

PATTERNS OF ADMINISTRATION

DEPARTMENT OF VETERINARY PREVENTIVE MEDICINE

The Ohio State University

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Pattern of Administration
Department of Veterinary Preventive Medicine
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Pattern of Administration

Department of Veterinary Preventive Medicine

I Introduction

This document provides a brief description of the Department of Veterinary Preventive Medicine 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 department and its faculty are subject. The latter rules, policies and procedures, and changes in them, take precedence over statements in this document.

This Pattern of Administration is subject to continuing revision. It must be reviewed and either revised or reaffirmed on appointment or reappointment of the department chair. However, revisions may be made at any time as needed. All revisions, as well as periodic reaffirmation, are subject to approval by the college office and the Office of Academic Affairs.

II Department Mission

The **mission** of the Department of Veterinary Preventive Medicine is the discovery and dissemination of knowledge to prevent, control or eradicate disease, to promote sustainable agricultural productivity, and to enhance the health of animal and human populations.

The **mission** incorporates three components: teaching, research, and service. The teaching mission of the Department is the education of graduate, professional, post-professional, and outreach-education students in effective disease control, prevention and eradication strategies to meet current and future societal needs in veterinary medicine and public health. The research mission of the Department is the discovery of knowledge leading to the development of methods to prevent disease, to maximize agricultural sustainability, productivity and efficiency, and to promote health in human and animal populations. The professional service mission of the Department is to provide professional expertise to assist in the decision-making processes of animal and human health professionals and commercial organizations, as well as local, state, national, and international organizations as they endeavor to promote the health of human and animal populations.

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 Office of Academic Affairs website, <http://oaa.osu.edu/rightsandresponsibilities.html>.

IV Faculty

The Department is composed of a diverse faculty who has formal appointments with varying major responsibilities in teaching, research, and service. Faculty members in the Department are salaried in the College of Veterinary Medicine, the Ohio State University Extension, the Ohio Agricultural Research and Development Center, and the University Laboratory Animal

Resources units. The Department recognizes that this diversity represents a valuable resource for the teaching, research, and service components of its mission and that in evaluation of a faculty member's contributions in these three areas, reasonable flexibility shall be exercised, balancing, where the case requires, heavier commitments and responsibilities in one area against lighter commitments and responsibilities in another.

Faculty Rule 3335-5-19 (<http://trustees.osu.edu/rules/university-rules.html>) 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 department includes tenure track, clinical, and research faculty with the department as their tenure initiating unit. Associated faculty, emeritus faculty, and tenure-track, clinical or research faculty joint or courtesy appointees in this Department may be invited to participate in discussions on non-personnel matters, but may not participate in personnel matters, including promotion and tenure reviews, and may not vote on any matter except in the case of joint-appointed faculty for whom the department is their tenure initiating unit (TIU).

Detailed information about the appointment criteria and procedures for the various types of faculty appointments made in this Department is provided in the Departmental Appointments, Promotion and Tenure Criteria and Procedures document.

The Department of Veterinary Preventive Medicine makes clinical appointments. Clinical faculty titles are assistant professor of clinical Veterinary Preventive Medicine, associate professor of clinical Veterinary Preventive Medicine, and professor of clinical Veterinary Preventive Medicine. The appointment cap on clinical faculty is established in the college patterns of administration (see <http://oaa.osu.edu/governance>). Clinical faculty may vote in all matters of department governance except tenure-track appointment, promotion and tenure decisions.

The Department of Veterinary Preventive Medicine makes research appointments. Research track faculty titles are research assistant professor of Veterinary Preventive Medicine, research associate professor of Veterinary Preventive Medicine, and research professor of Veterinary Preventive Medicine. Research faculty can comprise no more than 20% of the tenure-track faculty. Research faculty may vote in all matters of department governance except tenure-track appointment, promotion and tenure decisions and clinical appointment and promotion decisions.

Detailed information about the appointment criteria and procedures for the various types of faculty appointments made in this department is provided in the Appointments, Promotion and Tenure Document (see <http://oaa.osu.edu/governance>).

V Organization of Department Services and Staff

The administrative staff of the Department is organized to provide human resource, fiscal, logistical, operational and managerial support including but not limited to purchasing of goods and services, management of grants and contracts, travel arrangements, general secretarial and clerical needs, educational services, and human resources support. The Chair or designee has overall responsibility for appointing, supervising, and evaluating, and conducting an annual

performance evaluation of the Departmental staff. General information on staff hiring procedures is available at the Office of Human Resources website at: <http://www.ohr.ohio-state.edu>.

VI Overview of Department Administration and Decision-Making

Policy and program decisions are made in a number of ways: by the department faculty as a whole, by standing or special committees of the department, or by the chair. The nature and importance of any individual matter determine how it is addressed. Department governance proceeds on the general principle that the more important the matter to be decided, the more inclusive participation in decision making needs to be. Open discussions, both formal and informal, constitute the primary means of reaching decisions.

VII Department Administration

A Chair

The primary responsibilities of the chair are set forth in Faculty Rule 3335-3-35, <http://trustees.osu.edu/rules/university-rules.html>. This rule requires the chair to develop, in consultation with the faculty, a Pattern of Administration with specified minimum content. The rule, along with Faculty Rule 3335-6, <http://trustees.osu.edu/rules/university-rules.html>, also requires the chair to prepare, in consultation with the faculty, a document setting forth policies and procedures pertinent to promotion and tenure.

Other responsibilities of the chair, not specifically noted elsewhere in this Pattern of Administration, are paraphrased and summarized below.

- To have general administrative responsibility for department programs, subject to the approval of the dean of the college, and to conduct the business of the department efficiently. This broad responsibility includes the acquisition and management of funds and the hiring and supervision of faculty and staff.
- To encourage and promote the research, education, service and outreach activities of the department and to recognize contributions in all such areas.
- To devise, plan and implement with the faculty members and the Dean a strategic plan for future development of the Department to foster excellence in all its missions, including encouraging excellence in research, discovery and scholarship of teaching.
- To evaluate and improve instructional and administrative processes on an ongoing basis; to promote improvement of instruction by providing for the evaluation of each course when offered, including written evaluation by students of the course and instructors, and periodic course review by the faculty.
- To evaluate faculty members annually in accordance with both university and department established criteria; to inform faculty members when they receive their annual review of their right to review their primary personnel file maintained by their department and to

place in that file a response to any evaluation, comment, or other material contained in the file.

- To recommend appointments, promotions, dismissals, and matters affecting the tenure of members of the department faculty to the dean of the college, in accordance with procedures set forth in Faculty Rule 3335-6 (<http://trustees.osu.edu/rules/university-rules.html>) and this department's Appointments, Promotion and Tenure Document.
- To see that all faculty members, regardless of their assigned location, are offered the departmental privileges and responsibilities appropriate to their rank; and in general to lead in maintaining a high level of morale.
- To see that adequate supervision and training are given to those members of the faculty and staff who may profit by such assistance.
- To provide a scheduled date of the regular faculty meeting to all faculty members prior to the start of the semester. When needs arise, the Chair may call for other meetings to discuss departmental matters.
- To maintain the minutes of all faculty meetings and maintain records of all other actions covered by the patterns of administration.
- To consult with the faculty as a whole on establishing and revising Department policies, and have responsibilities for implementing the policies. Whenever practical, such matters shall be discussed at a meeting of the faculty as a whole.
- To assure that all students enrolled in all courses taught by Department faculty are offered the best possible academic experience and learning environment, are treated with respect, and have meaningful mechanisms available for discussing their program and academic experience in the Department.
- To provide leadership in developing and sustaining a positive, enriching and satisfying working and learning environment that is characterized by civility and mutual respect. Evaluations will be based on performance, diversity and inclusiveness will be valued at all levels and persons will refrain from discourse that humiliates or degrades in any manner. The Chair will set an example and be proactive in addressing any evidence of behavior contrary to the above.

Day-to-day responsibility for specific matters may be delegated to others, but the chair retains final responsibility and authority for all matters covered by this Pattern, subject when relevant to the approval of the dean, Office of Academic Affairs, and Board of Trustees.

Operational efficiency requires that the chair exercise a degree of autonomy in establishing and managing administrative processes. The articulation and achievement of department academic goals, however, is most successful when all faculty members participate in discussing and deciding matters of importance. The chair will therefore consult with the faculty on all

educational and academic policy issues and will respect the principle of majority rule. When a departure from majority rule is judged to be necessary, the chair will explain to the faculty the reasons for the departure, ideally before action is taken.

B Other Administrators

There shall be an Associate Chair who will have administrative responsibilities in three areas:

- Responsible to Chair, Department of Veterinary Preventive Medicine, for coordination of academic affairs (e.g. hiring and evaluation), and promotion and tenure of all departmental faculty located at Wooster. The associate chair will also have responsibility for coordination and agreement of faculty salary adjustments with the department chair.
- Responsible to Dean, College of Veterinary Medicine, for overall coordination of research on Food Animal Health and graduate programs between Wooster and Columbus faculty and will serve as a member of the Dean of Veterinary Medicine Administrative Cabinet (Executive Committee). In this role he/she will serve as Assistant Dean, College of Veterinary Medicine.
- Responsible to the Director, OARDC for research budget, research personnel, research facilities at OARDC, research project approval and management, and management and salary adjustments of support personnel. In this role, he/she will serve as Program Head, Food Animal Health Research Program.

C Committees

Much of the development and implementation of the department's policies and programs is carried out by standing and ad hoc committees. The chair is an ex officio member of all department committees and may vote as a member on all committees except the Committee of Eligible Faculty and the Promotion and Tenure Committee.

The Department has one standing committee with very broad jurisdiction and specific representatives, the Promotion and Tenure Committee. Other committees, referred to as Ad Hoc committees, will be appointed, as needed, at the Department Chair's discretion and shall be advisory to the Chair or Associate Chair in areas of their purview following consultation with appropriate sources, including student groups.

The Department Promotion and Tenure Committee (DPTC) functions to assist the Committee of the Eligible Faculty (CEF) in functioning as the peer review committee for appointment, promotion and tenure decisions. The primary assignment and responsibility of the CEF and its individual membership is to present the cases for promotion and tenure and to ensure that the evaluation of faculty candidates for promotion and tenure is conducted according to the highest professional standards and that the assessment and vote is based only on the candidate's strengths and weaknesses in the performance of teaching, research, and service as documented in their complete promotion and tenure (P&T) dossier. The Committee is comprised of all tenure track, clinical, and research full professors of the Department from faculty at all locations and

also constitutes the eligible faculty for consideration of promotion of faculty to professor and for assigning rank of associated faculty. Clinical and research full professors may not participate in promotion and tenure matters of regular tenure track faculty, but may participate in promotion and appointment renewal decisions of regular clinical and research faculty as defined above.

In the event that fewer than three faculty members (tenure track professors) are eligible to serve on the Department Promotion and Tenure Committee, additional eligible faculty from a related discipline as specified by the University guidelines will be selected. These eligible faculty will be selected as follows: the DPTC in consultation with the Chair of the Department will select one or more tenure track full professors from a related discipline to serve a one year period on the Departmental Promotion and Tenure Committee. A Committee Chair and a Procedural Oversight Designee will be appointed annually (by December 31 each year to serve for the following year) from the Committee Membership by the chair in consultation with the Committee. The Designee should assure that the written procedures governing a candidate's review are followed and that the proceedings are conducted in a highly professional manner, and, in particular, that the proceedings are free of inappropriate comments or assumptions about members of under-represented groups that could bias their review. The designee is not an advocate for particular faculty in cases and is expected to vote on the merits of cases like other committee members. It is the Designee's responsibility to review the checklist provided by the OAA before any aspect of the review process commences to monitor completeness and adherence to Department, College and University policies and procedures.

Ad Hoc committees are appointed at the discretion of the Chair. Examples of Ad Hoc Committees include search committees, associated faculty selection committees, special events committees, planning committees, special purchase committees and others that are not included above. The Chair shall specify who will serve on and who will chair these committees. Associated, courtesy, and emeritus faculty may be appointed to ad hoc committees, although emeritus faculty are not permitted to vote.

VIII Faculty Meetings

The chair calls all department meetings (Rule 3335-5-18). Meetings operate according to the principles of parliamentary procedures as outlined in Robert's Rules of Order. The chair will provide to the faculty a schedule of department faculty meetings at the beginning of each academic term. The schedule will provide for at least one meeting per semester. A call for agenda items and completed agenda will be delivered to faculty by e-mail before a scheduled meeting. Reasonable efforts will be made to call for agenda items at least seven days before the meeting, and to distribute the agenda by e-mail at least three business days before the meeting. A meeting of the department faculty will also be scheduled on written request of 25% of the department faculty. The chair will make reasonable efforts to have the meeting take place within one week of receipt of the request. Minutes of each meeting, including a list of those present, will be recorded by a designee of the Chair and will be circulated in advance of the next meeting. The minutes will be amended as needed and appropriate and then approved by a simple majority vote of the faculty present at the meeting. The approved minutes, along with pertinent documents introduced during the meeting, will be kept in the Department Office as a permanent record.

The Chair will use faculty meetings to consult with the faculty as a whole on policy matters, including budget priorities. Policy matters thus discussed and decided upon at faculty meetings will be implemented as determined by a vote of the faculty, and majority opinion will be followed. In the event of a tie vote, the Chair may cast the deciding vote. Should fewer than 50% of the eligible faculty be present, the issue will be settled by a ballot vote of all faculty. Voting rights for faculty are restricted to regular tenure track, clinical, and research departmental faculty. Whenever the Chair does not follow the majority faculty opinion, he/she shall explain the reason for the departure from the majority opinion in writing or at a faculty meeting, with an opportunity provided for the faculty to comment (Rule 3335-3-35).

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

For purposes of discussing department business other than personnel matters, and for making decisions where consensus is possible and a reasonable basis for action, a quorum will be defined as a simple majority of all faculty members eligible to vote.

Either the chair or one-third of all faculty members eligible to vote may determine that a formal vote conducted by written ballot is necessary on matters of special importance. For purposes of a formal vote, a matter will be considered decided when a particular position is supported by at least a majority of all faculty members eligible to vote. Balloting will be conducted by mail or e-mail when necessary to assure maximum participation in voting. When conducting a ballot by mail or email, faculty members will be given one week to respond.

When a matter must be decided and a simple majority of all faculty members eligible to vote cannot be achieved on behalf of any position, the chair will necessarily make the final decision.

The department accepts the fundamental importance of full and free discussion but also recognizes that such discussion can only be achieved in an atmosphere of mutual respect and civility. Normally department 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 serve these goals.

IX Distribution of Faculty Duties and Responsibilities

The Office of Academic Affairs requires departments to have guidelines on the distribution of faculty duties and responsibilities (See the OAA [Policies and Procedures Handbook](http://oaa.osu.edu/handbook.html), Volume 1, Chapter 2, Section 1.4.5, <http://oaa.osu.edu/handbook.html>).

During on-duty periods, faculty members are expected to be available for interaction with students, research, and 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 or on approved travel.

The guidelines outlined here do not constitute a contractual obligation. Fluctuations in the demands and resources of the department and the individual circumstances of faculty members

may warrant temporary deviations from these guidelines. Assignments and expectations for the upcoming year are addressed as part of the annual review by the department chair.

All departmental faculty members are expected to contribute to the department's mission via teaching, scholarship, and service. When a faculty member's contributions decrease in one of these three areas, additional activity in one or both of the other areas is expected. Because there are several funding sources (OSU General Funds, OSU Extension, OARDC, University Laboratory Animal Resources, Ohio Department of Rehabilitation and Correction contract and earnings from clinical service) that pay the salaries of faculty, the proportion of the faculty member's activity in the areas of teaching, research, extension and clinical service will be related to the percentage appointment from the funding sources. The extent and quality of a faculty member's contributions to the overall departmental mission according to their percentage appointments, will be used for promotion, tenure, and merit salary decisions

A Teaching

All tenure track faculty are expected to contribute to the department's teaching as appropriate for their appointment, including courses in both the professional DVM and graduate curriculums. Course leaders will be assigned by the chair in consultation with the faculty. Individual faculty contributions to specific courses will be coordinated by the course leader. Faculty members are also expected to advise professional and graduate students and supervise independent studies and thesis and dissertation work.

The teaching assignment may vary for individual faculty members based on their research and/or service activity. Faculty members who are especially active in research can be assigned an enhanced research status that includes a reduced teaching assignment. Likewise, faculty members who are relatively inactive in research can be assigned an enhanced teaching status that includes an increased teaching assignment. Faculty members who are engaged in extraordinary service activities (to the department, college, university, and in special circumstances professional organizations within the discipline) can be assigned an enhanced service assignment that includes a reduced teaching assignment.

The chair is responsible for making teaching assignments on an annual basis, and may decline to approve requests for adjustments when approval of such requests is not judged to be in the best interests of the department. All faculty members must do some formal instruction and advising over the course of the academic year.

On-campus instruction for formal academic credit

The chair is responsible for the teaching performed by faculty assigned to the Department. In the professional curriculum, there are two categories of courses taught: core courses and elective courses. For core courses, the chair assigns or approves assignment of faculty to teaching and course implementation teams according to their interests, expertise and availability. Elective courses are designed and taught by individual (or small groups of) teaching faculty based upon their interests, expertise and perceived need for such a course. Elective courses should contribute to the overall teaching mission of the department.

Every faculty member is expected to have at least Graduate School Category M status and will be to contribute an appropriate level of teaching consistent with the nature of his or her appointment in one or more of the Department graduate courses. These graduate course offerings cover a wide range of topics representing the breadth of faculty expertise in the Department. All faculty members are encouraged to serve as an advisor for graduate students. The responsibility of the graduate advisor and student includes efforts to obtain funds from extramural or intramural sources to support the research and stipend of the graduate student.

Faculty members are expected to be available for interaction with students, service assignments, and other responsibilities even if they have no formal course assignment during the semester. Faculty members should not be away from campus for extended periods of time unless on an approved Special Research Assignment. Faculty Rule 3335-5-08 requires that a proposed absence from campus for more than ten days be approved by Chair or Associate Chair, Dean, and Executive Vice President and Provost.

The criteria for evaluating the quality of on-campus instruction teaching is outlined elsewhere in the Patterns of Departmental Administration.

Outreach Education

Outreach education refers to planned educational activities by departmental faculty members that are directed primarily toward students or clients outside the campus classroom and is generally not for formal academic credit. The definition includes inservice instruction for investigators, technicians, and others such as is expected from faculty with ULAR or Extension appointments. Faculty members stimulate a demand by off campus students and clientele for continuing education, and establish a reputation with the public and among peers as effective disseminators of knowledge.

Faculty should identify high priority Extension and other outreach educational programs and develop plans for implementation. New education programs directed toward industry or program problems or needs should be initiated when appropriate. Faculty are expected to establish a rapport with Extension colleagues, industry leaders, practicing veterinarians, and the general public through effective public relations programs and disseminate up-to-date, accurate information.

Faculty with OSU Extension (OSUE) appointments are expected to communicate their subject matter in creative and effective means through lectures, meetings, workshops, mass media, and published materials. Faculty with Extension appointments should plan, develop, and participate in ongoing schools, workshops, seminars, etc.

Faculty with OSUE appointments as well as other faculty where appropriate should also develop teaching materials such as visual, audio, and computerized teaching aids which can be used by other educators. Writing of non-peer reviewed popular articles designed primarily to communicate timely subject matter, including results from scientific publications, is expected.

All faculty are expected to consult with existing and potential clients (producers, veterinary practitioners, industry and agribusiness personnel, leaders in agricultural and other animal organizations, public health personnel, and other researchers and educators) regarding problem identification of ongoing and emerging needs.

The expected amount of time spent and the number of “outputs” of each activity will vary depending on program area and other responsibilities. Faculty without a formal OSUE appointment would be encouraged to participate in appropriate outreach activities.

The criteria for evaluating the quality of outreach education teaching is outlined elsewhere in the Pattern of Departmental Administration.

B Scholarship

Each faculty member is expected to have a scholarly program that leads to recognized stature on a national and international basis. The focus and scope of a faculty member’s scholarly program should reflect their appointment, professional interests, as well as address the department’s mission.

All tenure-track faculty members are expected to be engaged in scholarship as defined in the department’s Appointments, Promotion, and Tenure Document. A faculty member who is actively engaged in scholarship is expected to publish regularly in high quality peer-reviewed journals or in other appropriate venues, such as edited book chapters of similar quality and length as articles. Faculty members engaged in basic or applied research are expected to attract extramural funding. Faculty members are also expected to seek appropriate opportunities to obtain patents and engage in other commercial activities stemming from their research.

Although every faculty member is expected to demonstrate scholarly productivity, the amount and nature of this scholarly productivity will vary according to the nature of the specific appointment. The criteria for measuring the quality of the research or scholarly program are found elsewhere in the Departmental Patterns of Administration.

Clinical track faculty members are expected to contribute to the university’s mission primarily via teaching and service, but scholarship is inherent in the expectations of faculty members. The criteria for measuring the quality of scholarship for faculty with clinical track appointments are found elsewhere in the Departmental Patterns of Administration.

C Professional Service

Faculty in the Department of Veterinary Preventive Medicine is expected to actively engage in various aspects of service. The Chair’s approval of service assignments will be balanced between the overall level and scope of service demands placed on the Department coupled with the availability and stage of career development of the individual faculty member being considered to fulfill the obligations.

Many faculty members voluntarily take on a variety of professional activities that fall outside the Department's scope of faculty duties and responsibilities. These activities often benefit or bring credit to the Department or University and, to the extent possible, should be taken into account in considering a faculty member's total workload. However, fairness to other faculty members and the Department's need to meet its programmatic obligations and mission may become issues when a faculty member seeks replacement from Departmental obligations in order to devote considerable time to personal professional interests that may not contribute to the Department's mission.

Approval to engage in professional activities that fall outside the Department's scope of faculty duties and responsibilities must be obtained for each activity by submitting a "Faculty Paid Consulting Approval Form" to the Chair and Dean. In addition, all faculty members located at the Marysville and Columbus campuses must fill out the standard College of Veterinary Medicine faculty consulting form prior to the activity. A request must be submitted for each specific service describing the nature of the intended professional activity. For continuing outside service, a request may be submitted at any time during the academic year but may not cross fiscal years. The Department Chair or Dean may deny any request considered to be inconsistent with the mission, priorities, available resources, responsibilities and best interest of the Department, College, or University. A request may also be denied if the faculty member is not fulfilling his or her University responsibilities at an acceptable level.

Any absence from campus, including absence for consulting purposes, must be reported in advance using the University standard electronic leave request procedure.

D Deviations from Expected Levels of Activity

The department draws on the strengths of each of the faculty members in accomplishing its mission and achieving excellence in teaching, scholarship, and service. The Department is composed of a diverse faculty that have formal appointments with varying major responsibilities in teaching, research and other scholarly activity, extension, clinical service, and other forms of service. Less emphasis in one area (teaching, scholarship, or service) by a faculty member may be complemented by other faculty members with strengths in that same area. The primary responsibility of ensuring an appropriate distribution of faculty talents rests with the department Chair and with the individual. The Chair uses the above guidelines in addition to those found elsewhere in the Pattern of Departmental Administration to discuss strengths and weaknesses with the individual in the yearly faculty review process. It should be emphasized again that the responsibilities of the faculty are dictated by the nature of their appointment.

E 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.

Reasonable efforts will be made to award SA opportunities to all faculty members subject to the quality of faculty proposals, including their potential benefit to the department or university, and the need to assure that sufficient faculty are always present to carry out department work. The

chair will make a recommendation to the dean regarding an SA proposal 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.

F Parental Modification of Duties

The Department of Veterinary Preventive Medicine strives to be a family-friendly unit in its efforts to recruit and retain high quality faculty members. To this end, the department is committed to adhering to the College of Veterinary Medicine's guidelines on parental modification of duties to provide its faculty members flexibility in meeting work responsibilities within the first year of childbirth/adoption. See the college pattern of administration for details.

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

X Course Offerings and Teaching Schedule

The department chair will annually develop a schedule of course offerings and teaching schedules in consultation with the faculty, both collectively and individually. While every effort will be made to accommodate the individual preferences of faculty, the department's first obligation is to offer the courses needed by students at times and in formats, including on-line instruction, 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 (<http://trustees.osu.edu/rules/university-rules.html>) 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 possible, courses required in any curriculum or courses with routinely high demand will be taught during multiple semesters to assure that instructional expertise is always available for such courses.

XI Allocation of Department Resources

The chair is responsible for the fiscal and academic health of the department and for assuring that all resources—fiscal, human, and physical—are allocated in a manner that will optimize achievement of department goals.

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

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

The allocation of salary funds is discussed in the Appointments, Promotion and Tenure Document.

XII 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.

Leaves of absence require approval of the Department Chair or Dean. Approval is necessarily based on the reasonableness of the request and in the case of leaves for professional purposes, the potential value of the proposed leave to the Department. A leave of absence is not granted for more than one year at a time and leaves may not exceed two consecutive years for faculty. Leaves of absence will not be granted to individuals who are leaving to accept new positions.

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.

The Department supports a work environment that offers solutions to the complex issues individuals face in balancing their work and family commitments. Family and Medical Leave (FML) provides eligible faculty and staff members up to 12 work weeks (480 hours) of leave during any 12-month period for one or more of the following reasons: 1) to care for a child during the first year following birth, adoption or foster care placement; 2) to care for a family member who has a serious health condition; and 3) to take care of a serious personal health

condition that prevents an employee from performing his or her job. Such leave may be paid or unpaid as appropriate under University policy guidelines and eligibility requirements established in the document OSU Office of Human Resources Policy and Procedure Manual for Family and Medical Leave. A request for FML is subject to the approval of the Chair who will base her/his decision on compliance with the provisions of this policy.

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.

An unpaid leave of absence may be requested by faculty or staff for a variety of reasons. Professional reasons include the opportunity for faculty to take a temporary paid position outside the University that will enhance professional development. Personal reasons may include family difficulties or other matters that prevent a faculty or staff member from carrying out duties for a relatively short period of time or illness that continues after a faculty or staff member has used all paid sick leave. Paid sick leave must always be used before a leave of absence is granted for illness.

An unpaid leave of absence does not automatically stop the tenure clock for probationary tenure-track faculty. A request to exclude the period of the leave must be processed under the terms of Faculty Rule 3335-47-03 (D) and that rule describes the considerations involved in determining whether excluding the time of the leave from the probationary period is warranted.

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.

The chair will make a recommendation to the dean regarding an FPL proposal based on the quality of the proposal and its potential benefit to the department and to the faculty member as well as the ability of the department to accommodate the leave at the time requested.

XIII Supplemental Compensation and Paid External Consulting

Information on faculty supplemental compensation is presented in the OAA Policy on Faculty Compensation (<http://oaa.osu.edu/assets/files/documents/facultycompensation.pdf>). Information on paid external consulting is presented in the university's Policy on Faculty Paid External Consulting (<http://oaa.osu.edu/assets/files/documents/paidexternalconsulting.pdf>). The information provided below supplements these policies.

This department adheres to these policies in every respect. In particular, this department 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 following College approved procedures regardless of the source of compensation. External consulting must also be approved following College required procedures. 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. In addition, it is university policy that faculty may not spend more than one business day per week on supplementally compensated activities and external consulting combined.

Faculty 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

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

XV 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.

Appeals, grievances and misconduct can involve a wide range of issues. Several common types will be discussed here. The chair or his/her designee will be responsible for implementation of all faculty appeals and grievance procedures. When presented with a grievance, the chair will consult with the Dean of the College and with appropriate University personnel knowledgeable in handling grievances (i.e. relevant Executive Vice President and Provost, representatives of the Office of Consulting Services, or Legal Affairs) if there is any question regarding proper process or if the grievance includes complex issues. It is hoped that such early consultation can prevent further complication of the issues.

In handling any type of grievance, appeal or misconduct, the chair or his/her designee will communicate to others as appropriate that retaliation of any form against a person who files a

grievance is illegal and will not be tolerated. Employees of the OARDC are also subject to OARDC rules.

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 salaries differ for a number of legitimate reasons including: discipline and subdiscipline; productivity in teaching, research, and service; and years of service and years in rank. In addition, market factors (the extent to which the University must pay a higher salary to recruit or retain a particular faculty member or type of faculty member), past/present administrative duties, the centrality of a person's work to an academic unit, and any other factors set forth as legitimate bases for salary determination in this Patterns of Administration document or otherwise consistently communicated and applied in hiring and merit salary increase decisions are also legitimate bases for salary differentials.

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 or Discrimination

The university's policy and procedures related to sexual harassment or discrimination are set forth in OHR Policy 1.15, www.hr.osu.edu/policy/index.aspx.

E Student Complaints about Faculty

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 Staff Grievances

Staff may present grievances about working conditions, treatment by others or other problems which, if true would warrant remedial action. The Chair or his/her designee will investigate the situation to determine the validity of the grievance and follow up as appropriate. When the problem takes the form of on-going conflict between individuals who must necessarily work together or be in close proximity, it may be appropriate to seek mediation and/or establish ground rules for interaction between the parties. It may be appropriate in some cases for the Chair to consult with the Office of Human Resources Consulting Services for advice in addressing the staff grievance. Department staff members that are employees of the OARDC are to report their grievance to the Associate Chair of FAHRP.

G Procedures for Handling Acts of Misconduct

Misconduct includes violations of University rules and policies, violation of laws, and behavior that any reasonable person would judge to be unacceptable whether articulated or not in a specific policy or law. The Department follows OSU Policy (<http://orc.osu.edu/misconduct/index.cfm>) regarding misconduct in science. Complaints alleging faculty misconduct or incompetence will follow the procedures set forth in Faculty Rule 3335-5-04 <http://trustees.osu.edu/rules5/ru5-04.php>.

Appendices

- A. Faculty Annual Report Form
- B. Faculty Time and Effort Worksheet Guidelines
- C. Peer Evaluation of Teaching Documentation Form

Appendix A: Faculty Annual Report Form

Faculty Annual Report Form
College of Veterinary Medicine
January 1, 2007 – December 31, 2007¹

Name	
Official OSU Title	
Academic Degrees	
Boards/Diplomate status	
Department	

1. Time and Effort (see Appendix 1 for instructions)		
Didactic education (classroom education) of professional and graduate students and residents		%
Clinical service and related education		%
Scholarship and research mentorship		%
Research activity	%	
Grad student/Postdoc mentorship	%	
Other scholarship activity	%	
Extension activity (only for faculty with formal extension appointments)		%
OSU service, administration, and continuing education (CE)		%
External activities		%
Outreach and CE	%	
Consultation and veterinary practice	%	
Personal development		%
Total		100%

2. Summary Numerical Data	
<i>(include only work accomplished or published in calendar year; do not include works in press or in progress)</i>	
Peer-reviewed publications in scientific journals; total	
Peer-reviewed publications in scientific journals as senior author <small>Senior authorship is defined as first author or work by advisee that you served as the graduate advisor</small>	
Journal editorship, total	
Journal editorial board membership, total	
Book chapters as first author	
Book chapters as co-author	
Books or book editorships	
Proceedings papers; total	
Extension/outreach publications; total	
Invited research/scholarly presentations	
Invited continuing education presentations	
Invited outreach/extension presentations	
Invited scholarly presentations	
Core courses that you are team leader (list course numbers)	

¹ Only include accomplishments or work completed/published in the reporting year. Do not include work in-progress or works in-press unless specifically asked. Section 23 is for recent significant developments or accomplishments since January 1 of the current year.

Elective courses that you are team leader (list course numbers)	
Lecture hours in CVM core courses	
Lecture hours in CVM elective courses	
Laboratory contact hours in CVM core courses	
Laboratory contact hours in CVM elective courses	
Lecture hours in nonCVM courses	
Types of clinical service & education Examples: equine internal medicine, small animal surgery, necropsy.	
Weeks of clinical service & education Number of full-time weeks. Estimate number of full time week equivalents if service is not full time.	
Didactic hours in CVM graduate courses (not 693, 999, or self study)	
Didactic hours in nonCVM graduate courses (not 693, 999, self study)	
Number of PhD students; served as advisor	
Number of PhD committees (not advisor); total	
Number of MS students; served as advisor	
Number of MS committees (not advisor); total	
Number of Residents; served as advisor	
Number of undergraduate students	
2007 OSURF research expenditures, direct costs	Please fill in
2007 OSURF research expenditures, indirect costs	Please fill in
Release time on sponsored projects; Total \$	Please fill in
Laboratories assigned to your research program; nonshared (room numbers only, VTH, GL, SH, VMAB)	
Laboratories assigned to your research program; shared (room numbers only)	

List your most important publications in reporting year (not to exceed three):

3. COURSES AND CLINICAL INSTRUCTION: UNDERGRADUATE, GRADUATE, AND PROFESSIONAL

Quarter/year	Course # Title Credit hours	Enrollment	% of course taught	Explanation e.g., Team	Formal Evaluations ²	
					Student	Peer

4. Advising:

PhD students; service as advisor (list names, project, and source of stipend support):

PhD student committees (list names of student and advisor):

Postdoctoral fellows (list names, project, and source of support):

MS students; service as advisor (list names, project, and source of stipend support):

MS student committees (list names of student and advisor):

² Student teaching evaluation scores will be made available to Chairs by Educational Design & Systems.

Intern/resident training (list name and your role):

Professional students (list name and your role):

Undergraduate students (list name and your role):

Visiting scholars (name, title, home institution, project title or objective):

Student groups and organizations:

Mentorship of junior faculty:

5. Awards won by your student advisees:

6. Extension and Continuing Education Instruction

International:

National/Regional:

State:

7. Research/scholarly presentations:

International:

National/Regional:

State:

8. Curriculum Development and Teaching:

(What have you done this year to improve your teaching? Did you prepare new lectures or labs? Did you develop new tools to facilitate or assess learning? Was your teaching peer-reviewed, if so, please summarize and attach documentation? Did you attend education events related to teaching?)

9. Publications:

Books:

Edited books:

Book chapters in edited books as **first author**:

Book chapters in edited books as **co-author**:

Bulletins and technical reports:

Peer-reviewed journal articles as **senior author**³:

Peer-reviewed journal articles as **co-author**:

Editor-reviewed journal chapters:

Reviews:

³ Senior authorship is defined as first author or work by advisee that you served as the graduate advisor.

Abstracts:

Papers in proceedings:

Other scholarly publications:

10. Research as PRINCIPAL INVESTIGATOR:

Research Projects with external sponsored research funding (list project title, investigators, source of funding, time period, and amount):

Research Projects with internal research funding (list project title, investigators, source of funding (college office of research, development funds, earnings account, etc.), time period, and amount):

Research Projects without OSU sponsored research funding (list project title, investigators, and time period):

11. Research as CO-INVESTIGATOR:

Research Projects with external sponsored research funding (list project title, investigators, source of funding, time period, and amount):

Research Projects with internal research funding (list project title, investigators, source of funding (college office of research, development funds, earnings account, etc.), time period, and amount):

Research Projects without OSU sponsored research funding (list project title, investigators, and time period):

12. Prizes and awards for research, scholarly or creative work:

International/National Awards:

Fellowships (current) in scholarly societies (name of society, year of induction) (e.g., National Academy of Sciences, American Association for the Advancement of Science):

Ohio State University Awards:

College of Veterinary Medicine Awards:

13. Editorships or service as a reviewer for journals/learned publications:

14. Professional societies – offices held and services:

Current offices held in national/international societies:

Past offices held in national/international societies (this is for data collection for college points of pride):

15. List of consultation activity:

International/National:

Regional:

16. Clinical Services:

17. Other professional/public service:

18. Administrative Services:

Departmental:

College or University:

Affirmative action and mentoring activities:

Other administrative service:

19. Major Academic/Professional Awards and Commendations:

20. Development activities:

Ongoing activities:

Gifts received (amount, donor, and use of funds):

21. Press releases or media activity related to your work:

22. Describe your goals and current projects.

OPTIONAL QUESTIONS

23. Describe recent important developments or accomplishments since January 1 of the current year, e.g., accepted manuscript(s), grant funding, major award(s), etc.

25. What accomplishment or activity are you most proud of?

24. What is the best way to measure the quality of your scholarly works?

26. What can be done to facilitate your teaching and/or student learning?

27. What can the department or college do to improve your work environment?

Appendix B: Faculty Time and Effort Worksheet Guidelines

This is meant to be a straightforward task. Estimate the percentage time and effort you expend on the categories for all of your professional activities during an average 7-day week⁴ during the reporting year. You do not need to perform calculations, your estimate is sufficient. This information is for planning and reporting purposes. The American Association of Veterinary Medical Colleges is requesting similar information. The data is not for calculating annual salary adjustments. The information will be discussed by you and your chairperson during your annual review and will help plan your future activities.

Definitions:

Didactic education: Percent time in the classroom (lecture hall or laboratory) teaching professional and graduate students and residents.

Clinical service and related education: Percent time for clinical activities (teaching hospital, ambulatory, necropsy, clinical pathology, etc.) and related educational activities for professional students, interns, and residents (e.g., rounds, reviewing case material, case presentations, journal clubs, intern/resident mentorship, etc.)

Scholarship and research mentorship: Sum of research activity, Grad student/Postdoc mentorship, and other scholarship activity.

Research activity: Percent time spent conducting research, such as grant writing, protocol preparation, research compliance, laboratory work, data collection, prospective clinical trials (regardless of funding source), retrospective studies, report and manuscript writing, presentation of scientific data at research meetings, grant review panels, research collaborations, etc.

Grad student/Postdoc mentorship: Percent time spent training and mentoring graduate students in research, such as one-on-one time, lab meetings, graduate committees, etc. This includes time expended for 693 and 999 courses. Undergraduate student and professional student research mentorship should be included in this category (e.g., summer research experiences).

Other scholarship: Percent time on activities such as books, book chapters, review papers, monographs, etc.

Extension activity: Percent time spent during on-site activities, preparations for site visits, outreach activities related to extension, preparation of educational materials, etc. This is only for faculty with formal extension appointments.

OSU service, administration, and continuing education: Percent time for departmental, college, and university committees; all OSU administrative activities; and continuing education performed at OSU.

⁴ It is understood that faculty have the freedom and flexibility to perform their professional activities any time during the 7-day week. The goal of the time and effort worksheet is to capture your total percent professional effort on the listed activities, not to suggest or imply a standard for a level of activity.

External activities: Sum of Outreach and CE and Consultation and veterinary practice.

Outreach and CE: Percent time spent on outreach activities, referring veterinarian consultation, CE delivery outside of OSU, support of national organizations and boards, grant reviews, editorial boards, support and leadership roles for external professional societies, etc.

Consultation and veterinary practice: Percent time spent on paid and nonpaid consultation and veterinary practice outside of OSU.

Personal development: Percent time for scientific and professional meeting attendance or other OSU or non-OSU activities for the primary purpose of self-enrichment.

Appendix C: Faculty Teaching Evaluation Procedures Guidelines

Office of Educational Resources College of Veterinary Medicine Evaluation Procedures Summary

The Uses of Evaluation

Two general uses of evaluation are recognized in the academy. Formative evaluation means the use of student, peer, self, and alternative evaluation methods to get information that will be used to improve the instructional program. Summative evaluation is the use of many of these same instruments or procedures to make administrative decisions about programs or individual faculty members.

Although the Office of Educational Resources strongly supports and advocates the use of evaluations for formative purposes, many faculty members are specifically concerned about the generation of acceptable summative data for promotion and tenure purposes. To that end, a routine evaluation system at the College is administered by this office that has the procedural features most often desired for the generation of summative data used for personnel decisions (although the data generated is also used for formative purposes).

Student Evaluation of Teaching

The Office of Educational Resources conducts student evaluations of every core and elective course in the professional curriculum, under a mandate from the Council on Education (made up of the faculty team leaders of all College courses).

The evaluation instruments used for courses consist of 13 tested and approved standard items (10 standard items for clinical evaluations) using a Likert-type scale, which are administered to all students and tabulated by this office. The numerical results from these evaluations are reported to the team leader of each course, and thence through the Council on Education to all faculty and students. Team leaders only are provided with any written comments from students, and the numerical results of any additional questions they have appended to the standard instrument. By the action of the Council on Education, it is the team leader who is responsible for any further distribution of those additional results.

As stated in the Charter of the Council on Education, the Office of Educational Resources offers each and every faculty member access to the design, administration and tabulation of evaluations of their individual performance as teachers. Sample instruments are provided during initial consultation, and additional or alternate items are taken from a pool of tested and approved items maintained by this office. The results of these individual evaluations are maintained in a secure manner by the Office of Educational Resources and those results are provided to the requesting faculty member. No other distribution of these results is ever made without the express request of the faculty member involved.

Alternate Evaluation Methods

Alternate methods of student evaluation of teaching are administered or arranged by the Office of Educational Resources if they serve a needed purpose for the faculty member or the College, and when they meet the generally accepted tests of good practice in the qualitative or quantitative evaluation of educational programs. The requesting faculty member or members, as a matter of policy, must never be in control of the administration or tabulation process. Decisions about alternate evaluation methods will be made by the Director on a case-by-case basis.

For example, faculty teaching graduate courses elsewhere on campus often have results from the administration of the SEI in those courses. We accept, and place in our reports without question, the data gathered by that method. We have accepted data collected and tabulated by the Extension Service, whose methods are documented and widely accepted. Other universities have provided data directly to this office, with a communication of their procedures for collection and analysis, and such data has been accepted for inclusion in our reports.

Videotaping of faculty members for evaluation, evaluation by professionals in the discipline of education, and “focus group” evaluation by a randomly selected cohort of students is also available through this office, and the results of such evaluation are reported by letter to the requesting faculty member. Except for the Uniform Course Evaluations, mandated by the Council on Education, no evaluation can be performed by this office without the express request of the faculty member to be evaluated.

Peer Evaluation

This subject is (at this writing) being examined at the College by various faculty bodies within their departments, and by the College Academy of Teaching. The Office of Educational Resources offers to consult with both faculty member and peer evaluators to make the process more comprehensive and rewarding, and will gladly show the peer evaluator what is considered proper procedure at this and other institutions.

At this time, the reporting of the outcome of peer evaluation is the responsibility of the evaluator, who most often communicates by letter to the requesting faculty member. For those peer evaluators who have asked for a rating form, this office provides a standard sample which reflects the type used at many institutions. The Office of Educational Resources has been involved in the ongoing faculty discussion of this issue and has offered to support the faculty in whatever modifications or improvements to peer evaluation are practical and meet the tests of good evaluation practice.

Administration of Evaluations

Students in each year of the curriculum are provided with the Uniform Course Evaluations for each of their courses in the first weeks of the quarter. This “evaluation book” also contains the requested individual evaluation forms that pertain to the team members of the courses. Students are required to return these completed books to the Office of Educational Resources at the end of

each quarter (or trimester, in the case of the fourth year students). This office records that each student has complied with the request for evaluation, to assure the faculty of an appropriate return rate. There is no identification on these “books”, which are immediately separated for tabulation – thus, anonymity of the student is assured.

The Office of Educational Resources then tabulates the data, which is archived electronically as an Excel spreadsheet and backed up in several physical locations. A hard copy of the results is returned to each faculty member, as previously described, for their information and records. The number of completed forms is made a part of this tabulation. Written comments are typed only upon request; normal review of these comments is made by the team leader using the original forms.

This office continues to evaluate other methods of collecting this data, including computer based collection, and continually brings to the Council on Education proposals regarding the better administration of this service.

Provision of Data to Promotion and Tenure Committees

Upon request of the candidate for promotion, the Office of Educational Resources conducts a complete retrieval of all evaluations administered and processed by this office, and any evaluation materials administered and processed by others that were arranged in concern with this office. The data is provided in narrative and tabular form directly to the Chair of the appropriate committee, and a copy is provided to the candidate. Letters generated by this office relative to an observation of teaching, focus group results, videotaping, or other alternative evaluation method will be included if present. It is the policy of this office to produce for the committee all of the data collected on the candidate, and to clearly indicate the source of all data, the method of collection, and to clearly point out the presence of professional opinion or analysis. This office stands ready to produce for the committee the professional qualifications of those giving analysis or opinion if their participation was arranged by this office.

The Office of Educational Resources will not address data not collected or arranged for by this office. Likewise, this office will adhere to methods and principles of teaching evaluation that are generally considered to be common professional, ethical practice in the discipline of educational program evaluation and will certify the veracity of its tabulation and analysis to all clients within the standards of the reliability and validity that are generally accepted within the discipline.

The Office of Educational Resources does not set ‘benchmarks’ for teaching performance. Evaluation instruments and procedures provide evidence, collected in standard ways that are accountable, that allow reasonable persons to draw conclusions, identify trends, and decide upon issues and actions. In the process, the Office of Educational Resources acts as a service to the faculty committee members and administrators as advisor, tabulator, certified repository, and (at times) professional analyst in relation to the evidence that they will use in their decisions.

Faculty Options and Responsibilities

Ultimately, the faculty member is responsible for providing evidence of their teaching excellence for the purpose of retention, promotion, or the granting of tenure. The Office of Educational Resources acts to assist faculty in that effort as requested. Because the submission of teaching evaluation data is only a single part of a much larger and complex process of promotion and tenure, the faculty candidates are advised by this office to seek the advice and guidance of the department chair, the department committee, the executive vice president and provost, and other appropriate resource persons in the assembling of their dossier.

Faculty not wishing to use the services of the Office of Educational Resources, for any reason, or who desire an outside opinion can ask for assistance from the Office of Faculty and TA Development on main campus.

PEER EVALUATION OF:

LECTURE:

DATE:

The evaluation below summarizes my impression of _____'s teaching on the above date. **SCALE:** 5=strongly agree, 1=strongly disagree.

	Strongly Agree			Strongly Disagree	
	5	4	3	2	1
1. The instructor was well prepared.					
2. The instructor had a thorough knowledge of the subject.					
3. The instructor communicated his subject matter well.					
4. The instructor stimulated interest in the subject(s).					
5. The overall teaching ability of the instructor was high.					
6. Presentations were well organized.					
7. The instructor spoke clearly and audibly.					
8. Presentations were largely free of distracting mannerisms.					
9. The instructor presented material at an appropriate pace.					
10. The instructor presented material at an appropriate level.					
11. The instructor's explanations were clear and concise.					
12. The instructor adequately summarized material to aid retention.					
13. The instructor used good examples and illustrations.					
14. The instructor made effective use of visual aids.					
15. The instructor seemed up to date and included recent developments.					
16. The instructor emphasized particularly important course material.					
17. The instructor related well to his audience.					
18. The instructor related course material to practical situations.					
19. The instructor distinguished clearly among fact/theory/opinion.					
20. The instructor effectively held the audience's attention.					

COMMENTS: (Please use other side of this sheet for additional space)

*Requests for Peer Evaluation of Teaching should be made by the Department Chair (in consultation with the candidate) but not directly by the candidate. The original documents will be kept on file in the departmental office and copies given to the candidate and the Director of the College Office of Educational Resources.