

PATTERN OF ADMINISTRATION

FISHER COLLEGE OF BUSINESS

OAA Approved 11/17/2016

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I. INTRODUCTION

This document provides a brief description of the Fisher College of Business as well as a description of its policies and procedures. It supplements the [Rules of the University Faculty](#), and other policies and procedures of the university to which the college and its faculty are subject. The university's 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 college dean. However, revisions may be made at any time as needed. All revisions, as well as periodic reaffirmation, are subject to approval by the Office of Academic Affairs (OAA).

II. COLLEGE MISSION

The mission of the Fisher College of Business is to achieve excellence in teaching, research, and related service. Through its thought leadership and innovative programs, the college seeks to impact academic peers and the practice of business.

The college creates and disseminates knowledge in an environment that is inclusive and collaborative, allowing students, faculty, and staff to excel. As an international leader in research, the college aggressively pursues cutting-edge inquiry influencing theory and practice. As an international leader in teaching, the college strives to deliver academic and professional programs that produce highly valued and ethical individuals for the worldwide business community. The college's educational and research programs lead to a proactive outreach agenda, connecting with alumni through life-long learning, partnering with businesses, leveraging the comprehensive strengths of The Ohio State University, and advancing the welfare of the people of Ohio and the global community.

III. ACADEMIC RIGHTS AND RESPONSIBILITIES

In April 2006, the university issued a reaffirmation of academic rights, responsibilities, and processes for addressing concerns. This statement can be found on the OAA website, <http://oaa.osu.edu/rightsandresponsibilities.html>.

IV. APPOINTMENTS

[Faculty Rule 3335-5-19](#) defines the types of faculty appointments possible at The Ohio State University and the rights and restrictions associated with each type of appointment. For purposes of governance, the faculty of this college includes tenure-track, clinical, and associated faculty.

Tenure-track faculty with at least 50% FTE can participate in and are eligible to vote on all non-personnel matters, and participate in and are eligible to vote on personnel matters as outlined in the college's Appointments, Promotion, and Tenure (APT) document.

Clinical faculty titles in the Fisher College of Business are assistant professor – clinical, associate professor – clinical, and professor – clinical; these titles are accompanied by the name of the academic department with which the clinical faculty member is affiliated. Clinical faculty in each academic department within the college cannot exceed 20% of the tenure-track faculty in that academic department. Clinical faculty with at least 50% FTE can participate in and are eligible to vote on all non-personnel matters at the college level; at the department level, the voting rights for clinical faculty on non-personnel matters are specified in each department’s Pattern of Administration. Clinical faculty can participate in and are eligible to vote on personnel matters as outlined in the college’s APT document; the approval of the APT is itself subject to a vote by the college’s tenure-track faculty.

Associated faculty (adjunct faculty, lecturers and senior lecturers, visiting faculty and tenure-track and clinical faculty with less than 50% FTE) and emeritus faculty are invited to participate in discussions on non-personnel matters, but may not participate in personnel matters, including promotion and tenure reviews, and do not vote on any matter put to a vote at the college level.

A. Distinguished Professor and Distinguished Associate Professor

Exemplary faculty members within the Fisher College of Business who do not hold a titled professorship or endowed chair may be awarded the title Fisher College of Business Distinguished Professor for a period of three to five years. Criteria for appointment as a Fisher College of Business Distinguished Professor include rank of a professor and excellence in research, teaching, and service. Typically, these recipients will routinely meet the college-set standard for traditional summer research funding though the dean retains discretion for making exceptions based on promoting other key college needs and priorities. In cases wherein a faculty member at the associate professor rank exhibits excellence in research and teaching, the title Fisher College of Business Distinguished Associate Professor may be awarded. The intent of the college is to judiciously use these honorific titles to attract and retain high-performing faculty in the competitive business school landscape.

Typically, appointment and re-appointment decisions will be made as part of the college’s annual performance review process that involves the dean, associate deans, and department chairs. In cases of new senior faculty hires and/or when there is a need for immediacy (e.g., to provide a counter offer to a faculty member), the dean will consult with the appropriate department chair, and will award the distinguished faculty title if warranted. The decision of the dean on all distinguished faculty appointments and re-appointments is final.

V. ORGANIZATION OF THE COLLEGE

The college has five academic departments: The Department of Accounting and Management Information Systems, the Department of Finance, the Department of Management and Human Resources, the Department of Management Sciences, and the Department of Marketing and Logistics.

The research, teaching, and service missions of the college, its academic departments, and its faculty, staff, and students are facilitated by a variety of support units including offices for alumni relations; career management; diversity and inclusion; external relations; global business; information technology; marketing and communication; shared services; and undergraduate, graduate, and executive education programs. The college also has a number of research and business partnership centers (e.g., Center for Operational Excellence, National Center for the Middle Market) to support its academic and outreach missions.

VI. OVERVIEW OF COLLEGE ADMINISTRATION AND DECISION-MAKING

College policy and program decisions are made in a number of ways: by the college faculty as a whole, by committees, or by the dean or a dean designee. A dean designee will be an associate dean or a senior associate dean most appropriate for the assignment at hand, as selected by the dean. When a standing committee of the college is chaired by a dean designee, the dean designee will participate fully in discussion and provide the committee with appropriate information; he or she will, however, not vote on matters. The college recognizes the value of shared governance, and is further guided in making decisions by the following related broad principles. First, critical matters are best addressed by extensive consultation and inclusive participation in decision-making. Second, majority faculty views are favored on academic matters for which faculty have primary responsibility including appointments, tenure, and promotion of faculty; curriculum; research; and matters related to student education. Third, while majority vote typically guides decisions, attempts to incorporate minority views and develop consensus are encouraged. Finally, decisions are improved by discussions and deliberations that are transparent, meaningful, and collegial.

VII. COLLEGE ADMINISTRATION

A. Dean

The college is administered by its dean with responsibilities and authority as outlined in [Faculty Rule 3335-3-29](#). The dean is responsible for the academic and administrative health of the college, subject to the approval of the president and the board of trustees. The dean is given authority requisite to carrying out the responsibilities of his or her position. While the dean may delegate any of his or her responsibility and authority to another member of the faculty of the college, the dean retains final responsibility and authority.

Pursuant to university rules, the dean appoints associate deans and other administrative officers including support unit directors as he or she determines appropriate and necessary for the efficient functioning of the college and its programs, and as needed to move the college forward in the fulfillment of its mission. These appointees, including the associate deans and support unit directors, are accountable to the college dean. This accountability to the dean does not substitute but rather supports accountability to other offices of the university as may be designated or apparent for specific duties and functions.

B. Department Chairs

The primary responsibilities of department chairs are set forth in [Faculty Rule 3335-3-35](#). Department chairs have general administrative responsibility for the business of the department and for department initiatives, subject to the approval of the dean of the college. The department chairs perform a dual function. In addition to being the administrative head of the department, the chair represents the faculty of the department in dealing with the dean or others in the university administration. Department chairs report to the dean of the college.

C. Committees

The development and implementation of the college's policies and programs makes use of the following standing committees of the college.

1 College Executive Committee (EC)

- Purpose

The Executive Committee advises the dean on matters of priorities, policies, plans, and concerns of faculty and staff. The committee also works with the dean to transact the day-to-day business of running the college as provided by rules and established precedents. In line with the broad principles noted in section VI, the EC brings to the college faculty any critical matter requiring faculty attention, input, and consideration, as well as all matters required by university rules. Either the dean or a simple majority of the faculty and staff representatives and department chairs can bring a matter to the attention of the faculty prior to formal action.

- Composition

The Executive Committee consists of the dean, who serves as chair, the chairperson of each academic department, the associate deans of the college, two elected faculty representatives, and one staff member selected by the college staff.

Appointment to the positions set forth above constitutes appointment to the EC except for elected faculty representatives and staff member.

- Executive Committee Faculty Representatives

Terms of Office. Except in cases of fulfilling unexpired terms, the two elected faculty representatives are elected in alternate years to each serve a two-year term (with terms beginning July 1).

An elected faculty representative may resign from the position if his or her written resignation is accepted by the dean. In the event of a resignation of an elected faculty representative whose term was scheduled to expire in the next three months, the dean, in consultation with the remaining elected faculty representative, chooses a replacement for the remainder of the term. In the event the duration of the remaining term is more than three months, a replacement election is held to complete the remainder of the term.

Duties. The elected faculty representatives operate in the interest of the college and its faculty in discharging their duties. Their role also requires them to facilitate appropriate communication between the faculty and the Executive Committee.

Eligibility, Nomination, and Election. The nomination and election process to select a faculty representative to serve on the Executive Committee occurs annually during the Spring semester. All tenure-track and clinical faculty members with 50% or greater appointments are eligible to vote. All full-time tenured faculty members other than the dean, associate deans, and department chairs, are listed as eligible candidates. Faculty members unable to serve on the EC for personal or professional reasons (e.g., a planned FPL) must inform the dean.

The voting process proceeds first via a nomination ballot and then via an election ballot; electronic voting can be employed. The nomination ballot is open for a period of at least one week, and permits each eligible voter to cast one vote for any eligible candidate. At least a simple majority of eligible voters must participate in the nomination process for its results to be considered valid.

The top four vote recipients from the nomination ballot enter the election ballot (the number may be more than four in the event of a tie). Each eligible voter again exercises one vote in the election. At least a simple majority of eligible voters must participate in the election process for its results to be considered valid.

If a simple majority of the eligible faculty does not cast votes in either the nomination ballot or the election ballot, the voting period is extended by one week and, if still needed, by another week. In the unfortunate circumstance that a simple majority of faculty has still not voted, the process proceeds in accordance with the results obtained at the end of the second extension of voting.

- Attendance and Process

Except when the Executive Committee meets in Executive Session, all faculty and staff members are welcome to attend EC meetings as observers.

Observers may request voice at a meeting by requesting the dean no later than the end of the business day prior to the meeting; the dean also retains discretion to invite observers to participate when warranted.

The meeting agenda will typically be distributed to the faculty and staff at least two business days before the meeting. The minutes of the meeting, after electronic ratification by the Executive Committee, will be distributed to the faculty and staff within two weeks after the meeting.

When the Executive Committee formally votes on a matter, the votes will be tabulated and recorded in two ways: (i) votes cast by all EC members and (ii) votes cast by a subset of the EC that excludes members of the dean's office (i.e., the associate deans). In the event, the two votes are in conflict, the issue is returned to the Executive Committee for further deliberations.

2 College Personnel Committee (CPC)

- Purpose

Following the college's Appointments, Promotion, and Tenure (APT) document, the College Personnel Committee reviews and makes recommendations to the dean on faculty tenure and promotion cases. The CPC also makes recommendations on Fourth-Year reviews of probationary faculty members. The CPC regularly reviews the APT and recommends changes to the dean for further consideration.

- Composition

The College Personnel Committee consists of seven elected full-time, tenured, full professors of the college faculty. The committee elects a chair in the Spring semester, after the election of new members for the ensuing year. The members serve overlapping terms of two years (terms beginning July 1), with no more than two faculty members from any department serving on the CPC simultaneously. Appointments vacated by a member because of resignation or other reasons are filled by election for the remaining term of the vacating member.

Eligibility, Nomination, and Election. The nomination and election of faculty members to the College Personnel Committee occurs annually during the Spring semester. All tenure-track faculty members with 50% or greater appointments are eligible to vote. All full-time, tenured, full professors other than the dean, associate deans, and department chairs, are listed as eligible candidates. Faculty members unable to serve on the College Personnel Committee for personal or professional reasons (e.g., a planned FPL) must inform the dean.

The voting process proceeds first via a nomination ballot and then via an election ballot; electronic voting can be employed. The nomination ballot is open for a period of at least one week, and employs “cumulative voting.” That is, each eligible voter is entitled to one vote per position to be filled in the election. The voter may choose to cast each of these votes for separate candidates or all of these votes for one candidate or allocate the votes across candidates according to choice. At least a simple majority of eligible faculty members must participate in the nomination process for its results to be considered valid.

The top six vote recipients from the nomination ballot enter the election ballot, which too employs cumulative voting (the number may be more than six in the event of a tie). At least a simple majority of eligible faculty members must participate in the election process for its results to be considered valid. The vacant seats are filled by the top vote recipients, subject to the previously mentioned constraint that no more than two faculty members from any department can serve on the CPC simultaneously.

If a simple majority of the eligible faculty does not cast votes in either the nomination ballot or the election ballot, the voting period is extended by one week and, if still needed, by another week. In the unfortunate circumstance that a simple majority of faculty has still not voted, the process proceeds in accordance with the results obtained at the end of the second extension of voting.

3 College Investigations and Salary Appeals Committee

- Purpose

[Faculty Rule 3335-5-04](#) requires that each college create a standing College Investigation Committee with the mandate to investigate complaints involving individual faculty members. This committee serves that role and is also charged with the review of individual salary appeals cases referred to it by the dean’s office. Reviews are conducted in the context of assessing whether relevant college and university guidelines have been equitably and appropriately applied.

- Composition

The two faculty representatives elected to the EC and the chair of the CPC serve on the committee. A fourth member, a tenured faculty member, is appointed by the dean. If one of the faculty members elected to the EC is also the chair of the CPC, the two EC members shall select another tenured faculty member to serve on the committee. The dean shall, with written notice and information to all parties involved in a complaint, appoint a replacement if he or she believes that a member of the committee is a party to and/or has a

conflict of interest with the filed investigation or appeal. The committee selects its chair, and may opt to select a different chair for the different cases it investigates.

4 College Research Committee

- Purpose

The College Research Committee is responsible for facilitating research efforts in the college. The committee advises, recommends, and responds on matters pertaining to research, the research environment, and faculty engagement in research. The dean or the dean designee seeks assistance from the committee as needed including, for example, to evaluate college seed grants, applications for faculty summer research support, and nominations for research awards; to judge research competitions; to edit the Fisher SSRN research paper series; and so forth.

- Composition

The committee is chaired by a dean designee (currently the Associate Dean for Faculty and Research) and includes at least five tenured faculty members, with at least one from each department, selected via a consultative process between the dean and the department chairs and faculty.

Typically, during the consultative process to compose this committee (and committees listed subsequently), a dean's designee (currently the Senior Associate Dean for Academics) and department chairs jointly create a "tentative list" of committee assignments. The tentative list is shared with the college faculty for input and suggestions. A final list is then prepared by the dean designee and department chairs, with unresolved issues addressed by the dean.

5 Educational and Professional Diversity Committee

- Purpose

The committee monitors, advises, and actively works with the faculty and the college leadership toward attainment of the college's diversity and inclusion goals. With the changing face of the nation itself, the terms "diversity" and "inclusion" have expanded over time to include persons from a growing array of backgrounds, cultures, identities, and experiences. Because diversity is dynamic, not static, the college will continue to reflect these changes, recognizing that a diverse learning environment benefits everyone.

- Composition

The committee is chaired by a dean designee (currently the Associate Dean for Diversity and Inclusion) and includes at least five full-time faculty members, one from each department, selected via a consultative process between the dean and the department chairs and faculty, up to five staff members, and up to three students drawn from a cross section of the college's academic programs.

6 Curriculum Committees

➤ Undergraduate Programs Committee

- Purpose

The Undergraduate Programs Committee is responsible for establishing and managing the curriculum and educational policies for the Bachelor of Science in Business Administration (BSBA) program as well as minors and other academic programming in the college serving undergraduate students. This includes overseeing the composition of the core and elective curricula of the BSBA program and the development of the program and curriculum over time. In curricular matters, the committee reviews and approves new courses, course change requests, and course withdrawals within the undergraduate program envelope. Once handled by the committee, proposals and requests move to the dean or a dean designee, to the Executive Committee, or to other bodies such as the Council on Academic Affairs as set forth in college and university policy and practice.

In addition, the committee works with the dean's office and the program's academic and administrative leadership as needed on a variety of issues related to undergraduate education including setting academic standards, monitoring academic progress of enrolled students, and prescribing general parameters around standards for admissions, scholarships, and financial aid awards.

- Composition

The committee is chaired by a dean designee (currently the Associate Dean for Undergraduate Students and Programs) and includes at least five full-time faculty members, with at least one from each department, selected via a consultative process between the dean and the department chairs and faculty, the Executive Director of Undergraduate Program (with voting rights limited to non-curricular matters), and five members of the Undergraduate Business Council (with no voting rights). The student appointments are determined so that there is one representative from each of the five academic departments,

and the student member has a concentration within the department that he or she represents.

➤ **MBA Programs Committee**

- Purpose

The MBA Programs Committee is responsible for establishing and managing the curriculum and educational policies of the MBA degree. This includes overseeing the composition of the core and elective curricula of the MBA program. In curricular matters, the committee reviews and approves new courses, course change requests, and course withdrawals within the MBA envelope. Once handled by the committee, proposals and requests move to the dean or a dean designee, to the Graduate School, or to other bodies such as the Council on Academic Affairs as set forth in university policy.

In addition, the committee works with the dean's office and the program's academic and administrative leadership as needed on a variety of issues related to MBA education including setting academic standards, monitoring academic progress of enrolled students, and prescribing general parameters around standards for admissions, scholarships, and financial aid awards.

Given unique characteristics of an Executive MBA program (EMBA) and EMBA students, the MBA committee creates and utilizes a subcommittee to manage curriculum and admission decisions of the EMBA program. The MBA Programs Committee chair also chairs this subcommittee, and subcommittee members can include other members of the MBA Programs Committee as well as other involved faculty and staff from the college. The subcommittee reports to and seeks advice from the MBA Programs Committee as warranted.

- Composition

The committee is chaired by a dean designee (currently the Associate Dean for Graduate Students and Programs) and includes at least five full-time faculty members, with at least one from each department, selected via a consultative process between the dean and the department chairs and faculty, and the MBA academic program director. The committee chair also appoints a staff member from the Graduate Programs Office to serve on the committee (with voting rights limited to non-curricular matters).

➤ **Committee for Specialized Master Programs**

- Purpose

This committee serves multiple roles. For programs with a Specialized Master of Business (SMB) designation (e.g., SMB-Finance), this committee serves as the appropriate graduate studies committee, one responsible for establishing and managing the curriculum and educational policies. In curricular matters, the committee reviews and approves new courses, course change requests, and course withdrawals within the SMB envelope. The committee will consult closely with departments and department chairs on academic offerings.

In addition, for all discipline-centric academic programs, including those not designated as SMB (e.g., Master of Accounting, Master of Human Resource Management, Master of Business Logistics Engineering, and Master of Business Operational Excellence), the committee serves to facilitate the sharing of best practices across all graduate programs of the college and to coordinate efforts on issues common to all master-level programs.

- Composition

The committee is chaired by a dean designee (currently the Associate Dean for Graduate Students and Programs) and includes program chairs for all master-level professional programs. The committee chair will invite department chairs and/or appropriate faculty to participate when cross-department coordination issues so warrant. The committee chair also appoints a staff member from the Graduate Programs Office to serve on the committee (with voting rights limited to non-curricular matters).

➤ **Executive Education Committee**

- Purpose

The Executive Education Committee is responsible for advising the dean and the Executive Committee on matters related to non-degree executive development and continuing education programs.

- Composition

The committee is chaired by a dean designee (currently the Senior Associate Dean for Academics) and includes at least five full-time faculty members, at least one from each department, selected via a consultative process between the dean and the department chairs and faculty, and the Executive Director of Executive Education (with voting rights limited to non-curricular matters).

➤ **PhD in Business Administration Committee**

- Purpose

The PhD in Business Administration Committee is responsible for establishing and managing the curriculum and educational policies for the doctoral program in business administration (PhD program in Business Administration). While much of the curricular design responsibility for the various specializations within the program rests with the graduate faculty of the individual academic departments of the college, the committee and its chair seek, where appropriate, to coordinate and address issues impacting common aspects of doctoral education.

The Accounting and MIS graduate program (both at the PhD and the master-level) is governed by its department-centric graduate studies committee and, thus, has independent representation in the Graduate School. For other graduate programs, and for organizational convenience, the chair of the PhD in Business Administration Committee is designated as the graduate studies committee chair on the records of the Graduate School. This faculty member is then expected to facilitate appropriate communications with graduate programs and committee chairs in the college.

- Composition

The committee is chaired by the academic director for the PhD program in Business Administration and includes at least four other tenure-track faculty members, with at least one from each department in the college that has students enrolled in the PhD program in Business Administration. The academic director of the PhD program in Accounting and MIS is also a committee member.

➤ **A Note on Department-centric Academic Programs and Committees**

Several additional graduate programs having curricula predominantly specific to a given discipline (in contrast to curricula drawn from across the full set of academic disciplines of the college) fall within the purview of the Fisher College of Business and its academic departments. These department-centric academic programs include: The PhD program in Accounting and MIS, the Master of Accounting (MAcc) program, the Master of Business Logistics Engineering (MBLE) program, the Master of Human Resource Management (MHRM) program, and the Master of Business Operational Excellence (MBOE) program.

Descriptions of the committees that manage these programs are found in the Pattern of Administration document of the academic department with which the program is most closely affiliated. These committees have direct

responsibility for establishing and managing the curriculum and educational policies of their academic program, including the review and approval of new courses, course change requests, and course withdrawals within their program's course envelope.

Any matter having resource allocation implications in terms of financial or faculty/staff resources are addressed jointly by a dean designee (currently the Senior Associate Dean for Academics) and the department chair of the discipline-centric program; disagreements are resolved by the dean. In addition, and as previously noted, for all discipline-centric master-level academic programs, the Committee for Specialized Master Programs will serve to facilitate the sharing of best practices and to coordinate efforts on overlapping issues; a similar role is served by the PhD in Business Administration Committee for doctoral education.

In addition to the standing committees in the college listed above, the Dean may appoint ad hoc committees to address needs and issues that may arise (e.g., seek input on an endowed appointment or re-appointment), and will appoint members to such committees with appropriate expertise in the matter being addressed. The committees will serve in an advisory capacity to the Dean, and can be disbanded and re-constituted as warranted.

D. Centers

1 Establishment of College Centers

College centers will have a mix, with variable emphases, of research/scholarship, instruction, service and outreach missions; and will typically draw upon faculty from more than one academic department. Faculty members wishing to establish a college center should consult with their department chair and appropriate dean designee (currently the Senior Associate Dean for Academics). The faculty members should create a proposal to the dean addressing the following: center mission stressing elements that are needed but currently unmet by existing departments and centers; degree of faculty interest and involvement; administrative structure; and budget and funding sources for the proposed center. The dean will consult with the Executive Committee and other constituents as appropriate in making decisions.

2 Review of College Centers

College centers will be reviewed every three years by the dean and the Executive Committee to examine how the center has met and advanced on its mission. In doing so, the center's contributions on both academic and fiscal fronts are evaluated. The center's expenses (including any reliance on college resources) and its externally generated revenues are examined. After discussing these materials with the center director, the EC will make an advisory recommendation to the dean to continue, modify, or discontinue the center. In addition, information on the center's ongoing activities and its contributions to the college is also shared frequently with the EC and the faculty.

VIII. FACULTY MEETINGS

A college faculty meeting is normally held in both the Autumn and the Spring semester of the academic year. A faculty meeting provides an opportunity to transact the business of the college and to plan for the future. The meeting gives the dean an opportunity to provide updates on current issues, report on progress with college initiatives, answer questions, seek input, and discuss matters of concern. The meeting provides the faculty with an opportunity to exercise its responsibilities under shared governance.

Additional meetings of the faculty may be scheduled by the dean as needed. A meeting of the college faculty will also be scheduled on receipt of a written, signed request of 25% of the tenure-track and clinical faculty.

An agenda is normally delivered to faculty at least seven days prior to any scheduled meeting. Reasonable efforts are made to call for agenda items before the meeting. Agendas and materials for college faculty meetings that include important proposals for approval or formal vote are normally sent in advance of meetings to facilitate faculty preparation for discussions. The dean's office normally distributes minutes of faculty meetings to faculty by e-mail, within seven days following the meeting.

While regular faculty meetings provide an opportunity to facilitate discussion of agenda items, they may also lead to discovery of issues requiring voting. Voting may occur during a meeting itself or may be undertaken subsequent to the meeting. For a vote to be valid, a simple majority of all faculty members eligible to vote must cast a vote (abstentions do not count as votes). A matter will be considered decided when a particular position is supported by at least a simple majority of the voting faculty members. If, even after the use of electronic voting and extension of the voting period, voting does not decide a matter but a decision must be made, the dean will necessarily make the final decision.

Either the dean or one-third of all faculty members eligible to vote may determine that a vote conducted by written ballot is necessary on matters of importance. Balloting can also be conducted by mail or email when deemed necessary by the dean to assure maximum participation in voting. When conducting a ballot by mail or email, faculty members will be given at least one week to respond.

The college accepts the fundamental importance of full and free discussion and also recognizes that such discussion can only be achieved in an atmosphere of mutual respect and civility. Normally meetings will be conducted with no more formality than is needed to attain the goals of full and free discussion and the orderly conduct of business. However, Robert's Rules of Order will be invoked when more formality is needed to achieve these goals.

IX. DISTRIBUTION OF FACULTY DUTIES AND RESPONSIBILITIES

During on-duty periods, faculty members are expected to be available for interaction with students, conduct research, and participate in departmental meetings and events even if

they have no formal course assignment. On-duty faculty members should not be away from campus for extended periods of time unless on an approved leave (see section XII) or on approved travel. Faculty members are expected to schedule and hold office hours sufficient for meeting student needs in the classes assigned to them.

A full-time faculty member's primary professional commitment is to The Ohio State University. A faculty member who has professional commitments outside of Ohio State during on-duty periods (including teaching at another institution; conducting research for an entity outside of Ohio State; external consulting) must disclose and discuss these with the chair in order to ensure that no conflict of commitment exists. Information on faculty conflicts of commitment is presented in OAA's [Faculty Conflict of Commitment policy](#).

The university's guidelines on the distribution of faculty duties and responsibilities, including teaching loads, are provided in OAA's [Policies and Procedures Handbook, Volume 1, Chapter 2, Section 1.4.3](#). This is supplemented by the college's workload policy detailed in the Appendix to this document.

X. COURSE OFFERINGS AND TEACHING SCHEDULE

The college administration, working with department chairs and academic program leadership, annually develops an envelope of course offerings and course schedules. In doing so, the department chairs consult with the faculty. While every effort will be made to accommodate the individual preferences of faculty, the college's first obligation is to offer the courses needed by students at times and in formats most likely to meet student needs. To assure classroom availability, reasonable efforts must be made to distribute course offerings across the day and week. To meet student needs, reasonable efforts must be made to assure that course offerings match student demand and that timing conflicts with other courses students are known to take in tandem are avoided. A scheduled course that does not attract the minimum number of students required by [Faculty Rule 3335-8-17](#) will normally be cancelled and the faculty member scheduled to teach that course will be assigned to another course for that or a subsequent semester. Finally, to the extent feasible, it is recommended that required courses in any curriculum or critical courses with routinely high demand be taught by at least two faculty members across semesters of offering to assure that instructional expertise is always available for such courses.

XI. ALLOCATION OF COLLEGE RESOURCES

The dean makes decisions about the allocation of all resources, and consults with the Executive Committee, associate deans, department chairs, senior staff, and others as appropriate. The dean is responsible for the fiscal and academic health of the college and, along with department chairs, ensures that all resources – fiscal, human, and physical – are allocated in a manner that optimize department, college, and university goals.

The dean will discuss the college budget at least annually with the faculty and attempt to achieve consensus regarding the use of funds across general categories. Final decision on budgetary matters rests with the dean.

XII. LEAVES AND ABSENCES

The university's policies and procedures with respect to leaves and absences are set forth in OAA's [Policies and Procedures Handbook](#) and the Office of Human Resources (OHR) [Policies and Procedures website](#). The general categories for leaves are summarized below.

A. Discretionary Leave

Faculty members are expected to complete a travel request or an [Application for Leave form](#) well in advance of a planned absence (including for attendance at a professional meeting or to engage in consulting) to provide time for its consideration/approval and to assure that instructional and other commitments are covered. Discretionary absence from duty is not a right and the college retains the authority to disapprove a proposed absence when it will interfere with instructional or other comparable commitments. Such an occurrence is most likely when the number of absences in a particular semester is substantial. [Faculty Rule 3335-5-08](#) requires that OAA approve any discretionary absence longer than ten consecutive business days.

B. Absence for Medical Reasons

When absences for medical reasons are anticipated, faculty members are expected to complete an [Application for Leave form](#) as early as possible. When such absences are unexpected, the faculty member, or someone speaking for the faculty member, should inform the department chair promptly so that instructional and other commitments can be managed. Faculty members are always expected to use sick leave for any absence covered by sick leave (personal illness, illness of family members, medical appointments). Sick leave is a benefit to be used, not banked. For additional details, see [OHR policy 6.27](#).

C. Unpaid Leaves of Absence

The university's policies with respect to unpaid leaves of absence and entrepreneurial leaves of absence are set forth in [OHR policy 6.45](#). A faculty member may request an unpaid leave for personal or professional reasons. Professional reasons include the opportunity to take a temporary paid position outside the university that will enhance professional development and increase the faculty member's value to the academic unit on return. A faculty member applying for unpaid leave should submit a written request for the absence as far in advance as feasible since such leaves require approval by the department chair, dean, and OAA. Among other factors, approval will be based on the ability of the department and the college to cover the faculty member's responsibilities, and the implications of the leave on furthering the missions of the department and the college.

D. Faculty Special Assignments

A Special Assignment redistributes some of the regular duties of a tenure-track faculty member for a period of up to one full semester so that he or she may concentrate on a unique research, teaching, or service endeavor or invest in a relatively brief professional development opportunity. A Special Assignment may be completed on campus or away from campus. Since the faculty member is not on leave, but rather on full-time duty with the university during a Special Assignment, he or she is not permitted to receive compensation from another institution other than approved paid external consulting. The Special Assignment also does not change the faculty member's promotion schedule nor the annual performance evaluation standards. The college adheres to the procedures specified in OAA's policy on [Faculty Special Assignment](#).

E. Faculty Professional Leave

The Faculty Professional Leave (FPL) program was created to give long-serving tenured faculty a period of uninterrupted time (one or two semesters) to invest in their professional development. FPL proposals generally emphasize enhancement of research skills and knowledge – see OAA's policy on [Faculty Professional Leave](#).

The procedure for applying for an FPL for college faculty is as follows. Faculty members should complete OAA's [Application for Faculty Professional Leave](#). In addition, they should also complete any application forms required by their department's Pattern of Administration. The proposal is reviewed by the department chair, who consults with faculty as per the department's Pattern of Administration. The chair's recommendation should discuss the merits of the proposal, the potential benefits to the department and to the faculty member, and the ability of the department to accommodate the leave at the time requested. Only if the chair's recommendation is to approve, the proposal and the recommendation are forwarded to the dean or the dean designee (currently the Senior Associate Dean for Academics). The dean or the dean designee will evaluate these proposals using similar criteria while also accounting for college mission and needs.

An FPL requires approval from department chair, college dean, OAA, and Board of Trustees. Given this, FPL proposals for a particular year must be submitted no later than the end of the Autumn Semester of the preceding year. Exceptions to this timing can be granted if unexpected opportunities arise. But, even in these cases, proposals should be submitted to the department chair at least three months prior to the start of the proposed leave in order to meet deadlines for subsequent approvers.

F. Parental Leave

The university and the college recognize the importance of parental leave to faculty members. The details are provided in the university's [Parental Care Guidebook](#), the [Paid Leave Programs policy 6.27](#), and the [Family and Medical Leave policy 6.05](#). In the event of the birth or adoption of a child, the Parental Leave policy allows faculty members who have been employed with the university for at least twelve months to use six weeks of paid

leave as the birth mother, and three weeks of paid leave as the father, domestic partner, employee using a surrogate, or adoptive parent. In addition, when combined with the Family and Medical Leave policy, faculty members can extend the total leave to a maximum of twelve weeks. The college also provides assistance and flexibility to faculty to manage their workload during parental leave as provided for in the college's workload policy presented in the Appendix.

XIII. SUPPLEMENTAL COMPENSATION AND PAID EXTERNAL CONSULTING

Information on faculty supplemental compensation is presented in OAA's policy on [Faculty Compensation](#). Information on compensation for external consulting is presented in OAA's policy on [Faculty Paid External Consulting](#).

The college adheres to these policies but for any specific exceptions granted. In addition, the college expects faculty members to carry out the duties associated with their primary appointment with the university at a high level of competence before seeking other income-enhancing opportunities. All activities providing supplemental compensation must be approved by the department chair and, where appropriate, the dean, regardless of the source of compensation. External consulting must also be approved. Approval will be contingent on the extent to which a faculty member is carrying out regular duties at an acceptable level, the extent to which the extra income activity appears likely to interfere with regular duties, and the academic value of the proposed consulting activity to the department or college. In addition, it is university policy that faculty may not spend more than one business day per week on supplemental compensated activities and external consulting combined. Individuals who fail to adhere to the university's policies on these matters, including seeking approval for external consulting, will be subject to disciplinary action.

XIV. FINANCIAL CONFLICTS OF INTEREST

The college adheres to the university's policy on [Faculty Financial Conflict of Interest](#). A conflict of interest exists if financial interests or other opportunities for tangible personal benefit may exert a substantial and improper influence upon a faculty member or administrator's professional judgment in exercising any university duty or responsibility, including designing, conducting, or reporting research.

Faculty members with external funding or otherwise required by university policy are required to file conflict of interest screening forms annually and more often if prospective new activities pose the possibility of financial conflicts of interest. Faculty who fail to file such forms or to cooperate with university officials in the avoidance or management of potential conflicts will be subject to disciplinary action. In addition to financial conflicts of interest, faculty must also disclose any other conflicts of commitment that arise in relation to consulting or other work done for external entities.

XV. GRIEVANCE PROCEDURES

A faculty or staff member with grievance should discuss the issue with their department chair or supervisor who will review the matter as appropriate and either seek resolution or explain why resolution is not possible. The procedures for the review of specific types of complaints and grievances are summarized below.

A. Salary Grievances

A faculty or staff member who believes that his or her salary is inappropriately low should discuss the matter with their unit head. 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 following procedures detailed in OAA's [Policies and Procedures Handbook, Volume 1, Chapter 3](#).

Staff members who are not satisfied with the outcome of the discussion with the supervisor and wish to pursue the matter should contact Consulting Services in the [Office of Human Resources](#).

B. Faculty Misconduct

Complaints alleging faculty misconduct or incompetence should follow the procedures set forth in [Faculty Rule 3335-5-04](#).

C. Faculty Promotion and Tenure Appeals

Promotion and tenure appeals procedures are set forth in [Faculty Rule 3335-5-05](#).

D. Sexual Harassment

The university's policy and procedures related to sexual harassment are set forth in [OHR policy 1.15](#).

E. Student Complaints

Normally student complaints about courses, grades, and related matters are brought to the attention of individual faculty members. 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 first ascertain whether or not the students require confidentiality. If confidentiality is not required, the chair or the committee designated by the department for this purpose will investigate the matter as fully and fairly as possible and provide a response to both the students and any affected faculty. If confidentiality is required, the chair will explain that it is not possible to fully investigate a complaint in such

circumstances and will advise the student(s) on options to pursue without prejudice as to whether the complaint is valid or not.

Faculty complaints regarding students must always be handled strictly in accordance with university rules and policies. Faculty should seek the advice and assistance of the chair and others with appropriate knowledge of policies and procedures when problematic situations arise. In particular, and in accordance with the [Code of Student Conduct](#), evidence of academic misconduct must be brought to the attention of the university's [Committee on Academic Misconduct](#).

Approved by the Fisher College of Business Faculty on 09/28/2016.

Approved by the Fisher College of Business Dean on 10/03/2016.

Approved by the Office of Academic Affairs on 11/17/2016.

APPENDIX

Distribution of Faculty Duties and Responsibility: Workload Policy

Faculty responsibilities in the Fisher College of Business are allocated consistent with the core values and objectives that guide the actions of the college, as reflected in the current college strategic plan, promotion and tenure documents, and formal positions taken by the Executive Committee and the college faculty as a whole. The underlying premise of the workload policy is that the goals for excellence reflected in these documents can be achieved only by capitalizing on the strengths and interests of the college faculty while also working to achieve their developmental goals.

Teaching and delivery of programs at the undergraduate, master, and doctoral levels is core to our mission. In workload terms, the norm is that at least 50% of departmental workload is directly devoted to instruction-related activities. This norm includes classroom instruction and other teaching activities, such as the preparation of texts and materials, preparation of new courses, individual student counseling, curriculum development, and advising. The remaining workload time is devoted to research and service.

➤ Workload Principles

- Contributions to workload can be made in the form of teaching (classroom and non-classroom), research, and service (including outreach activities).
- Each department retains a degree of discretion in establishing a system for weighting contribution tradeoffs between research, teaching, service and outreach activities, subject to the following college-wide standards:

For a faculty member on full-time appointment, in terms of time allocated, the sum of workload contributions should equal the equivalent of 8 classroom sections (each of three credit hours) per academic year.

Unless specifically stated otherwise, all classroom teaching sections will count equally toward the total workload. Differences across sections in required effort are normally to be offset either by rotating assignments or by providing offsetting resources (e.g., GTA support).

Workload units assigned for research and service activities should clearly contribute to the mission of the department and the college and be valued at rates equal to the corresponding number of classroom sections. That is, the assumption is that one workload unit of research will carry with it a number of hours of work consistent with what would be involved in teaching one standard course (i.e., one unit of teaching).

Normally, units awarded for research will not exceed the equivalent of 4 classroom sections per academic year. Exceptions to the units for research

may exist in the case of extraordinary research success or where competitive forces mandate adjustment.

Normally, units awarded for service and non-classroom teaching will not exceed the equivalent of 1 classroom section. Only truly exceptional service activity may warrant workload of more than one unit.

The department assignment of workload credits should allow faculty members with active research programs to invest in research at a rate that is competitive with standard opportunities across peer institutions.

The department assignment of credits must produce a total number of classroom section assignments that equals or exceeds the total number of classroom sections assigned to the faculty of that department by the dean, i.e., the department teaching load (DTL). (More on the DTL below.)

- In the event of a conflict between the last two principles, potential remedies include: selective buy down of nominal teaching loads through use of non-program funding or using external funding (in both cases the buy down funds are to be used to replace the lost teaching capacity and not for other activities); and selective exchanges of workload credits for additional teaching for faculty who are without active research programs.

➤ **College Staffing Responsibilities**

The remaining sections of this policy present guidelines and procedures for implementing the above workload principles. The aggregate teaching load of the faculty is determined by the dean in consultation with department and program chairs and must be consistent with accreditation standards and university needs. On a regular basis, the teaching loads of the faculty are to be compared with those of benchmark and aspirant institutions to assure competitiveness in our ability to attract and retain high quality faculty.

➤ **Department Staffing Responsibilities**

- For each department, the DTL is constructed by taking the number of departmental faculty lines of differing types (e.g., tenure-track, non tenure-track, visiting) and multiplying each number by the expected teaching course load assigned to each type. For DTL calculations, full-time tenure-track faculty are expected to teach 3 course units per academic year; full-time non tenure-track faculty are expected to teach 6 or 7 courses per academic year or as specified in their contract; and part-time non tenure-track and visiting faculty are expected to teach the load specified in their employment contract. The average individual faculty teaching load for the department is obtained by taking the DTL and dividing it by the corresponding FTE (full-time equivalent) for the department. Typically, this average should range between 4 and 5

teaching units, with variations over time and across departments potentially serving as an informative variable for some decisions (e.g., in informing recruiting needs). The following example is illustrative of the calculations.

DTL Calculation Example:

Assume a department of ten tenure-track faculty members, ten full-time non tenure-track faculty members and seven part-time faculty members. The DTL would be calculated as follows:

10 full-time tenure-track faculty (10 x 3)	30 course units
10 full-time non tenure-track faculty (10 x 7)	70 course units
7 part-time non tenure-track faculty teaching 1 course each	<u>7 course units</u>

Department Teaching Load (DTL)	107 course units
Teaching Load/Full Time Equivalent	107/21 ≈ 5.

- In the above example, the department chair is responsible for delivering 107 teaching sections with the size and categories of faculty positions supported through normal college operating funds. However, the DTL and a given faculty member's individual teaching load (ITL) may be reduced by any of the following *approved* changes in normal teaching assignments including:

Reduction for acknowledged outstanding research performance (e.g., endowed chair holders). Each assignment of an endowed chair typically carries with it reduced teaching expectation in order to maximize the unusually high impact research expected of the position occupant. This is usually a one course commitment. In these cases, the appropriate ITL and the DTL normally would be reduced by one course for each endowed position currently occupied.

Need for special above normal commitments to service activities (e.g., assignment as dean, department chair, program chair). These positions may involve a reduction of 1-2 teaching units. The assumption is that greater service activity required by the assignment increases the number of service units being undertaken, and this increase is being provided by the position occupant at the cost of teaching involvement (i.e., service units substituting for teaching units). However, there will also be occasions when the offset will be lower expectation of high impact research unit delivery and not in teaching involvement.

- If a tenure-track faculty member buys out of one or more units of teaching with external funding, the staffing of those sections remains the responsibility of the faculty member's department; funding for replacement staff will be provided by the college.

- Normally, in the case of personal leave or when the college or university enters into a new agreement with any faculty member for reduced classroom teaching (such as a program chair or distinguished university professor), the department will retain responsibility for the enrollments called for in the agreed upon envelope of courses and the DTL will be reduced. Arrangements for alternative staffing will be determined through agreement of the department chair and the appropriate dean or dean designee (currently the Senior Associate Dean for Academics) prior to leave approval. The dean remains the final arbiter in these matters.

In the case of a faculty member on special assignment or on professional leave, the faculty member's department is expected to cover student enrollments through reallocations of course assignments included in the normal DTL. With the dean's office approval, any resources "freed up" by the leave may be used to fund resulting unstaffed course sections.

In the case of sick leave, the college will be responsible for funding as many sections as are normally taught by that faculty member or the DTL will be adjusted accordingly.

- Flexibility may be required to accommodate unexpected changes in the course envelope or other exigencies. For example, a class may be cancelled at the last minute because of low enrollment leaving the assigned faculty member a class unit short of meeting their ITL. Conversely, the need for an extra course unit may arise late in the planning process resulting in a course unit assignment greater than the agreed upon ITL. In either case a "bank" may be used to carry forward inadequate or excessive workload credits until the next semester or academic year. The "bank" for each faculty member will be maintained in the dean's office and verified annually when DTL and ITL are planned. If an individual owes the college teaching, his or her negative ITL balance must be resolved within two academic years.

➤ **Individual Teaching, Research, and Service Obligations**

The college recognizes that faculty members excel in different ways and that their interests and contributions can vary over a long career. In order to capitalize on the strengths of our faculty, and to serve the multiple missions of the department, college, and the university, the workload policy permits differential mix of teaching, research, and service. The policy of course also requires adherence to all contractual workload commitments.

Typically, though, a full-time tenure-track faculty member is expected to have high impact academic involvement that is in line with the following workload distribution:

Teaching	3 units (3 or 4 credit hour courses)
Research	4 units
Service	<u>1 unit</u>
Individual workload obligation	8 units

Full-time Clinical faculty members are expected to exhibit one of the workload patterns as follows:

Teaching	6 units
Exploration (Teaching /practice-related cases etc.)	1 unit
Service	<u>1 unit</u>
Individual workload obligation	8 units

Or

Teaching	7 units
Service	<u>1 unit</u>
Individual workload obligation	8 units

Full-time non tenure-track faculty members, who are not clinical faculty, are expected to exhibit a workload pattern as follows:

Teaching	7 units
Service	<u>1 unit</u>
Individual workload obligation	8 units

In effect, for full-time tenure-track faculty, high quality teaching is expected to represent approximately 37.5% of the workload allocation for a productive faculty member while full-time non tenure-track faculty are expected to allocate 75-90% of their time to teaching. On the research dimension, high impact research is assumed to require 50% of a full-time tenure-track faculty member's workload. For a full-time non tenure-track faculty member, unless explicit approval is received for a variation, little time in active research is expected. High quality service is expected of each full-time faculty member. Service may be in support of college programs, university activities, community engagement or service to the profession. The type, extent and evaluation of such service are to be approved by the department chair. The time allocated to teaching will increase if there is less than desired performance level in research or service obligations.

➤ **General Assumptions Underpinning Individual Workload**

- No differentiation is made for teaching at graduate or undergraduate levels, for offering three or four credit courses, for MBA or specialized master program courses, etc. The assumption is that any concerns about equity will be

addressed by rotation of individual faculty through different types of courses via internal department policies.

- New full-time tenure-track faculty members with little or no prior experience hired to a tenure-track position will generally be expected to have a lower than normal teaching load (i.e., reduction of 1 course unit) for the first year serving on the faculty. Such reductions will be included as part of the data furnished by department chairs in the process to set the DTL.
- Department chair teaching loads will be consistent with the mission and responsibilities of each department and with the objectives of the chair as agreed upon with the dean. The DTL will be adjusted for reduced department chair or other college administrative assignments.
- In establishing individual teaching loads, the department chair may consider the extent to which a faculty member has received additional compensation (from the university or from outside sources) for specific activities (e.g., designing new courses or programs, or service activities) and the extent to which the department received benefits from these activities.
- If the allocation of workload targets results in temporary overstaffing in an area, either additional sections will be made available to students or faculty will be asked to teach in other areas where they have or can develop competence.
- The assessments of the value of specific faculty activities are to be consistent with the college's promotion and tenure document and college compensation practices. In determining teaching loads, chairs must attempt to judge faculty performance in ways that are consistent with this document, such as weighing the quality of and the tradeoff in relative effort required for a research publication, teaching, or service activity.
- At the start of each academic year, the DTL and ITL of department faculty will be shared with faculty in the respective departments; the department chairs will also have access to DTL and ITL of all departments.
- As with all matters of chair judgment, any faculty member who believes he or she is unfairly disadvantaged by department variance in policy implementation may appeal the course load decision, and the dean is the final arbiter. The process of appeal is described in the last section of this document.
- Policies followed by all administrators, particularly deans and department chairs, will be consistent in design and application.
- Proposed deviations from normal DTL or individual faculty workload policies will require approval by the department chair and the dean or dean designee

(currently the Senior Associate Dean for Academics) to ensure consistency and fairness in implementation. Approved deviations will be shared with all department chairs and program chairs; they will also be shared with department faculty as part of routine reporting noted previously.

- Aligning individual preferences, abilities, and interests with college needs is complex and will require changes over time to be effective. Thus, changes in expectations about performance should be thought of as a normal part of the college performance culture.
- Workload units have a financial value that should be recognized as changes in DTL and individual workload assignments are contemplated. Underperformance on any dimension will create an inability to cover direct and indirect compensation costs as well as general overhead support.
- In instances when a faculty member is assigned teaching that does not conform to the conventional structure of “one faculty member teaching one course,” workload credit will be granted on the basis of rough workload equivalency with a conventional course. For example, in instances of two faculty members co-teaching a class, each will naturally be credited with only 1/2 unit of teaching.
- Uncovered classes caused by granting a faculty member a Faculty Professional Leave (FPL) does not result in a reduction in the DTL. The department is required to cover such classes. An FPL for a faculty member will result in a proportionate decrease in his or her ITL. Thus, for example, an approved FPL for one semester will reduce the faculty member’s normal ITL by 1/2.
- In the college, a faculty member who is a birth mother will be assigned 1/2 of her normal annual teaching assignment (ITL) during the year of the birth. Both the ITL and the DTL will be reduced by that amount. The dean’s office, the department chair, and the faculty member will work together to schedule this teaching in a manner that is most appropriate in the circumstance. Of course, extenuating circumstances may require flexibility. Longer periods of leave are managed via the university’s sick and disability leave policy. No service will be assigned during parental leave. Department chairs will also schedule the teaching and service assignments of fathers, domestic partners, or adoptive parents so that they will be free from teaching and service for the three weeks after the birth or adoption of their child; the flexibility afforded by the workload “bank” can be used to structure teaching as appropriate. No reduction in the ITL is granted to fathers, domestic partners, or adoptive parents, thus no reduction in the DTL is required.

➤ **Relation to Other Policies**

All faculty members will be eligible for consideration of merit raises when funded. Merit pay increases will be based on quality of performance. Market adjustments may be considered separately. Section VI of the college Appointments, Promotion, and Tenure (APT) document provides additional details.

This workload policy statement does not alter the APT document of the Fisher College of Business, which stands as is.

➤ **Timing of Performance Judgments**

Teaching and overall workload for faculty members will generally be based on the performance of each individual during the previous three calendar years (except in the case of new faculty). The entire portfolio of contributions will be considered, as noted earlier, and factors such as the demands of administrative positions will be taken into account. As outlined in the college's APT document, faculty members are responsible for submitting complete performance information and to do so by the deadline announced by the dean's office. Failure to do so risks omission from the performance review and salary adjustment process.

➤ **Appeals**

Any appeal of workload assignment must be written and must occur within 30 days of a faculty member being notified of the action generating the appeal. Appeals first go to the appropriate department chair. The department chair should inform the dean's office of an appeal and should respond to the appeal in writing within 20 days of its receipt. In the absence of a response, the appeal is considered denied and the faculty member may move to the next stage. The faculty member will have one week from receipt of the chair response to appeal the matter (in writing) to the dean or the dean designee (currently the Senior Associate Dean for Academics). The dean's decision in this matter is final.