



THE OHIO STATE UNIVERSITY

COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES

Department of
Agricultural Communication,
Education, and Leadership

Pattern of Administration

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PATTERN OF ADMINISTRATION

Department of Agricultural Communication, Education, and Leadership

College of Food, Agricultural, and Environmental Sciences

The Ohio State University

I. INTRODUCTION

This document outlines the organization of the Department of Agricultural Communication, Education, and Leadership (hereafter referred to as ACEL or the Department) and describes the policies and procedures that guide departmental operations. This document is a supplement to the *Rules of the University Faculty* and other policies and procedures of the University to which the Department and its faculty are subject. The *Rules of the University Faculty* policies and procedures, and changes in them, take precedence over this document.

This *Pattern of Administration* is subject to continuing revision and must be reviewed and either revised or reaffirmed on appointment or reappointment of the Department Chair (Faculty Rule 3335-3-35) and approved by the college and the Office of Academic Affairs. Revisions may be made at any time. Significant changes will be made in consultation with and by majority vote of the Department faculty, and will be disseminated in writing to Department faculty until changes are sufficient to warrant printing and distributing a corrected document. A current version of this document will be posted on the ACEL website: <http://acel.osu.edu/>

II. MISSION

To prepare educators, communicators, and leaders in the food, agricultural, and environmental sciences to integrate research-based information through learning, practice, and engagement, in ways that will advance positive changes that strengthen individuals, families, and communities.

Vision

Our community of scholars is recognized worldwide for excellence in the integration of learning, discovery and practice in education, outreach and engagement, communication, and leadership.

Our students and graduates are leaders in the food, agricultural, and environmental sciences, known for developing and adapting new information to address issues and solve problems facing a changing world.

Guiding Principles

- Reflect the standard of excellence in higher education through the integration of teaching, research, and outreach.
- Create and maintain a collegial work environment where faculty, staff, and students function as a team to support and engage colleagues in our research, teaching, and engagement efforts.
- Pursue important and relevant issues in our communities, state, nation, and the world.
- Function as an innovative department from which the next generation of students, research, policy impacts, and educational methodology emerge.
- Provide leadership for collaboration in developing trans-institutional relationships and projects involving peers in our college, university, and around the world.
- Be proactive in the pursuit of diversity in our thoughts, ideas, and human capital portfolio.
- Demonstrate excellence in our teaching.

The Department generates and communicates knowledge in the land-grant tradition of research, teaching, and public service to enhance the quality of human life. Excellence in scholarship is demonstrated through intellectual work that is validated by peers and communicated to stakeholders. Peer validation and communication occurs in a variety of ways including, but not limited to, peer-reviewed publications. Scholarship is broadly defined as discovering new information; disseminating new information for human development and benefit; applying theories and information to the problems, issues, and realities of life; and integrating information to lead to new understandings. [Boyer, 1997]

Scholarship is expected of all professorial rank faculty members, regardless of assigned duties or funding sources. Documentation of excellence in scholarship focuses on outcomes and accomplishments rather than inputs and activities.

A. FUNCTIONS OF THE DEPARTMENT

The Department fulfills its mission through three primary functions that characterize land-grant institutions; namely teaching, research, and service. More specifically, the Department:

- a. prepares undergraduate students in agriscience education, agricultural communication, and community leadership for positions in public and private institutions, organizations, and businesses;
- b. teaches undergraduate service courses in agricultural communication, community leadership, and data analysis for students in the Department, the College, and the University;
- c. teaches graduate courses in agricultural communication, agricultural and extension education, community leadership, research methods and data analysis, and teaching and learning for students in the Department, the College, and the University;
- d. conducts research in three primary thematic areas encompassing: teaching and learning, youth development, and leadership; and
- e. participates in service activities that contributes to the mission of the Department, the College, the University, and professional disciplines related to communication, education, extension, and community leadership.

B. STRUCTURE

The Department is comprised of three programs that have been organized into one department for administrative purposes. The three programs represent the disciplines of agricultural communication, agricultural education, and community leadership. Traditionally, the agricultural education program area has been broadly defined as agriscience education and extension education whereas there is often a synergistically engagement of formal and non-formal teaching and learning. However, for the purpose of the undergraduate degrees, extension education has been aligned with the community leadership area. Each of the programs is characterized by a culture and history that is unique to the discipline based on certain philosophical principles. However, the human or social dimension is a common thread that links programs together as a department.

The Department recognizes and values inherent characteristics and strengths of each discipline and encourages collaboration between and among them. Interdisciplinary efforts benefit from the synergies that result from

collaboration between talented, disciplinary faculty.

C. **PRIORITIES**

The Department of Agricultural Communication, Education, and Leadership is administered through the College of Food, Agricultural, and Environmental Sciences (hereafter referred to as: CFAES or College). The College has adopted the University's promotion and execution of a world class *Discovery Theme* model for teaching, research, and outreach. Launched in 2012 with the tag-line: Grand Challenges: Transformative Solutions, the University, College, and Department implementation of a *Discovery Theme* agenda will lead The Ohio State University from excellence to eminence.

The *Discovery Themes* provide an engaged model of research based teaching and learning, advanced scholarship to change Ohio and the world, and the expectation that impacts will be realized through comprehensive and innovative outreach. The three *Discovery Theme* areas are:

- i. Energy and Environment: Sustainable and stewardship powered by teaching and research.
- ii. Food Production and Security: Feeding the global population with innovation and research.
- iii. Health and Wellness: Promoting healthy communities, improving the quality of life.

ACEL faculty are expected to contribute to all *Discovery Theme* areas. Faculty members will identify their roles and responsibilities in contributing to the dimension of teaching and outreach within the College's *Discovery Theme*. ACEL role will be in leading change as the department engaged in the transfer of new ideas and the development of communities and culture.

All faculty are expected to develop a focused program of research and scholarship that support at least one of three themes identified as priorities for the department: a) social and economic change assessment, b) human and community development, and c) instructional and educational programming. These themes encompass basic socioeconomic and human needs of both Ohio and global citizens. The themes accommodate critical interactions among energy/environment, food, and health/wellness and are not mutually exclusive. A common thread among the themes is the need for improved communication (theory and practice), program development and evaluation, instructional strategies, and administration and supervision to strengthen formal and non-

formal educational programs.

D. VALUES

The following core values have been designated by ACEL faculty as foundational elements that are used to guide departmental decision-making processes.

- Excellence
- Integrity
- Flexibility
- Collaboration
- Responsiveness
- Resource Consciousness
- Diversity

III. ORGANIZATION OF DEPARTMENT SERVICES AND STAFF

The Department is comprised of three categories of personnel: faculty, staff, and students.

A. FACULTY

Faculty duties and responsibilities are defined the OSU Office of Academic Affairs *Policies and Procedures Handbook* (<http://oaa.osu.edu/handbook.html>), and the *Rules of the University Faculty* on the OSU Board of Trustees website (<http://trustees.osu.edu/rules/university-rules>), as well as the Department's *Pattern of Administration* (see Section IV below).

B. STAFF

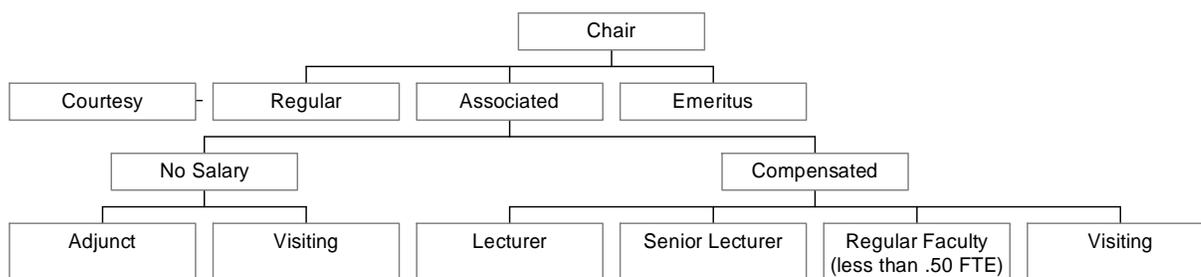
Staff includes those who provide administrative support and assistance in carrying out the functions of the Department, in addition to technical and clerical support to faculty or other staff. Examples of staff titles include: director, administrative associate, program assistant, research assistant, research associate, and office associate. Staff are supervised by the Department Chair unless supervisory responsibility is specifically delegated to another member of the Department.

C. STUDENTS

University rules regarding undergraduate and graduate students are contained in The Ohio State University *Student Handbook*. Departmental rules for graduate students supplement this document in addition to the *Graduate School*

IV. FACULTY (see Faculty Rule 3335-5-19)

The Department faculty includes all tenure-track, associated, and emeritus faculty titles on full- or part-time appointments, with or without salary as defined by Faculty Rule 3335-5-19 (<http://trustees.osu.edu/rules/university-rules/rules5/ru5-19.html>). The Department Chair shall be Chair of the Department faculty. All tenure-track faculty appointments (including administrators with ACEL faculty appointments) must be approved by the Department faculty eligible to vote and the Dean of the College (see Appointments, Promotion and Tenure document).



A. Tenure-track FACULTY

Tenure-track Faculty in the Department include persons with titles of Professor, Associate Professor, Assistant Professor, or Instructor who serve on appointments totaling fifty percent or more service to the University. Only tenure-track Faculty with a salaried appointment of .25 FTE or above in the Department are eligible to vote on departmental matters unless otherwise specified.

Courtesy Appointments in the Department are reserved for tenure-track faculty from other tenure initiating units (TIU) at The Ohio State University. Faculty granted a courtesy appointment are expected to contribute to the Department's teaching, research, or service program(s). Courtesy appointments are not compensated by the Department and will be reviewed every three years. Reappointment will be determined by a majority vote of the tenure-track faculty. Faculty on courtesy appointment are not eligible to vote on departmental governance issues.

B. Associated FACULTY

Associated Faculty include persons with adjunct titles, visiting titles, and faculty members with tenure-track titles on <50% appointments. Associated Faculty are

not eligible for tenure, may not vote at any level of governance and may not participate in promotion and tenure matters (Faculty Rule 3335-5-19).

C. EMERITUS FACULTY

Individuals upon retirement from the University may be recommended by the Chair of the Department to the Dean, and the Provost for emeritus status. Emeritus Faculty may not vote at any level of governance and may not participate in promotion and tenure matters, but may have privileges provided by the Department or the Office of Human Resources (Faculty Rule 3335-5-19, <http://trustees.osu.edu/rules/university-rules/rules5/ru5-19.html>).

V. OVERVIEW OF DEPARTMENT ADMINISTRATION AND DECISION MAKING

Departmental program and policy decisions are made in a variety of ways. The nature and importance of each decision influences how it is to be addressed. Department governance is based on the general principle that the more important the matter to be decided, the more widespread the agreement on the decision needs to be. Open discussion (face-to-face or by electronic means), both formal and informal, constitute the primary means of reaching consensus on decisions of central importance.

The Department faculty will meet once each month in formal session during the regular academic year. One extended planning conference will be held each year to engage faculty in a continuing dialogue about future directions for the Department. Prior to the beginning of each academic year, the Department Chair should provide a tentative schedule of regular Department faculty meetings to all faculty members and staff. Prior to each faculty meeting, an agenda will be developed and distributed by the Chair. Faculty may submit items for the agenda up to three business days prior to the meeting. In addition to attendance by tenure-track faculty members with appointments in the Department, associated Faculty in the Department, and Graduate Associates in residence are invited to attend Department faculty meetings.

In order for an official Department faculty meeting to take place, a quorum must be present. A quorum shall be constituted by a simple majority (50 percent plus one) of all Faculty in the Department. A petition by a majority of the tenure-track faculty will necessitate the Chair to “call” a Department faculty meeting within one week. Meetings will be governed by the latest edition of *Robert’s Rules of Order Newly Revised*. The Chair may appoint a parliamentarian to assure that parliamentary rules are correctly interpreted and applied.

Department faculty meetings are used to:

- (1) discuss and formulate policy and procedural changes proposed by the Chair, individual faculty members, or by departmental standing or ad hoc committees;
- (2) formally act on policy and procedural proposals and recommendations; and
- (3) disseminate information, by the Chair and other members of the faculty, on matters of general departmental interest.

Electronic balloting may be employed for non-policy decisions. Absentee ballots will be accepted if requested by a faculty member prior to the Departmental faculty meeting, except for voting on promotion and tenure candidates.

When necessary, faculty can request a meeting of the department to the chair. A majority of department faculty need to express support for a faculty called meeting.

Minutes of all Department faculty meetings (including attachments for faculty members who were unable to attend) will be distributed to faculty members. The Department Chair maintains a file of the minutes of all Department faculty meetings and a record of the actions taken by the faculty for a five year period.

VI. DEPARTMENT ADMINISTRATION

A. CHAIR

The Chair is responsible for the general administration of the Department as set forth in Faculty Rule 3335-3-35 (<http://trustees.osu.edu/rules/university-rules/rules3/ru3-35.html>). Each member of the faculty shall be responsible to the Chair (Rule 3335-1-03.D, http://trustees.osu.edu/assets/files/bylaws/3335-1-03_002.pdf) for the faithful and efficient performance of their duties (Rule 3335-1-04, http://trustees.osu.edu/assets/files/bylaws/3335-1-04_001.pdf). In accordance with the policies of The Ohio State University Board of Trustees, as set forth in the Rules, all administrative matters related to the Department (e.g., appointments, recommendations, budget and resource requests) are forwarded to the appropriate administrative officer of the College or University by the Chair. The Chair will be appointed for a term of four years by the Board of Trustees upon the nomination of the President. A Chair shall be eligible for reappointment. In selecting a Chair, the President shall confer with the Dean of the College involved, who, in turn, will consult with the faculty of the Department as well as other appropriate University officials.

B. DUTIES OF THE CHAIR

(See Faculty Rule 3335-3-35 (c) (3) <http://trustees.osu.edu/rules/university-rules/rules3/ru3-35.html>)

The duties of the Chair of the Department shall be:

1. To have general administrative responsibility for the Department by providing vision and leadership, 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 and an approved copy shall be deposited in the office of the Dean of the College and in the Office of the Provost. The *Patterns of Administration* is directs the department chair to:
 - A. Provide a schedule of all proposed department faculty meetings to all faculty before the start of each academic year.
 - B. Maintain minutes of all department faculty meetings and maintain records of all other actions covered by the *Pattern of Administration*.
 - C. Consult with the faculty as a whole on all policy matters, whenever practicable, at a meeting of the faculty as a whole.
 - D. Recognize, in principle, the presumption of majority rule on all matters covered by the Department's *Pattern of Administration*. There may be unusual circumstances in which the Chair finds it necessary to depart from the decision of the majority of the faculty. In such cases, it is incumbent upon the Chair to communicate to the faculty, at a Department faculty meeting, the reasons for the departure from the majority decision. This communication shall outline the preference of the majority of the faculty, the decision of the Chair, and the reasons for the decision.
 - E. Ensure that faculty are consulted in the review and selection of new faculty members for appointment.
 - F. Ensure that faculty duties and responsibilities in instruction, scholarship, and service are assigned and distributed equitably.
 - G. Create committees and task forces and assign faculty, staff, and students that meet Department needs. The selection of personnel

to serve on these assignments shall consider factors such as expertise, interest, workload, and the diversity of interests within the Department.

- H. Maintain and build relations with alumni, program funders, employers of graduates, professional societies and other stakeholders.
- 3. To administer the Department with efficiency and dispatch.
- 4. To plan and implement a progressive, dynamic, and innovative department mission with the members of the faculty and the College Administrative Cabinet.
- 5. To continuously evaluate the instructional and administrative processes and lead in the study of methods of improving them.
- 6. To conduct an annual performance review of each faculty member in accordance with criteria approved by the Board of Trustees and subject to instructions from the Provost. The annual performance review will yield a report on the faculty member's performance in realized role assignment.
- 7. To 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 materials contained in that file (Faculty Rule 3335-3-35(c)(3) <http://trustees.osu.edu/rules/university-rules/rules3/ru3-35.html>).
- 8. To recommend to the Dean of the College, after consultation with the faculty in accordance with this *Pattern of Administration*, appointments, promotions, dismissals, and decisions affecting the tenure of members of the Department faculty.
- 9. To encourage research and educational investigations.
- 10. To see that all faculty, regardless of their appointment, are offered the departmental privileges and responsibilities appropriate to their rank and, in general, to provide leadership resulting in a high level of morale.
- 11. To see that adequate supervision, training, and professional development are given to faculty and staff.

12. To prepare annual budget recommendations for the consideration of the Dean of the College.
13. To promote improvement of instruction by encouraging the self-evaluation of each course when offered as well as written evaluations by students of the course, and periodic course review by the faculty.
14. To observe each untenured faculty member's teaching at least once each year and each tenured faculty member once every four years.

C. DEPARTMENT OPERATING PRINCIPLES

1. Students are our number one priority and the primary reason we exist as a Department. We have an obligation to serve their needs and interests to the best of our ability.
2. All faculty and staff are essential to a quality program. We will strive to hire and support the best faculty, staff, and graduate associates for every position.
3. Faculty and staff are encouraged to fulfill their assignments and responsibilities to a high standard of quality.
4. Faculty and staff should recognize that their first priority is to their primary appointment. However, they are free to accept additional service roles and responsibilities that do not interfere with fulfillment of their primary appointment expectations.
5. Faculty have the freedom to work on behalf of their program area and Department in whatever manner they deem appropriate; however, they should keep others informed of their efforts.
6. Honesty and trust among faculty and staff are an absolute necessity for a successful program. Open communication is needed to maintain a trusting working relationship. In addition, tact should be an important consideration in all interpersonal communication.
7. The image of the Department is affected by the performance of each faculty, staff, and student. We should each strive and encourage others to perform in a manner that will reflect positively on our Department.
8. Input on major decisions affecting the Department and its programs will

be made by the faculty, with the Department Chair serving as the primary spokesperson for the Department with college administration.

9. Graduate students are important partners in our Department. The contributions and assistance of graduate students should be planned to enhance departmental efforts while simultaneously providing them with professional development experiences.
10. The success of the Department is based on the collective success of each faculty, staff, and student. We should all encourage, promote, and celebrate the success of each of our colleagues.

D. DEPARTMENT COMMITTEES

An effective department requires the delegation of responsibilities to dedicated faculty with vision and expertise within a designed committee structure. ACEL will implement and utilize five standing committees representative of the department's mission and goals. The department chair is an ex-officio member of all department committees, non-voting on the Committee of the Eligible Faculty. To keep it manageable, the following four standing committee will be tasked:

- The Committee of the Eligible Faculty
- Academic Affairs and Teaching Committee
- Graduate Studies and Research Committee
- International Committee
- Executive Committee

Committee chairs will serve two-year terms and will be appointed by the department chair and may serve consecutive terms. Faculty who serve as committee chairs do not receive remuneration or release time for this role.

The Department Chair will use an ACEL Executive Committee comprised of the four committee chairs to provide a forum for discussion and advice on administrative matters pertaining to the Department. The Department Chair will meet periodically with ACEL Executive Committee to determine the agenda for Department faculty meetings and to discuss other concerns or issues affecting the Department.

The charge, goals, and activities/responsibilities of each committee are outlined in a document appended to this *Pattern of Administration*. Membership on each committee will involve staggered appointments to provide for continuity, broad representation, and a renewed perspective. Ad hoc committees and task forces

may be appointed by the Department Chair when necessary.

VII. DISTRIBUTION OF FACULTY DUTIES AND RESPONSIBILITIES

The Department of Agricultural Communication, Education, and Leadership values and rewards excellence in teaching, research, and service. In principle, all faculty are expected to contribute to each function and to the overall mission of the Department, College, and University. The Department also recognizes and values diversity that is evident among faculty from different disciplinary backgrounds. Duties and responsibilities of faculty may vary according to disciplinary background, terms of the appointment (joint or full appointment in the Department; 9- or 12-month appointment), and position description (percent of General Funds, OARDC, OSU Extension). Therefore, the Department supports the principle of fairness in defining faculty duties and responsibilities and in performance reviews. However, it is also acknowledged that inherent differences in faculty appointments do not accommodate precisely equal assignments and expectations.

Each faculty member will be expected to fulfill the duties and responsibilities outlined in their position description to the best of their ability. Position descriptions are the bases for development of the annual Agreed Upon Expectation (AUE) document. The AUE is to be reviewed, discussed, and established as part of the annual faculty performance review each year. A copy of the position description and the AUE will be maintained in each faculty member's personnel file.

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 members should not be away from campus for extended periods of time unless they are approved to be off campus for a Special Research Assignment (SRA) or faculty professional leave. Faculty Rule 3335-5-08 (<http://trustees.osu.edu/rules/university-rules/rules5/ru5-08.html>) requires that absence from campus more than ten consecutive business days must be approved by the Chair, Dean, and provost.

Teaching, research, and service responsibilities for each faculty member will be negotiated between the Department Chair and the faculty member. Specific responsibilities will be decided in accordance with (a) the faculty member's position description and term of appointment, (b) the Department mission, (c) program area needs, and (d) special requests or situations (such as professional leave, release time, SRA, and FMLA). The program coordinator and/or other faculty affected may also be consulted. Unresolved disagreements will be handled according to the grievance procedures outlined in Section XII.

Normally, consulting with industry and government officials--important in its own right--will be treated as distinct from scholarly research and will not release faculty from

maintaining a clearly defined research program nor will consulting agreements be taken into account for negotiating teaching and service loads. Paid external consulting should be limited to no more than one business day per week and is governed by OSU policy (see: <http://oaa.osu.edu/assets/files/documents/paidexternalconsulting.pdf>).

CONCEPTUAL MODEL OF FACULTY EXPECTATIONS

Faculty Expectations	<ul style="list-style-type: none">• Support formal and informal teaching activities• Engage in a focused program of disciplinary research and scholarship resulting in peer reviewed publications• Extend disciplinary information through outreach activities• Secure external funding to support academic program (i.e., teaching, research, outreach)• Advise students• Serve on graduate student committees• Serve on departmental, college and university committees• Provide service through professional discipline		
	General Fund	OARDC	OSUE
	<ul style="list-style-type: none">• Teach scheduled courses and advise students• Load in proportion to FTE appointment	<ul style="list-style-type: none">• Approved Hatch Project• Peer reviewed publications, presentations, intellectual property.	<ul style="list-style-type: none">• Defined program of Extension activities.• Serve a diversity of communities.

A. TEACHING EXPECTATIONS

High quality teaching is valued by the Department. Instructional activities include resident and online instruction, student advisement, extension and outreach teaching, non-formal education, study abroad program supervision, distance education delivery, student organization advisement, and internship supervision. Unless otherwise specified by an individual faculty member's position description or terms of appointment, the Department Chair will strive to maintain fair teaching loads for all faculty.

ACEL Teaching Load Guidelines

A "General Fund" appointment involves teaching/advising, research/scholarship, extension/outreach, and service roles including but not limited to:

- Teaching credit courses, number of course preparations, and enrollment
- Advising students (number and life cycle of graduate or undergraduates)
- Engaging in research and scholarship
- Providing outreach for the program area
- Internship coordination and supervision responsibilities
- Delivery method – face-to-face, online only, blended, or broadcast
- New course assignment
- Providing professional service

In the past various guidelines have been developed to equitably distribute the teaching assignments, as supported by the General Fund. Current policies are under consideration by CFAES and OAA to standardize teaching loads. The university standard for 100% teaching appointments is that one 3 credit course will be the equivalent of 25% FTE. It is the Chair's responsibility to assign courses to General Fund faculty. The goal is for ACEL faculty supported by the General Fund to maintain a reasonable teaching load, based upon each faculty member's appointment characteristics.

Teaching expectations may increase or decrease if relevant factors so warrant. Faculty whose teaching load is reduced to reflect a significant increase in other responsibilities shall not be penalized. Relevant factors may include:

- travel time for off-campus courses
- availability of and supervisory responsibility for student assistants
- supervision of student internships
- amount of written assignments (grading demands) required of students
- number of sections of the same course taught in a given year
- faculty supervision of laboratory or recitation sections
- development of special instructional media or teaching methods

- other non-classroom based instructional activities (i.e. individual studies, theses, internships, involvement in student publications)
- involvement in and design of distance education or study abroad programs
- extent of involvement with student, industry, or government organizations
- release time agreements, SRAs, FMLA or professional leaves
- research responsibilities

Faculty Rule 3335-8-16 (<http://trustees.osu.edu/rules/university-rules/rules8/ru8-16-17.html>) establishes a standard that an elective course below the 3000 level should have an enrollment of at least twelve (12) and an elective course at the 3000 level or above should have an enrollment of at least eight (8) for the course to be taught. However, the Chair is responsible for determining whether a scheduled course is to be cancelled. Faculty may not cancel courses at their own discretion.

As a general rule faculty should not cancel or shorten scheduled course sessions. Faculty will notify the Chair if a class session of a course is cancelled and report the reason for the cancellation.

Because of the diversity in position descriptions and terms of appointment and because annual reports follow the calendar year while teaching assignments follow the academic year, faculty teaching performance will be evaluated in a “backward and forward-looking” manner that emphasizes individual faculty performance based on teaching expectations assigned by academic year. This does not preclude consideration of the departmental principle of fairness and equity.

Documentation of excellence in teaching should be consistent with guidelines addressed in the Addendum. Departmental faculty are required to collect student evaluation information in each section of each course, each year. The OSU Student Evaluation of Instructor (SEI) form is a required evaluation tool; however, faculty are free to use additional forms at their discretion. The Department Chair will receive copies of all individual SEI reports that are sent to department faculty each semester. Summary SEI data for each course should be included in the faculty performance appraisal report each year.

Peer evaluation of teaching is required for all faculty. A peer evaluation of teaching should be completed at least once each year for untenured faculty, and at least once every four years for tenured faculty. Documentation of peer evaluation of teaching must be included in all dossiers for promotion and tenure or promotion.

The Department Chair will complete a classroom observation once each year for untenured faculty and at least once every four years for tenured faculty on a rotational basis.

All faculty are expected to submit an electronic copy of their current course syllabus to the Department Chair (or their designee) for each course each semester. The Department Chair will maintain files of course syllabi for all courses taught in the Department.

B. RESEARCH EXPECTATIONS

High quality research and scholarship are valued by the Department, regardless of type of appointment. All faculty are expected to define a clear and coherent research focus that encompasses their professional interests and falls within the parameters of the Department and College missions. Two primary factors that characterize the impact of research and scholarly efforts are: (a) peer review and validation, and (b) communication to stakeholders.

The amount of time allocated to research, (relative to time allocated to teaching and service) dissemination of research findings, and evaluation of research contributions may vary by discipline, position description (expectations in teaching, research, extension, and service), and terms of appointment (9- or 12-month, program leadership responsibilities).

Faculty may request a reduction in teaching load due to increased research responsibilities, conversely faculty with unusually high responsibilities for classroom instruction, supervising student interns, outreach, OSU Extension, advising and/or other teaching responsibilities may have their research expectations adjusted on a year-to-year basis in recognition of their exceptional teaching and outreach contributions. However, this does not override the Departmental principle of fairness as all faculty are expected to be productive researchers and scholars as members of the academy.

Research and scholarship may occur in many forms. Examples include theoretical innovation, development of improved empirical techniques, creative application of existing concepts and methods to problem solving, field tests, needs and impact assessments, program evaluation, and testing of teaching and Extension methods. Research productivity will be assessed using several metrics including: (a) publications, (b) grants and contracts, (c) research activities with students, and (d) other research activities.

Expected outcomes and measures of the quality (as validated through peer review) of research include, but are not limited to: preparing applications for and receiving grants, contracts and awards; publications in a respected scholarly press, in refereed journals, or in the publication outlets relevant to each faculty member's discipline; publications that disseminate information to policy makers, colleagues, and the general public; presentations at professional meetings; publications in printed research proceedings; published monographs; professional reports; scholarly presentations to business and community groups; publication of textbook and/or teaching modules; and other venues of disseminating findings and contributing to the theory and knowledge base of each faculty member's discipline.

Dissemination of research to broad audiences implies the need for alternative publication outlets and presentation formats, including Extension and OARDC magazines, electronic journals, statewide conferences on teaching or Extension. Documentation of quality research and scholarship should be consistent with guidelines addressed in the Addendum.

C. SERVICE AND OTHER EXPECTATIONS

All faculty are members of the university community. As such, they are expected to participate in service activities at the Department, College and University levels. Service activities at The Ohio State University include but are not limited to: advising student clubs and organizations and committee participation. The Department acknowledges and values the benefits of faculty service in such roles.

Faculty also are expected to provide service to relevant professional associations at the state, regional, national, or international levels. Faculty service is encouraged to grant-making organizations, inter-university consortia, and other organizations designated by professional associations relevant to scholarship and the application or dissemination of new knowledge. In consideration of the University's land grant mission and partnerships within the Columbus community and rural Ohio; faculty participation in service activities that contribute to the University's mission will also be recognized as service to the university community above and beyond service on CFAES, OARDC, OSUE and Departmental or University committees.

The particular focus and time dedicated by faculty to service activities may vary by appointment and job description and by workload in teaching and research. Opportunities to provide service may vary by professional associations. Therefore, in the interest of fairness, evaluations of service contributions will take into account different opportunities, job descriptions, and workloads.

Documentation of excellence in service should be consistent with guidelines addressed in the Addendum.

i. 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.

Faculty will be encouraged to request a Special Research Assignment (SRA). Discussion of special research assignments will be a part of each faculty member's annual performance review with the Chair (see faculty duties section above).

The department's committee Executive 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.

Required Disclaimer

The above guidelines do not constitute a contractual obligation. Fluctuations in demands and resources in the department and the individual circumstances of faculty members may warrant deviations from the policy.

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.

VIII. COURSE OFFERINGS AND TEACHING SCHEDULE

The Department Chair, in consultation with the respective program coordinator and faculty, is responsible for developing the course offerings and teaching schedule. The Chair will discuss teaching workload expectations and course assignments for the following year during the annual performance review with each faculty member. The Chair shall monitor scheduling and teaching loads and distribute to the faculty a schedule of all teaching and teaching associate assignments for the academic year during Autumn Semester. Teaching assignments ordinarily will be made during the Spring Semester preceding the academic year. New faculty assignments will be discussed and reviewed with the faculty member prior to the final assignment. In principle, assignments will be made in accordance with the faculty member's position description and budget assignment.

IX. ALLOCATION OF DEPARTMENT RESOURCES

A. **ANNUAL ALLOCATION** – Faculty in the Department will be provided with an annual allocation of funds (in an amount to be determined annually by the Chair in proportion to their ACEL appointment) to support program activities. The funds are available to spend at the faculty member's discretion for any legitimate purpose with final approval from the Chair. Office supplies and materials, that are available for use by all faculty, will be purchased with Departmental funds. However, special-order resources, supplies, and materials must be purchased from the faculty member's annual allocation.

B. SUPPORT SERVICES AND SPACE

Support services for faculty will be determined by the Chair based upon annual conferences with each faculty member. In allocating resources for support services, the Chair will consider teaching load and requirements for the specific teaching assignment, nature of the faculty member's research program, and service obligations of the faculty member as well as total resources available. Office and work space assignments will be made by the Department Chair. When new work space becomes available, faculty will be notified and invited to submit a request. Final decisions will be based upon the request alignment with department mission, seniority and need.

C. FACULTY DEVELOPMENT

Faculty members are encouraged to participate in Department, College, and University professional development activities. Faculty are also encouraged to participate in professional associations and societies, and to attend seminars, workshops, and other professional development activities. Limited funds are

available annually to support faculty development and continuing education activities. Faculty members should consult with the Chair regarding funds to support specific activities.

Non-tenured faculty, in consultation with the Chair, are expected to identify a Faculty Development Team to assist in their professional development and the tenure process.

Tenured faculty are encouraged to identify a Faculty Development Team made up of persons selected by them as most appropriate to the terms of their appointment and their individual area of specialization.

X Leaves and Absences

The university's policies and procedures with respect to leaves and absences are set forth in the Office of Academic Affairs [Policies and Procedures Handbook](http://oaa.osu.edu/handbook.html) (<http://oaa.osu.edu/handbook.html>) and Office of Human Resources Policies and Procedures website, www.hr.osu.edu/policy/policyhome.htm. The information provided below supplements these policies.

A Discretionary Absence

Faculty are expected to complete a travel request or an Application for Leave form well in advance of a planned absence (for attendance at a professional meeting or to engage in consulting) to provide time for its consideration and approval and time to assure that instructional and other commitments are covered. Discretionary absence from duty is not a right and the chair 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. [Rules of the University Faculty](#) require that the Office of Academic Affairs approve any discretionary absence longer than 10 consecutive business days (See Faculty Rule 3335-5-08) and must be requested at <https://eleave.osu.edu/>.

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 let the chair know 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, www.hr.osu.edu/policy/index.aspx.

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, www.hr.osu.edu/policy/index.aspx. The information provided below supplements these policies.

D Faculty Professional Leave

Information on faculty professional leaves is presented in the OAA Policy on Faculty Professional Leaves (<http://oaa.osu.edu/assets/files/documents/facultyprofessionalleaves.pdf>). The information provided below supplements these policies.

Faculty are encouraged to request a research or development leave when eligible. Faculty development leave opportunities may be discussed at each faculty member's annual performance review with the Chair

Leaves will be planned on a staggered basis to allow persons to go on professional leave or take a special research assignment without creating an inordinate burden on other faculty. Ordinarily, only one person from a program area will be approved for leave or special assignment at a time. Requests for professional leave will be reviewed by the Executive Committee and must be submitted at least six months in advance. Factors such as funding, seniority, documented support from a host institution, and centrality to the departmental mission will be taken into consideration in the case of overlapping requests. If approved by the Chair, each request will be forwarded to the Dean for consideration.

XI. OFF-DUTY SEMESTER APPOINTMENTS, SUPPLEMENTAL COMPENSATION, AND EXTERNAL PROFESSIONAL ACTIVITY

Faculty on nine-month appointments are able to generate up to three months of summer salary from external grants for Semester Off-Duty (SOD) service.

Faculty on either nine- or twelve-month appointments may secure "salary release" funding from external grants to supplant a portion of their on-duty salary. The following policy has been adopted in ACEL as an incentive for faculty to secure salary release funds from external sources:

- General Fund appointment - 75% retained by ACEL
- 25% allocated to the faculty member for programmatic support.
- OARDC appointment - 25% retained by ACEL
- 75% allocated to the faculty member for programmatic support.
- OSUE appointment - 25% retained by ACEL
- 75% allocated to the faculty member for programmatic support.

ACEL Supplemental Teaching Salary Guidelines

Information on faculty supplemental compensation is presented in the OAA Policy on Faculty Compensation (<http://oaa.osu.edu/assets/files/documents/facultycompensation.pdf>). The information provided below supplements this policy.

At times, a faculty member may be asked to teach an additional course beyond their expected appointment. In the rare occurrences that this may be the case, supplemental teaching salary funds will be used to reward the faculty member agreeing to additional teaching. The degree of additional compensation will be within department and college policies and practices, if such exists.

Overload teaching may be considered for an individual faculty member whose academic year teaching load (i.e. Autumn, Spring, and Summer semesters) includes one or more courses above the teaching load range for their appointment. Each course will be treated as a discrete unit, and must be entirely above and beyond the maximum range established for the faculty member's appointment. Supplemental teaching salary will not be negotiated for faculty who are involved in teaching partial courses, individual studies, research, or study abroad programs. In addition, summer session courses, intensive courses, off-campus courses, and branch campus courses are not bound by these guidelines, and will be negotiated on an individual basis between the faculty member and the Department Chair.

The Department adheres to the Faculty Paid External Consulting Policy as described at: <http://oaa.osu.edu/assets/files/documents/paidexternalconsulting.pdf>.

Information on faculty financial conflicts of interest is presented in the university's Policy on Faculty Financial Conflict of Interest (<http://oaa.osu.edu/assets/files/documents/financialconflictinterest.pdf>). 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.

XII. 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/).

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.

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 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, evidence of academic misconduct must be brought to the attention of the Committee on Academic Misconduct (see www.oaa.osu.edu/coam/home.html and <http://senate.osu.edu/committees/COAM/COAM.html>).

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.