always be handled in accordance with university rules and policies. Faculty should seek the advice and assistance of the department chair and others with appropriate knowledge of policies and procedures when problematic situations arise. In particular, evidence of academic misconduct must be brought to the attention of the Committee on Academic Misconduct (see [www.oaa.osu.edu/coam/home.html](http://www.oaa.osu.edu/coam/home.html) and [www.senate.osu.edu/COAMDuties.pdf](http://www.senate.osu.edu/COAMDuties.pdf))

#### F. Code of Student Conduct

In accordance with the Code of Student Conduct (<http://trustees.osu.edu/rules/code-of-student-contact.html>), faculty members will report any instances of academic misconduct to the Committee of Academic Misconduct.