



THE OHIO STATE UNIVERSITY

COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES

Department of
Agricultural Communication,
Education, and Leadership

Pattern of Administration

Last Updated: October 24, 2025

Revision Approved by the Office of Academic Affairs: October 27, 2025

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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

Department Founded July 1, 1917

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). Both the College and University will develop, present and revise priorities. It is incumbent upon the faculty of the Department to be engaged in University and College priorities. In particular, faculty may be asked to articulate how their work individually and collectively contributes to the mission of the University or College.

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](#)). 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. All revisions, as well as periodic reaffirmation, are subject to approval by the College office and the Office of Academic Affairs. A current version of this document will be posted on the Office of Academic Affairs [website](#).

II. DEPARTMENTAL OVERVIEW

- A. Mission Statement:** The Department of Agricultural Communication, Education, and Leadership is committed to cultivating a thriving and sustainable future by advancing excellence in communication, education, and leadership within the agricultural and broader community. Our mission is to empower our stakeholders to become informed and ethical leaders who can effectively communicate the importance of agriculture, inspire learning, and drive positive community change.

Who we serve: undergraduate and graduate students; professionals in the food, agricultural, and environmental industries; pre-service and in-service teachers; alumni; community leaders and change agents; Extension and outreach professionals.

How we accomplish our mission: *Through innovative research, dynamic teaching, and impactful outreach, we aim to:*

- **Advance Effective Communication:** Equip students with the skills and knowledge needed to communicate the complexities of agriculture to multiple audiences, promoting a deeper understanding and appreciation of the industry.
 - *Areas of expertise:* information seeking and processing behaviors; communication technologies and tools; current public perceptions and opinions of complex science issues; risk and crisis communication; effective visual representation of science
 - **Enhance Educational Practices:** Develop and implement cutting-edge educational strategies that engage learners, foster critical thinking, and prepare future agricultural educators and professionals to address evolving challenges.
 - *Areas of expertise:* School-Based Agricultural Education; scholarship of teaching and learning; effective pedagogies and assessment within formal, nonformal, and informal learning environments; experiential learning; motivation and engagement; college teaching and faculty development; educational program evaluation
 - **Foster Leadership Excellence:** Inspire and mentor individuals to become visionary leaders who demonstrate ethical decision-making, collaboration, and a commitment to advancing the well-being of communities at local, national, and global levels.
 - *Areas of expertise:* Systems thinking; cultural competency; positive youth development; community leadership; workforce development
 - **Engage Stakeholders:** Collaborate with industry partners, community leaders, policymakers, and cross-disciplinary faculty to bridge the gap between academia and real-world issues, fostering meaningful connections and ensuring the relevance of our work.
 - *Areas of expertise:* Understanding industry needs; study and disseminate research-backed communication, teaching and leadership strategies; training stakeholders with leadership development opportunities; facilitating multi-disciplinary partnerships.
- B. Vision:** Our graduates will be the next generation of leaders who will champion the future of agriculture, contribute to the well-being of society, and ensure the sustainability of our global food systems.

C. Structure

The Department comprises 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. Each of the programs is characterized by a culture and history that are 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.

III. ACADEMIC RIGHTS AND RESPONSIBILITIES

The University issued a [reaffirmation](#) of academic rights, responsibilities, and processes for addressing concerns.

IV. FACULTY AND VOTING RIGHTS

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

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 at or above .50 FTE in the Department are eligible to vote on Departmental matters unless otherwise specified. Tenure-track faculty may vote in all matters of departmental governance.

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. NON-TENURE-TRACK FACULTY

Non-Tenure-Track Faculty are positions within the University that are not eligible for tenure. Non-tenure-track faculty cannot vote on any issues related to tenure and unless stipulated differently below, may not vote on faculty governance issues.

1. **Professional Practice Faculty** serve under fixed term contracts and their faculty appointments are described in Faculty Rule [3335-7](#). Professional practice faculty are teacher/practitioners and shall be engaged primarily in teaching activities related to: a) courses or instructional situations involving live patients or live clients, b) courses or instructional situations involving the simulation of live patients or live clients, or c) courses or instructional situations involving professional skills. Professional practice faculty may hold titles of professional practice assistant professor, professional practice associate professor, and professional practice professor. Promotion guidelines for professional practice faculty can be found in the Department's [Appointments, Promotion and Tenure Document](#) (hereafter referred to as: APT). Professional practice faculty may vote on Departmental faculty governance issues related to academic affairs as well as professional practice faculty personnel issues. Any professional practice faculty member appointed by the department may stand for election to serve as a representative in the University Senate subject to representation restrictions noted in [Faculty Rule 3335-7-11\(C\)\(2\)](#).

In accordance with [Faculty Rule 3335-7-03](#), professional practice faculty may comprise no more than 20% of the tenure-track and professional practice faculty in the department, and the number of professional practice faculty members must be fewer than the number of tenure-track faculty members.

2. **Associated Faculty** are persons with adjunct titles, visiting titles, and lecturer titles; also professors, associate professors, assistant professors, and instructors who serve on appointments totaling less than 50% service to the University. Persons with tenure-track, professional practice, or research faculty titles may not hold associated titles. Persons holding associated titles are not eligible for tenure and may not participate in the promotion and/or tenure reviews of tenure-track, or professional practice faculty. With the exception of visiting faculty, persons with associated titles are permitted to participate in College or ACEL departmental governance when approved by a vote of at least a majority of its tenure-track faculty. Visiting faculty may be invited to participate in discussions on non-personnel matters, but may not participate in personnel matters, including appointment, promotion and tenure reviews, and may not vote on any matter. Associated faculty appointments may be made for a maximum of three consecutive years and may be renewed.

A. Adjunct Faculty (for persons who are not current OSU faculty members)

The titles of Adjunct Professor, Adjunct Associate Professor, Adjunct Assistant Professor, and Adjunct Instructor shall be used to confer faculty status on persons who have credentials comparable to tenure-track faculty of equivalent rank. Adjunct faculty appointments are warranted when there is evidence of a substantial, continuing professional contribution by the appointee to the Department. Examples of professional contributions include: serving on graduate student committees, serving as an internship mentor, guest teaching in credit and non-credit courses, developing instructional materials, collaborating on research projects, and/or assisting in the service mission of the Department.

All adjunct faculty appointments and reappointments must be reviewed and approved by a majority vote of the eligible faculty (all tenure-track and professional practice faculty) on an annual basis.

B. Visiting Faculty

The titles of Visiting Professor, Visiting Associate Professor, Visiting Assistant Professor, and Visiting Instructor shall be used to confer faculty status on persons who have credentials comparable to tenure-track faculty of equivalent rank who spend a limited period of time on formal appointment and in residence at The Ohio State University for purposes of participating in the teaching, research, or outreach/Extension programs of the Department. Visiting faculty titles will be commensurate with the academic title of the visiting faculty member's home institution. A visiting appointment cannot exceed three continuous academic years of service.

C. Lecturers

These faculty may be Lecturers or Senior Lecturers. The titles of Lecturer and Senior Lecturer shall be used for all compensated instructional appointments where other titles are not appropriate. Lecturers' responsibilities are limited to teaching as defined in Faculty Rule [3335-6](#). Because these persons are compensated for their efforts, they will be contracted for very specific roles and responsibilities in the Department as specified in their letter of offer. The Chair will consult with the respective program

coordinator prior to the appointment of a Lecturer or Senior Lecturer.

C. EMERITUS FACULTY

Emeritus Faculty are tenure-track or professional practice faculty who, upon retirement, were recommended by the Chair, the Dean, and the Executive Vice President and Provost for emeritus status. Emeritus faculty in this Department are invited to participate in discussions on non-personnel matters, but may not participate in personnel matters, including promotion and tenure review, and may not vote on any matter.

Detailed information about the appointment criteria and procedures for the faculty appointments made in the Department is provided in its [APT](#).

V. ORGANIZATION OF DEPARTMENT SERVICES AND STAFF

A. STAFF

The department provides services to assist faculty members in conducting their duties and students in advancing certain aspects of their educational programs. For both faculty and students, services are provided in close coordination with CFAES support organizations, especially its shared services office, Graduate Programs Office, Undergraduate Program Office and Advising Office.

The department's staff members report to the chair of the department or their designee. In general, staff duties align either singly or in more than one of the following ways:

- Administrative/Financial: Assisting with the overall operations of the Department
- Academic: Assisting with the operations of academic programs of the Department; these positions typically require high interactions with students and faculty
- Research: Assisting specific faculty in carrying out our research projects and tasks
- Extension/Outreach: Assisting faculty with extension and outreach projects and tasks

VI. 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.

VII. DEPARTMENT ADMINISTRATION

A. CHAIR

The Chair is responsible for the general administration of the Department as set forth in Faculty Rule [3335-3-35](#). 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, who, in turn, will consult with the faculty of the Department as well as other appropriate University officials.

The performance of the Department Chair will be evaluated annually in a continuing improvement effort. All faculty and staff will be provided with the opportunity to provide input in the annual review process. The annual review of the Chair will be initiated by the Dean.

B. DUTIES OF THE CHAIR

As provided in Faculty Rule [3335-3-35](#), 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 document setting forth policies and procedures pertinent to appointments, promotion, and tenure (see also Faculty Rule [3335-6](#)).
3. 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 Executive Vice President and Provost. The *Pattern of Administration* 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.
- 4. To administer the Department with efficiency and dispatch.
 - 5. To plan and implement a progressive, dynamic, and innovative Department strategic plan with the members of the faculty and the College Administrative Cabinet.

6. To continuously evaluate the instructional and administrative processes and lead in the study of methods of improving them.
7. To conduct an annual performance and merit review of each faculty member in accordance the Office of Academic Affairs [Policy on Faculty Annual Review and Reappointment](#).
8. 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](#)).
9. To recommend to the Dean of the College, after consultation with the faculty as provided in this *Pattern of Administration* and in accordance with procedures set forth in Faculty Rules [3335-6](#) and [3335-7](#) and this Department's APT document, appointments, reappointment, promotions, dismissals, and decisions affecting the tenure of members of the Department faculty.
10. To encourage research and educational investigations.
11. 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.
12. To maintain a curriculum vitae for all personnel teaching a course in the department's curriculum.
13. To see that adequate supervision, training, and professional development are given to faculty and staff.
14. To prepare annual budget recommendations for the consideration of the Dean of the College.
15. 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.

16. To facilitate and participate in prescribed [academic program review](#) processes, in collaboration with the dean of the college and the Office of Academic Affairs.
17. To observe each untenured faculty member's teaching at least once each year and each tenured faculty member once every four years.

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 the Pattern, subject when relevant to the approval of the Dean, Office of Academic Affairs and Board of Trustees.

Operational efficiency requires that the Department Chair exercise a degree of autonomy in establishing and managing administrative processes. The articulation and achievement of the department's academic goals, however, are most successful when all faculty members participate in discussing and deciding matters of importance. The Department 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.

C. OTHER ADMINISTRATORS

The Chair may delegate authority to other faculty members in Departmental administrative roles to carry out the mission of the Department. Faculty who serve as administrators may receive remuneration or release time by the Department Chair for administrative roles, depending on the scope of the committee and its work.

Director of Graduate Studies (DGS): Provides leadership to the graduate program of the Department by chairing the Graduate Studies Committee. The DGS works closely with the graduate program staff member in the Department on recruitment and retention of graduate students. The DGS works closely with graduate faculty and the Chair regarding improving the graduate student experience (from advising, curriculum, Departmental interactions, out-of-class experiences).

Director of Undergraduate Studies (DUGS): Provides leadership to the undergraduate programs of the Department by chairing the Academic Affairs and Undergraduate Studies Committee. The DUGS works closely with the undergraduate program staff member in the Department on recruitment and

retention of undergraduate students. The DUGS works closely with faculty and Chair regarding improving the undergraduate student experience (from advising, curriculum, Departmental interactions, out-of-class experiences).

Undergraduate Program Coordinators: Each undergraduate major, and for those with official concentration areas this applies for each area, will have a program coordinator. Program coordinators should coordinate meetings of the faculty within that program to discuss course and curricular changes. The program coordinators will also coordinate advising for her or his program, unless otherwise delegated.

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 six standing committees representative of the Department's mission and goals. Depending on the mission of the committee, students and staff may be appointed as voting or ex-officio/non-voting members, but should be done so sparingly as to retain faculty governance. 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 Coordinating Committee.

The following three standing committees will be tasked:

- Promotion and Tenure Coordinating Committee
The Promotion and Tenure Coordinating Committee leads the Department efforts in regard to promotion and tenure of faculty. For details about these processes see the [Appointment, Promotion and Tenure \(APT\) document](#). The committee also consults with faculty regarding upcoming promotion and probationary reviews and consults with the ACEL Chair on Review of APT and POA Documents prior to Faculty Vote. Three faculty members at the rank of Professor will be appointed by the chair for two-year (renewable) terms on this committee. In the event that ACEL does not have three faculty members at the rank of Professor, the chair will appoint associate professors as needed. In the event that an Associate Professor is serving on the committee at a time when a dossier of a faculty member seeking the rank of Professor is to be considered, the Associate Professor would be asked to recuse themselves and a Professor from another CFAES Department would be asked by the ACEL Department Chair to serve in consideration of the dossier for promotion to Professor. The committee

chair will also be appointed by the ACEL Department Chair. When a candidate for promotion and/or tenure is a member of the Professional Practice faculty, one eligible non-probationary Professional Practice faculty member may be added to the committee.

- **Academic Affairs and Undergraduate Studies Committee**
The Academic Affairs and Undergraduate Studies Committee is charged with providing the final review and vote regarding Department course and curricular changes at the undergraduate level. This committee is also charged with considering improvements to the recruitment, retention, and student experiences of undergraduate students. Committee members will include a chair who is also the appointed director of undergraduate studies and the three faculty members appointed by the chair to serve as undergraduate program leads in the Agricultural Communication, Agriscience Education, and Community Leadership undergraduate programs. Committee members, including the committee chair, will be appointed to two-year (renewable) terms. An undergraduate student appointed on a rotational basis among the ACEL undergraduate majors, as well as the communication and undergraduate program manager will serve as ex-officio members.

- **Graduate Studies Committee**
The Graduate Studies Committee is charged with providing input on the overall graduate program including the final review and vote regarding Department course and curricular changes at the graduate level. Related, this committee also coordinates the recruitment and admission of graduate students. Committee members will include a chair who is also the appointed director of graduate studies and at least three faculty members who hold graduate faculty status and possess graduate advising experience. Committee members, including the committee chair, will be appointed to two-year (renewable) terms. The graduate program manager and an appointed ACEL graduate student will serve as ex-officio committee members.

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.

VIII. FACULTY MEETINGS

The Department faculty will meet at least once each month in formal session during the 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 Department faculty meetings to all faculty members and staff. A faculty meeting will also be scheduled on written request of 25 percent of the Department faculty. The Chair will make reasonable efforts to have the meeting take place within one week of receipt of the request.

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, non-tenure-track faculty in the Department and graduate associates in residence are invited to attend Department faculty meetings.

For an official Department faculty meeting to take place, a quorum must be present. A quorum shall be a simple majority (50 percent plus one) of all tenure-track and professional practice 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.

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 electronically when necessary to assure maximum participation in voting. When conducting an electronic ballot, 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.

Minutes of all Department faculty meetings (including attachments for faculty members who were unable to attend) will be provided to faculty members electronically within one week of the meeting. These minutes may be amended at the next faculty meeting by a simple majority vote of the faculty who were present at the meeting covered by the minutes. 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.

Special policies pertain to voting on personnel matters, and these are set forth in the Department's APT document.

IX. DISTRIBUTION OF FACULTY DUTIES AND RESPONSIBILITIES

The Department of Agricultural Communication, Education, and Leadership values and rewards excellence in teaching/advising, research, and outreach/service. In principle, all tenure-track faculty are expected to contribute to each function and to the overall mission of the Department, College, and University. Additionally, professional practice faculty whose primary appointment is teaching are expected to contribute to the teaching, advising, and outreach/service missions. The Department also recognizes and values having faculty from different disciplinary backgrounds. Duties and responsibilities of faculty members 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. Responsibilities should be equitable across all faculty given the aforementioned context and driven by the distribution of workload or effort for that faculty member for a given year.

Faculty duties and responsibilities will be developed with the objective of meeting the priority areas as defined by the Department and College. The end result is an agreement between the Department Chair and faculty member as to an appropriate portfolio of activities for the year shared in letter either separate or part of the annual performance review. 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, and Family and Medical Leave Act). The relevant program coordinator and/or other faculty affected may also be consulted. Unresolved disagreements will be handled according to the grievance procedures outlined in Section XV.

Although the position description is the basis for development of the agreement letter, the agreement terms are to be annually reviewed, discussed, and established as part of the annual faculty performance review each year. The agreement is to serve as the guiding document for faculty work for a given year. The agreement will specify any divergence in distribution of workload for the position description. A copy of the position description and the agreement 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 assignments that semester. On-duty faculty members should not be away from campus for extended periods of time unless on an approved leave (see Section XII) or on approved travel.

Telework exception: Faculty members with responsibilities requiring in-person interaction are to work at a university worksite to perform those responsibilities. Telework and the use of remote, virtual meetings are allowed at the discretion of the Department Chair if such work can be performed effectively and faculty members are able to fulfill their responsibilities. Telework will be encouraged under certain circumstances if it serves the needs of the department, college, university, and/or community. The Department Chair has the discretion to require faculty to work on campus if there are concerns that responsibilities are not being fulfilled through telework.

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

In crisis situations, such as life-threatening disease (COVID, for example) or physical dangers (natural disasters, for example), faculty duties and responsibilities may be adjusted by the Department Chair to consider the impact over time of the crisis. These adjustments may include modifying research expectations to maintain teaching obligations. These assignment changes must be considered in annual reviews.

A. EXPECTATIONS OF FACULTY

Depending upon their appointment type, members of the faculty are expected to contribute to the instructional, funded research, scholarship, professional practice, extension, outreach, and administrative missions and roles of CFAES. It is neither expected nor considered desirable for all faculty members to make equivalent contributions to each of these missions. Faculty assignments are described in the initial letter of offer and updated during the annual review process based on the department's needs as well as faculty productivity and career development.

For faculty members who are less than 50%, the focus of their work should be based on the rationale for which they are being hired and not on the broader Department. For example, if a Lecturer is hired to teach one course, that Lecturer should adhere to teaching excellence and not focus on outreach or service to the Department. Similarly, associated and adjunct faculty should focus on specific contributions to the Department based on the rationale of the appointment. If an associated faculty member is appointed with the rationale of working with graduate students, that faculty is only expected to focus on graduate students.

B. 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 equitable teaching loads for all faculty.

Teaching includes but is not limited to:

- Teaching credit courses, number of course preparations, and enrollment
- Advising students (graduate and/or undergraduates)
- Providing outreach/service related to the academic program area
- Internship coordination and supervision responsibilities
- Delivery method – face-to-face, online only, blended, or broadcast
- New course assignment

It is the Chair's responsibility to assign courses. 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 that may raise or lower effort may include:

- travel time for off-campus courses
- availability of and supervisory responsibility for student assistants
- supervision of student internships and honors projects
- grading demands of a course
- assistance provided by a teaching assistant
- number of sections of the same course taught in a given year
- number of students in the course
- faculty supervision of laboratory or recitation sections
- development of special instructional media, teaching methods, or new/revised courses
- other non-classroom based instructional activities (e.g. individual studies, theses, internships, involvement in student publications)
- involvement in and design of distance education or study abroad programs
- release time agreements, SRAs, FMLA or professional leaves

Faculty Rule [3335-8-16](#) recommends at least 15 students be enrolled in a course. 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 for any reason and report the reason for the cancellation.

Documentation of excellence in teaching should be consistent with guidelines addressed in the Appointment, Promotion and Tenure (APT) document. Departmental faculty are required to collect student evaluation information in each section of each course, each year. The OSU Student Evaluation of Instruction (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 (including comments) that are sent to the 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 probationary professional practice faculty whose primary responsibility is

teaching and at least once every four years for tenured faculty and non-probationary professional practice faculty whose primary responsibility is teaching. Tenured faculty members and non-probationary professional practice faculty seeking promotion from Associate Professor to Professor should ensure the proper number of peer evaluations necessary for the promotion review and the opportunity to improve upon those peer evaluations prior to the promotion review. For details regarding peer evaluations and the promotion process, see the Appointment, Promotion and Tenure (APT) document. 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 probationary faculty and at least once every four years for tenured faculty on a rotational basis. These reviews are designed to be formative in nature and not intended to be an official peer evaluation of teaching unless the faculty member has made arrangements with the Chair prior to the review. Using a Chair's evaluation as a peer evaluation should be done sparingly.

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

C. RESEARCH EXPECTATIONS

High quality research and scholarship are valued by the Department. All tenure-track 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.

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 (e.g. white papers); presentations at professional meetings; publications in printed research proceedings; published monographs; professional reports; scholarly presentations to business and community groups; publication of textbook, textbook chapter 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 OSU Extension (OSUE) and Ohio Agricultural Research and Development Center (OARDC) magazines, electronic journals, and statewide conferences on teaching or Extension. Documentation of quality research and scholarship should be consistent with guidelines addressed in the Addendum.

D. 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. 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, 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.

The guidelines on the Distribution of Faculty Duties and Responsibilities do not constitute a contractual obligation. Fluctuations in demands and resources in the Department and the individual circumstances of faculty members may warrant temporary deviations from the policy.

E. SPECIAL ASSIGNMENTS

Information on special assignments (SAs) is presented in the Office of Academic Affairs [Special Assignment Policy](#). The information provided below supplements this policy.

Untenured faculty will normally be provided a SA for research for one semester during their probationary period. Reasonable efforts will be made to award SA opportunities to all other faculty members subject to the quality of faculty proposals, including their potential benefit to the department or university, and the need to assure that sufficient faculty are always present to carry out departmental work. The Executive Committee will evaluate all SA proposals and make recommendations to the Department Chair, whose 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.

F. MODIFICATION OF DUTIES

The Department 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's guidelines on modification of duties to provide its faculty members flexibility in meeting work responsibilities within the first year of childbirth/adoption/fostering or care for an immediate family member who has a serious health condition, or a qualifying exigency arising out of the fact that the employee's immediate family member is on covered active duty in a foreign country or call to covered active duty status. See the college [pattern of administration](#) for details. See also the OHR [Parental Care Guidebook](#) and the Parental Leave Policy in Section XII.

The faculty member requesting a modification of duties 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, 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 (General Funds, OARDC funds or Extension funds).

While consideration will be given to the teaching specialties and preferences of faculty, the primary consideration in scheduling classes is to provide for the needs of students. Every effort will be made to assure the regular availability of required courses and the sensible timing of high-demand offerings so that all students have a fair chance at fitting such courses into their schedules. To assure classroom availability, reasonable efforts will be made to distribute course offerings through the day and week.

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.

A. ANNUAL ALLOCATION

Tenure-track 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. General 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.

The allocation of salary funds is discussed in the APT document.

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 our 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.

Tenured and professional practice 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.

Probationary tenure-track faculty, in consultation with the Chair, are expected to identify a Faculty Development Team to assist in their professional development and the tenure process. The team should consist of two to three faculty members, and it is strongly recommended that one member is from the faculty member's discipline and one who is not to ensure advice is coming from multiple parts of the Department. The team members must be of at least one higher rank (for Assistant Professors, Associate Professors or Professors should be selected). Recommended uses of the team include, but are not limited to: assisting the faculty member in seeking development opportunities, advising in regard to Department, College and University operations, mentoring in regard to the development of a scholarly program of work, and/or reviewing materials for annual review and promotion/tenure.

XII. LEAVES AND ABSENCES

In general, there are four types of leaves and absences taken by faculty (in addition to parental leave, which is detailed in the [Parental Care Guidebook](#)). 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](#) and the Office of Human Resources policies and forms [website](#).

A. DISCRETIONARY ABSENCE

Faculty members are expected to complete a travel request or a [request for absence 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. Further, as Faculty [Rule 3335-5-08](#) states, "Absence of any member of the faculty from ordinary service in the university, for any cause other than sickness, must be with the knowledge and approval of his or her chair or director and of the dean of the college, or, in the case of faculty assigned to a regional campus, the dean and director of that campus. Absences longer than ten consecutive business days, must also be approved by the executive vice president and provost." The Office of Academic Affairs must approve any discretionary absence longer than 10 consecutive business days.

B. ABSENCE FOR MEDICAL REASONS

When absences for medical reasons are anticipated, faculty members are expected to complete a [request for absence 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 Office of Human Resources [Policy 6.27](#).

C. UNPAID LEAVES OF ABSENCE

The University's policies with respect to unpaid leaves of absence and entrepreneurial leaves of absence are set forth in Office of Human Resources [Policy 6.45](#).

D. FACULTY PROFESSIONAL LEAVE

Information on faculty professional leaves is presented in the OAA Policy on [Faculty Professional Leave](#). The information provided below supplements this policy.

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 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.

E. PARENTAL LEAVE

The university, the college, and this department recognize the importance of parental leave to faculty members. Details are provided in the OHR [Parental Care Guidebook](#), Paid Time Off Program [Policy 6.27](#), and the [Family and Medical Leave Policy 6.05](#).

XIII. OFF-DUTY SEMESTER APPOINTMENTS, SUPPLEMENTAL COMPENSATION, AND PAID EXTERNAL PROFESSIONAL ACTIVITY GENERATED FROM EXTERNAL FUNDS

Faculty on nine-month appointments are able to generate up to 2.5 months of summer salary from external grants for Off-Duty Pay (ODP). In general, if salary for ODP is secured, the work required for said ODP must occur during that ODP timeframe. For example, if a grant requires work year around, a 9-month faculty member cannot lump her or his salary from a grant into one ODP period over the summer. Additionally faculty receiving ODP payment must certify time and effort during the ODP payment timeframe.

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 guidelines have been adopted in ACEL as an incentive for faculty to secure salary release funds from external sources. Ultimately, the salary release is negotiated between the faculty member and the Department Chair. Salary release should be a benefit to the faculty, but not at the cost to the Department. For example, with grants, certain funding agencies allow for a maximum of indirect costs and others allow none. Indirect cost recovery should be a factor in negotiating research appointment share of salary release.

Pending college approval, if the time being released is in the same mission area (e.g. buying out research time to conduct a research grant), the split is 70% to the faculty member, 30% to the Department. If the time being released is not in the same mission area (e.g. buying out teaching time to conduct a research grant), the split is 80% to the Department, 20% to the faculty member.

Information on faculty supplemental compensation is presented in the OAA [Policy on Faculty Compensation](#). When a faculty member is appointed to administrative duties (including faculty fellowships; including part-time and full-time appointments), those funds are not released to the faculty member. The faculty member should consult with the Department Chair when considering such opportunities.

ACEL Supplemental Teaching Salary Guidelines

At times, a faculty member may be asked to teach an additional course beyond his or her 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.

Supplemental teaching salary for faculty may be approved for a full term, regularly scheduled, course that achieves a minimum enrollment threshold of 30 students in an undergraduate course (i.e., course numbered below 7000 level) or 15 students in a graduate course (i.e., course numbered 7000 level and above), assuming such factors

were not considered in the teaching workload of the faculty member. Supplemental teaching salary for courses that do not meet the minimum enrollment thresholds listed above may be negotiated on an individual basis, but as a general principle the amount will be prorated based on the actual census date course enrollment.

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 tenure-track 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 regional campus courses are not bound by these guidelines, and will be negotiated on an individual basis between the faculty member and the Department Chair.

Information on paid external consulting is presented in the university's [Outside Activities and Conflicts](#). 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.

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 regardless of the source of compensation. External consulting must also be approved. Approval will be contingent on the extent to which a faculty member is carrying out regular duties at an acceptable level, the extent to which the extra income activity appears likely to interfere with regular duties, and the academic value of the proposed consulting activity to the department. 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 with an administrative position (for example, chair, associate/assistant dean, center director) remain subject to the Policy on Faculty Paid External Consulting and with appropriate approval, are permitted to engage in paid external work activities. However, faculty members with administrative positions are not permitted to accept compensation/honoraria for services that relate to or are the result of their administrative duties and responsibilities.

Should a faculty member wish to use a textbook or other material that is authored by the faculty member and the sale of which results in a royalty being paid to him/her/them, such textbook or material may be required for a course by the faculty member only if (1) the Department Chair and Dean or designee have approved the use of the textbook or material for the course taught by the faculty member, or (2) an appropriate committee of the department or college reviews and approves the use of the textbook or material for use in the course taught by the faculty member.

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 CONFLICT OF INTEREST AND CONFLICT OF COMMITMENT

Faculty members at The Ohio State University accept an obligation to avoid financial conflicts of interest in carrying out their institutional responsibilities. Information on faculty financial conflicts of interest is presented in Ohio State's policy on [Policy on Outside Activities and Conflicts](#). A financial 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 as 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.

A related issue is the need to avoid conflict of commitment. A conflict of commitment exists when external or other activities are so substantial or demanding as to interfere with the individual's teaching, research, scholarship, or service responsibilities to the University or its students. The Department supports faculty members as they perform scholarly work and service outside their regular scope of duties, but also fully adheres to the University [Policy on Outside Activities and Conflicts](#) to ensure that the needs of the Department, College, and University are being fully met.

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.

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 (see the Office of Academic Affairs [Policies and Procedures Handbook](#)).

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

B. FACULTY AND STAFF MISCONDUCT

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

Any student, faculty, or staff member may report complaints against staff to the department chair. The [Office of Employee and Labor Relations](#) in the Office of Human Resources can provide assistance with questions, conflicts, and issues that arise in the workplace.

C. FACULTY PROMOTION AND TENURE APPEALS

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

D. HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT

The [Civil Rights Compliance Office](#) exists to help the Ohio State community prevent and respond to all forms of harassment, discrimination, and sexual misconduct.

Ohio State's policy and procedures related to equal employment opportunity are set forth in the university's [policy on equal employment opportunity](#).

Ohio State's policy and procedures related to nondiscrimination, harassment, and sexual misconduct are set forth in the university's [policy on nondiscrimination, harassment, and sexual misconduct](#).

E. VIOLATIONS OF LAWS, RULES, REGULATIONS, OR POLICIES

Concerns about violations of laws, rules, regulations, or policies affecting the university community should be referred to the [Office of University Compliance and Integrity](#). Concerns may also be registered anonymously through the [Anonymous Reporting Line](#).

F. COMPLAINTS BY AND ABOUT STUDENTS

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 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.

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.

G. ACADEMIC MISCONDUCT

Faculty members will report any instances of academic misconduct to the [Committee on Academic Misconduct](#) in accordance with the [Code of Student Conduct](#). See also [Board of Trustees Rule 3335-23-05](#).

APPENDIX A

DEPARTMENT 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 social sciences methodologies 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 and ideas.
- 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 of discovery is expected of all tenure track faculty members, regardless of assigned duties or funding sources. Documentation of excellence in scholarship focuses on outcomes and accomplishments rather than inputs and activities.

APPENDIX B

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, support and develop 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. 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.