

**Pattern of Administration
for
The Ohio State University
Department of Civil, Environmental and Geodetic Engineering**

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Pattern of Administration

Department of Civil, Environmental and Geodetic Engineering (CEGE)

The Ohio State University (OSU)

I Introduction

Purpose

This document provides a brief description of the Department of Civil, Environmental and Geodetic Engineering (CEGE), 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 CEGE and its faculty are subject. The latter rules, policies, and procedures, and changes in them, take precedence over statements in this document.

Revision

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

Scope

This POA governs all Departmental matters in which the Faculty has power to act. Powers of the Faculty are delegated to committees or otherwise only by this POA. In alignment with the general policies and procedures related to the governance of the College of Engineering, the Department recognizes the presumption favoring faculty rule on those matters in which the Faculty have primary responsibility, including: curricula, subject matter and methods of instruction, research, appointments, promotion and tenure of faculty, faculty governance including departmental faculty meetings, peer mentoring and peer evaluation of teaching, and those aspects of student life related to the educational process.

Interpretation

This POA shall be interpreted consistently with applicable statutes of the State of Ohio, the By-Laws of the Board of Trustees, and the Rules of the University faculty. All references to periods of time in days refer to calendar days; in computing a period of time, the date of the act or event from which the period of time begins to run shall not be included.

II Department Mission

To create and disseminate civil, environmental and geodetic knowledge through innovative fundamental and applied research and instruction that are in service to society.

III Academic Rights and Responsibilities

In April 2006, 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 Departmental faculty include tenure track faculty, practice (clinical) faculty, and research faculty and

associated faculty with total compensation of at least 50% FTE. In cases where a faculty member holds a joint appointment, governance rights in CEGE extend when the majority of the appointment is assigned to the CEGE Department. Associated faculty with total compensation below 50%, emeritus faculty and tenure-track faculty with a joint appointment with a minority portion assigned to the CEGE Department may be invited to participate in discussions on non-personnel matters, but they may not participate in discussion in personnel matters, including appointment, promotion and tenure reviews, and they may not vote on any matter.

Tenure-Track Faculty Governance Rights

The CEGE Department makes tenure-track appointments with titles of instructor, assistant professor, associate professor, or professor. Tenure-track faculty may vote in all matters of departmental governance.

Practice Faculty and Research Faculty Appointment Cap and Governance Rights

The CEGE Department makes practice faculty appointments with titles of professional practice assistant professor, professional practice associate professor, or professional practice professor.

The CEGE Department makes research faculty appointments with titles of research assistant professor, research associate professor, or research professor.

The total practice faculty plus research faculty is capped at 25% of the total tenure track, practice faculty and research faculty in the CEGE Department. Hence, tenure-track faculty would be 75% of the total faculty in the department.

Practice faculty and research faculty may vote in all non-personnel matters. The College and CEGE Appointments, Promotion & Tenure (APT) documents detail the participation of practice faculty and research faculty in personnel matters; practice faculty are not permitted to vote in the appointment, promotion or tenure review of tenure track faculty or the promotion review of research faculty and research faculty are not permitted to vote in the appointment, promotion or tenure review of tenure track faculty or the promotion review of practice faculty.

Associated Faculty Governance Rights

The CEGE makes associated faculty appointments. Associated faculty titles include tenure-track faculty on less than a 50% appointment, adjunct titles, lecturer titles, and visiting titles. Associated faculty with total compensation at or above 50% are permitted to vote in all non-personnel matters. Under no circumstances may persons with associated faculty titles vote in matters pertaining to tenure-track, practice or research faculty appointment, promotion and tenure decisions.

Emeritus Faculty Governance Rights

Emeritus faculty may be invited to participate in discussions on non-personnel matters, but may not participate in discussions about personnel matters, including appointment, promotion and tenure reviews, and may not vote on any matter.

V Organization of Department Services and Staff

To run a successful and smooth Department requires the expertise of a support staff made up of Civil Service and Administrative and Professional Personnel to assist the CEGE Chair and faculty on a day-to-day basis.

A. CEGE Program Assistant

The CEGE Program Assistant supports department-level business and activities. The responsibilities of the CEGE Program Assistant include:

- provide administrative support to the Department Chair, including scheduling of Chair's calendar of meetings and maintaining an archive of Chair written communications related to departmental matters
- interface with the College HR, Business and Dean offices to fulfill regular and special requests to/from department that relate to hiring, promotion and tenure, departmental budgets
- schedule regular and special meetings of the department faculty, standing and ad hoc departmental committees
- provide support for the Promotion & Tenure (P&T) committee by reviewing dossiers for completeness, collecting and organizing external review letters at the request of the Department Chair, providing access of eligible faculty to promotion dossiers, delivering P&T documentation to College
- initiate paperwork for faculty searches, files final paperwork for faculty searches, on-boards new faculty, including preparation of assigned office space
- coordinate graduate student desk assignments and key authorizations in consultation with Chair
- hold responsibility for hiring, on-boarding, training and coordinating the assignments of Student Assistants in the department, including Student Assistant support to Departmental committee or special project requests
- coordinate departmental annual review process including collection of requested documentation in advance for chair review, scheduling of review meetings and distributing Chair's letters
- place purchase requisition requests for department-initiated events and department investments in office and lab infrastructure

B. Academic Advising Staff and Office

The CEGE Academic Advising staff is responsible for supporting undergraduate students through activities that include:

- support to navigate the Bachelor degree requirements, academic standards and associated processes, course selection and schedule, minors, honors/research/distinction opportunities and graduate opportunities
- assist with Orientation for new first-year, transfer and international students
- assist with transfer credit evaluation
- provide guidance and support to faculty to resolve student issues, including, but not limited to: disruptive students, distressed students, allegations of academic misconduct
- review applications to majors in Civil Engineering and Environmental Engineering
- maintain undergraduate student records
- serve in an advisory capacity to the Undergraduate Studies Committee to provide recommendations and guidance for improving the student experience, based on their interactions with undergraduate students during routine advising duties.
- submit the departmental room scheduling request to the Registrar prior to the institutional deadlines for Autumn and Spring semesters. The Department Chair, with input from faculty, assigns instructors to courses. The advising staff does not assign instructors to courses.
- provide support in leadership and professional development of students, including organization the Industry Mentor program, the e-council of CEGE student groups.
- fulfill duties as defined by College Advising Team

217 → interface with College Advising team to recommend and implement guidelines relevant to CEGE
218 Department

219 **C. Graduate Program Coordinator**

220 The CEGE Graduate Program Coordinator provides support to the Graduate Studies Committee with
221 responsibilities that include:

- 222 → serves as academic liaison for graduate students, the CEGE Graduate Studies Chair, the Graduate
223 School and Graduate Admissions, including guidance on academic programs and policies regarding
224 admission, financial support and graduation requirements
- 225 → serves in an advisory capacity to the Graduate Studies Committee to provide recommendations and
226 guidance for improving the graduate student experience
- 227 → supports Graduate Student Council
- 228 → provides administrative support for review of graduate applications, including management of
229 applicant records during the review process and Graduate School notification of applicant decision
- 230 → maintains graduate student records for the department and monitors academic progress of graduate
231 students
- 232 → coordinates graduate student on-boarding and serves as graduate student advocate
- 233 → coordinates application and training process for GTAs
- 234

235 **D. Communications Specialist**

236 The CEGE Communications Specialist is responsible for maintaining Departmental ‘public relations’
237 with external stakeholders, including alumni and industry with duties that include:

- 238 → maintain the CEGE website
- 239 → produce photography, videography, social and print media in support of initiatives of CEGE Chair and
240 College Advancement
- 241 → support faculty research websites
- 242 → publicize Department news and achievements through the College, university and regional
243 communications
- 244 → logistic support for CEGE Departmental Advisory Board meetings and special events with external
245 stakeholders
- 246 → coordinate invitations and agendas for faculty searches

247 **E. Lab Supervisors**

248 The CEGE Lab Supervisors are responsible for overseeing activities associated with regularly scheduled
249 laboratory courses and providing support to experimental research facilities (chemical or physical) with
250 duties that include:

- 251 → teaching lab set-up and oversight of clean-up, including order placement for consumables
- 252 → maintain and calibrate instruments used in teaching lab and/or research facilities
- 253 → train and supervise undergraduate researchers
- 254 → conduct safety training for undergraduate and graduate students
- 255 → perform preventative maintenance on FOD supplied utilities, including weekly flush of safety eye
256 wash stations and routine checks of fume hood operation

- manage assets, including asset audits, tagging and retiring of all capital assets, surplus management and pick-up
- coordinate access to CEGE buildings including, delivery of large equipment, hazardous waste pick-up with EHS

F. Building Manager

The CEGE Building Manager (reports to the Associate Dean for Infrastructure) is responsible for the regular function of the physical infrastructure of CEGE buildings, Hitchcock Hall and Bolz Hall, with duties that include:

- advance, and follow-up with OSU Facilities Operations and Development (FOD) regarding, notifications of faulty function of physical infrastructure, including lighting, plumbing, locks and security, fume hoods
- overall cleanliness and hard trash
- coordinate between building occupants and FOD during renovation activities, including work with contractors and project engineers through FOD

G. Student Assistants

The CEGE Department maintains a staff of Student Assistants who are responsible for clerical support to some departmental activities. Duties include:

- answer phones and emails and respond to queries
- distribute mail and ship parcels via UPS
- make copies, scans and faxes
- schedule conference rooms and teleconference lines
- make hotel and dinner reservations
- support Departmental committees with note-taking and typing/transcription, proof-reading, etc; activities to be coordinated at least one week in advance with CEGE Program Assistant
- support Departmental faculty with special projects; activities to be coordinated at least one week in advance with CEGE Program Assistant

H. Other Staff

The College of Engineering maintains a centralized business office that provides support for HR and fiscal matters with dedicated personnel assigned to CEGE.

- HR Specialist for matters related to faculty, post-doc and visiting scholars visa status and immigration issues, flexible work arrangements and Family Medical Leave.
- HR Generalist for matters related to graduate student research appointments and undergraduate student hires, hiring of post-doc scholars, coordination of visiting scholars. Visiting scholar appointments must first be approved by the CEGE Department
- Fiscal Officer for purchasing requests originating from faculty-directed fund sources and PCard.
- Fiscal Associate for travel requests originating from faculty-directed fund sources and PCard.
- Engineering Technical Services (ETS) provides support for faculty and staff to resolve IT and university account related issues.

299 **VI Overview of Department Administration and Decision-Making**

300 Policy and program decisions are made in a number of ways: by the CEGE faculty as a whole, by
301 standing or special committees of the Department, or by the CEGE Chair. The nature and importance of
302 any individual matter determine how it is addressed.

303 CEGE governance proceeds on the general principle that the higher priority or urgency of the matter to be
304 decided, the more inclusive the participation in decision making is adhered to.

305 Open discussions, both formal and informal, constitute the primary means of reaching decisions of central
306 importance to CEGE.

307 **A Chair**

308 The primary responsibilities of the Chair are set forth in Faculty Rule [3335-3-35](#). This rule requires the
309 CEGE Chair to develop, in consultation with the faculty, this Pattern of Administration with specified
310 minimum content. This rule, alongside Faculty Rule [3335-6](#), also requires the Chair to prepare, in
311 consultation with the faculty, a document setting forth policies and procedures pertinent to promotion and
312 tenure.

313
314 Other responsibilities of the CEGE Chair, not specifically noted elsewhere in this Pattern of
315 Administration, are paraphrased and summarized below.

316 → To have general administrative responsibility for CEGE programs, subject to the approval of the
317 Dean of the OSU College of Engineering, and to conduct the business of the Department efficiently.
318 This broad responsibility includes the acquisition and management of funds and the hiring and
319 supervision of CEGE faculty and staff.

320 → To plan with the members of the faculty and the Dean of the OSU College of Engineering, a
321 progressive program that encourages research and educational investigation.

322 → To evaluate and improve instructional and administrative processes on an ongoing basis; to promote
323 improvement of instruction by providing for the evaluation of each course when offered, including
324 written evaluation by students of the course and instructors, and periodic course review by the
325 faculty.

326 → To evaluate faculty members annually in accordance with University, College and CEGE established
327 criteria; to inform faculty members when they receive their annual review of their right to review
328 their primary personnel file maintained by their Department and to place in that file a response to any
329 evaluation, comment, or other material contained in the file.

330 → After consultation with the eligible faculty, to recommend appointments, promotions, dismissals, and
331 matters affecting the tenure of members of the CEGE faculty to the Dean of the College, in
332 accordance with procedures set forth in Faculty Rules [3335-6](#) and [3335-7](#) and the CEGE
333 Appointments, Promotion and Tenure (AP&T) document.

334 → To see that all faculty members, regardless of their assigned location, are offered the Departmental
335 privileges and responsibilities appropriate to their rank; and in general to lead in maintaining a high
336 level of morale.

337 → To maintain a curriculum vitae for all personnel teaching a course in the Department's curriculum.

338 → To see that adequate supervision and training are given to those members of the faculty and staff who
339 may profit by such assistance.

340 → To prepare, in consultation with the faculty, annual budget recommendations for the consideration of
341 the Dean of the College.

342 → To facilitate and participate in prescribed [academic program review](#) processes, in collaboration with
343 the dean of the college and the Office of Academic Affairs.

344 Day-to-day responsibility for specific matters may be delegated to others, but the CEGE Chair retains
345 final responsibility and authority for all matters covered by this Pattern of Administration, subject when
346 relevant to the higher decision rights and approval of the Dean of the OSU College of Engineering, the
347 Provost and the OSU Office of Academic Affairs, and the OSU Board of Trustees.

348 Operational efficiency requires that the CEGE Chair exercise a degree of autonomy in establishing and
349 managing administrative processes. The articulation and achievement of CEGE academic goals, however,
350 is most successful when all faculty members participate in discussing and deciding matters of importance.
351 The CEGE Chair will therefore consult with the faculty on all educational and academic policy issues and
352 will respect the principle of majority rule. When a departure from majority rule is judged to be necessary,
353 the CEGE Chair will explain to the CEGE faculty the reasons for the departure, ideally before action is
354 taken.

355 356 **B. Other Administrators**

357 **1. Associate Chair**

358 The CEGE Chair is supported by an Associate Chair who is appointed by the CEGE Chair. The
359 responsibilities of the CEGE Associate Chair include:

- 360 → serve as co-Chair of the Undergraduate Studies Committee
- 361 → serve as faculty representative to College and University in matters of student disciplinary actions
362 related to undergraduate students, e.g. COE ASAP, OSU COAM
- 363 → implement teaching assignments in consultation with CEGE Chair, including hiring of part-time
364 lecturers and GTAs and making available the full schedule of instruction to the department in a
365 timely fashion
- 366 → coordinate peer review of teaching for all departmental faculty according to the schedule set forth in
367 the CEGE APT document and disseminate review letters to candidates, the P&T committee and the
368 CEGE Chair
- 369 → support advising activities, as necessary, in coordination with the Advising Team
- 370 → advise CEGE Chair on infrastructure, space and other physical needs of department
- 371 → coordinate outreach activities for student recruiting and retention

372 Additional responsibilities may be assigned by the CEGE Chair as necessary for issues of department-
373 wide interest and importance that are not appropriate to standing or ad-hoc committees. Examples could
374 include participation in Advancement initiatives.

375 **2. Undergraduate Studies Co-Chairs**

376 The CEGE Undergraduate Studies Co-Chairs responsibilities include:

- 377 → setting agenda items for regularly scheduled meetings of the CEGE Undergraduate Studies Committee
- 378 → coordinating assignments of Undergraduate Studies Committee members to accomplish committee
379 activities as detailed by committee duties
- 380 → serving on the CEGE Executive Committee

381 → coordinating departmental communications to the College or University on matters of undergraduate
382 curriculum or undergraduate student experience

383 **3. Graduate Studies Chair**

384 The CEGE Graduate Studies Co-Chairs responsibilities include:

- 385 → setting agenda items for regularly scheduled meetings of the CEGE Graduate Studies Committee
- 386 → coordinating assignments of Graduate Studies Committee members to accomplish committee
- 387 activities as detailed by committee duties
- 388 → supports graduate students and graduate student thesis and exam committees in interpretation of CEGE
- 389 and Grad School policy
- 390 → serving as a Department signatory, as indicated on Graduate School student forms
- 391 → faculty liaison to Graduate School in matters of admissions, student records
- 392 → serving on the CEGE Executive Committee
- 393 → serve on the COE Graduate Studies Committee

394 **4. Professional Programs Chair**

395 The CEGE Professional Programs Chair is supported by the Graduate Program Coordinator and is
396 appointed by the CEGE Chair for a 3-year term. The CEGE Professional Programs Chair will be a
397 Faculty of Practice in the CEGE Department and maintain graduate faculty status with the Graduate
398 School. The responsibilities of the CEGE Professional Programs Chair include:

- 399 → serve as Chair of the CEGE Professional Programs Graduate Studies Committee
- 400 → serve on Industry Advisory Board for Professional Programs
- 401 → serve as a coordinator between CEGE and the College Professional Programs Office
- 402 → serve as a coordinator between CEGE Professional Programs and the CEGE Department
- 403 → advise Associate Chair on course offerings and planning

405 **C Committees**

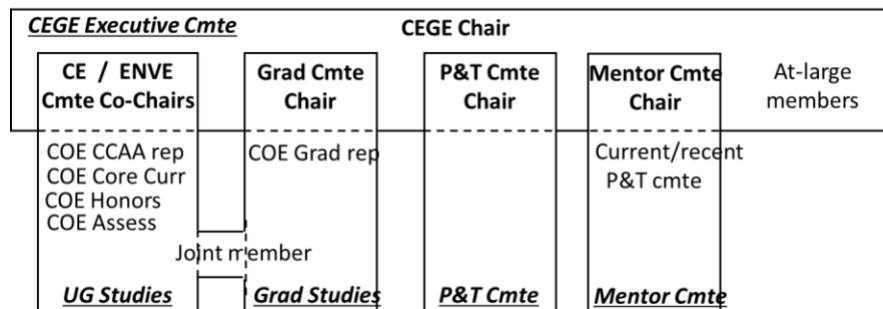
406
407 Much of the development and implementation of the department's policies and programs is carried out by
408 standing and ad hoc committees. The chair is an ex officio member of all department committees and
409 may vote as a member on all committees, except the Committee of Eligible Faculty and the Promotion
410 and Tenure Committee.

411 Committees serve the roles to investigate, to recommend and/or to take action on aspects of departmental
412 business in a manner that has greater efficiency than the full faculty body. Committees are smaller and
413 organized somewhat more informally, and committees are composed of members that are selected for
414 their competence, expertise and willingness to undertake certain responsibilities. Committees have the
415 agility to undertake thorough analysis of the benefits, risks, and alternatives around guidelines or action
416 items from which they can formulate recommendations and motions to bring to the full faculty. As such,
417 the timely and efficient completion of committee work by agreed upon deadlines is critical to the
418 advancement of the CEGE department mission.

419 **1. Standing Committees**

420 Standing committees are permanent committees that meet regularly to conduct business relevant to the
421 function of the Department. Membership on standing committees may change over time as appointment
422 terms expire.

CEGE standing committee membership allows for effective flow of information so that Department business can be conducted efficiently. The following relationship between CEGE Standing Committees recognizes that proposed actions and decisions arising from one committee may affect other committees as a result of the interconnected nature of undergraduate and graduate instruction, research and scholarship and service within the Department:



a. CEGE Executive Committee

Charge: The CEGE Executive Committee serves as a steering committee to provide advisement on matters of importance to the Department.

Membership: The CEGE Executive Committee shall consist of the Department Chair (*ex officio*), the chairs of the CEGE Undergraduate Studies Committee, the CEGE Graduate Studies Committee, the Promotion and Tenure Committee and the Mentor Committee and up to three at-large members to ensure that the CEGE Executive Committee has representation across rank and departmental subdisciplines.

Selection Process and Terms of Office: Members are appointed by the Department Chair for one-year appointments that are renewable up to 3 years.

Duties:

→ To provide timely faculty input on decision-making for requests or policy matters that originate from the College or University, or from departmental committees

→ To allow for coordination among standing committees, and ad-hoc committees if necessary, when charges, actions or other activities of one committee have potential to impact responsibilities of other committees

→ To advise on long-range departmental planning

→ To formulate proposals for presentation to, and consultation with, CEGE faculty as a whole

Committee Chair Selection: The CEGE Chair serves as the committee chair in session of the CEGE Executive Committee. The departmental Program Assistant will record and distribute minutes of all CEGE Executive Committee meetings.

Meeting organization: The CEGE Executive Committee will meet once per month in closed session. Special sessions may be called as necessary to address urgent issues that arise outside of the regular meeting schedule.

b. CEGE Undergraduate Studies Committee

Charge: The CEGE Undergraduate Studies Committee is responsible for reviewing, recommending, and developing guidelines, documents and actions for all matters related to the students and curricula of the Bachelor degree programs in Civil Engineering and Environmental Engineering.

Membership: Organization: The CEGE Undergraduate Studies Committee shall consist of the Associate Department Chair plus a minimum of five other members such that the committee as a whole has equal disciplinary representation for the two Bachelor degree programs of the CEGE Department. A minimum of one member of the CEGE Undergraduate Advising team shall also serve on the CEGE Undergraduate Studies Committee as a non-voting member. The Associate Department Chair will Co Chair the committee and a Co-Chair will be appointed in an area different from the Associate Chair. To facilitate committee function, members of the committee will be organized into two subcommittees as follows:

- **ABET¹ assessment subcommittee:** responsibilities include maintaining program compliance with ABET assessment requirements. This committee will be comprised of four members, with two taking a lead role for each degree program.
- **Course review subcommittee:** responsibilities include providing timely review and oversight on activities pertaining to course approvals. This committee will be comprised of the remaining members not on the ABET assessment subcommittee and will have a designated lead.

Relationships to other committees: Certain members of the CEGE Undergraduate Studies Committee have additional roles to facilitate communication of pertinent matters to and from the Undergraduate Studies Committee. These additional roles are: (i) joint membership on the CEGE Graduate Studies Committee, (ii) membership on the COE College Committee on Academic Affairs, (iii) membership on the COE committee on the Core Curriculum Teaching and Learning, (iv) membership on the COE committee on Outcomes Assessment for UG Engineering, and (v) membership on the COE College Honors Committee.

Selection Process and Terms of Office: Members are appointed by the CEGE Chair annually for one-year appointments that are renewable up to 3 years. The CEGE Chair will receive advisement from the Advising Coordinator for the member representing the CEGE Undergraduate Advising team to ensure a balance among committee and advising duties. No more than half of the committee can be appointed as ‘new’ members in a given year so as to ensure continuity in the Committee’s work. The CEGE Chair will assign the member who will hold the role of joint membership on the Undergraduate Studies Committee and the Graduate Studies Committee. The Undergraduates Studies Committee will provide a recommendation to the CEGE Chair at the end of spring semester each year of committee members who will serve in COE committee roles in the subsequent academic year.

Responsibilities of the CEGE Undergraduate Studies Co-Chairs:

- Setting agenda items for regularly scheduled meetings of the CEGE Undergraduate Studies Committee
- Coordinating assignments of Undergraduate Studies Committee members to accomplish committee activities as detailed by committee duties
- Serving on the CEGE Executive Committee

¹ Formerly Accreditation Body for Engineering and Technology

494 → Coordinating departmental communications to the College or University on matters of undergraduate
495 curriculum or undergraduate student experience

496 **Responsibilities of the entire CEGE Undergraduate Studies Committee:**

- 497 → To provide timely faculty input on decision-making for requests or policy matters that pertain to
498 undergraduate teaching, curriculum and advising that originate from the College or University, from
499 departmental committees, or from the CEGE Chair
- 500 → To oversee undergraduate curriculum by implementing changes from annual reviews
- 501 → To provide recommendations on undergraduate transfer credits and substitutions
- 502 → Work with the undergraduate advisors and the College of Engineering to develop criteria for
503 admission to CEGE programs including the review of applicant submissions with additional
504 appointed faculty members (if needed)
- 505 → Work with the undergraduate advisors and the College of Engineering to review CEGE admission to
506 major guidelines and propose changes to the process if deemed necessary
- 507 → To recommend representatives to the COE and University committees responsible for developing and
508 implementing undergraduate guidelines and curricula, including the COE CCAA, Core Curriculum
509 committee, and COE assessment committee. Recommendations must be made annually by the last
510 day of regularly-scheduled Spring semester classes
- 511 → To prepare and submit nomination packages for undergraduate student awards to both internal and
512 external competitions
- 513 → To provide advice to the CEGE Chair on student curriculum and instructional grievances
- 514 → To provide recommendations to the CEGE Chair for the formation of an ad-hoc committee to address
515 undergraduate issues or actions of large scope for which inclusion of additional non-Committee
516 members is important
- 517 → To review and approve the use of a textbook or other materials in a course taught by a faculty
518 member in the case that the textbook or other materials is/are authored by the faculty member and the
519 sale of which results in a royalty being paid to the faculty member
- 520 → To provide a report of activities at least once per semester to the full faculty, or at other times as per
521 the request of the Chair

522 **Responsibilities of the ABET assessment subcommittee:**

- 523 → To review and recommend procedures to satisfy ABET requirements, including program educational
524 objectives, student outcomes, and the programs' continuous improvement process. To annually report
525 findings and recommendations to the Faculty and CEGE Advisory Board
- 526 → To prepare an assessment plan, collect, maintain materials, and document assessment tools used to
527 maintain ABET accredited CEGE programs

528

529 **Responsibilities of the Course Review Subcommittee:**

- 530 → Provide oversight and review of new course proposals and course modifications
- 531 → Maintain current and accurate catalog descriptions
- 532 → To bring motions to the general faculty for modifications of courses and new course proposals and
533 other pertinent initiatives that are recommended as a result of deliberations on undergraduate matters
534 originating from the College, University, other departmental committees, or the CEGE Chair
- 535 → To provide recommendations on concurrence from CCAA and other university unit requests

Committee Chair Selection: The CEGE Undergraduate Studies Committee will be co-chaired by a representative of the Civil Engineering program and a representative of the Environmental Engineering program. One of the co-chairs will be the Associate Department Chair and the other co-chair will be appointed by the Department Chair.

Meeting organization: The CEGE Undergraduate Studies Committee will meet at least once per month.

c. Undergraduate Research Committee

The CEGE Undergraduate Research Committee is responsible for clarifying, streamlining and promoting pathways for undergraduate students to engage in faculty research.

Duties:

- Organize an annual CEGE Undergraduate Research Expo
- Promote and administer CEGE summer undergraduate research scholarships
- Support the adoption of undergraduate research mentoring best practice
- Coordinate and publicize information and opportunities relevant to undergraduate research between undergraduate students, the Department, the College and the University
- Facilitate a better understanding of the CEGE UG research by CEGE faculty and staff, for example through a biennial survey, and promote community among CEGE UG researchers.

Selection Process and Terms of Office: The CEGE Undergraduate Research Committee shall consist of at least three faculty members such that the committee has balanced disciplinary representation of departmental scholarship. A minimum of one member of the CEGE Undergraduate Advising team shall also serve on the CEGE Undergraduate Research Committee as a non-voting member. Members are appointed by the CEGE Chair for one-year appointments that are renewable. At least one member will be renewed to the committee each year to ensure continuity.

d. CEGE Graduate Studies Committee

Charge: The CEGE Graduate Studies Committee is responsible for reviewing, recommending, and developing guidelines, documents and actions for all matters related to the students and curricula of the Master and Doctoral degree programs in Civil Engineering.

Membership: The CEGE Graduate Studies Committee shall consist of a minimum of six committee members such that the committee as a whole has balanced disciplinary representation for the major graduate tracks. The Graduate Program Coordinator shall also serve on the Graduate Studies Committee as a non-voting member.

Relationship to other committees: One member of the Graduate Studies Committee will be appointed to the CEGE Undergraduate Studies Committee. The CEGE Graduate Studies Chair will serve as the Department's delegate at College and University committees pertaining to graduate student affairs.

Selection Process and Terms of Office: Members are appointed by the CEGE Chair annually for one-year appointments that are renewable up to 3 years. No more than half of the committee can be appointed as 'new' members in a given year so as to ensure continuity in the Committee's work.

Duties:

- 577 → To provide timely faculty input on decision-making for requests or policy matters that pertain to
- 578 graduate teaching, curriculum and advising that originate from the College or University, from
- 579 departmental committees, or from the CEGE Chair
- 580 → To oversee graduate curriculum by implementing changes from annual reviews,
- 581 considering/reviewing new course proposals, and maintaining current and accurate catalog
- 582 descriptions
- 583 → To bring motions to the general faculty for modifications of courses and new course proposals and
- 584 other pertinent initiatives that are recommended as a result of deliberations on graduate program
- 585 matters originating from the College, University, other departmental committees, or the CEGE Chair
- 586 → To provide recommendations on concurrence from CCAA and other university unit requests
- 587 → To review graduate student advisory committee recommendations on graduate transfer credits and
- 588 substitutions
- 589 → To oversee the review of graduate student application admissions to the Civil Engineering graduate
- 590 programs in a timely manner using consistent standards, and to forward recommendations for
- 591 admittance to the Graduate Program Coordinator
- 592 → To prepare and submit nomination packages for graduate student awards to both internal and external
- 593 competitions that recognize academic, outreach and scholarly accomplishments, including graduate
- 594 applicant nominees for university or college fellowships; preparation of travel award nomination
- 595 packages are excluded.
- 596 → To publicize departmental travel award competition windows at least 30 days in advance of the
- 597 quarterly application deadlines of the 1st day of the months of May, Sept., Nov. and Feb.
- 598 → To select graduate student travel awardees from on-line applicants for each quarter by the 15th of the
- 599 months of May, September, November and February
- 600 → To monitor graduate student degree progress and provide advisement
- 601 → To provide advice to the CEGE Chair on student curriculum and instructional grievances
- 602 → To provide recommendations to the CEGE Chair for the formation of an ad-hoc committee to address
- 603 graduate issues or actions of large scope for which inclusion of additional non-Committee members is
- 604 important
- 605 → To provide a report of activities at least once per semester to the full faculty, or at other times as per
- 606 the request of the Chair

607 **Committee Chair Selection:** The CEGE Graduate Studies Chair will be appointed by the CEGE
 608 Department Chair. The CEGE Graduate Studies Chair will serve as the Department's delegate at College
 609 and University committees pertaining to graduate student affairs.

610 **Meeting organization:** The CEGE Undergraduate Studies Committee will meet at least once per month.

611 **e. CEGE Professional Programs Graduate Studies Committee**

613 **Charge:** The CEGE Professional Programs Graduate Studies Committee is responsible for reviewing,
 614 recommending, and developing guidelines, documents and actions for all matters related to the students
 615 and curricula of the Master of Structural Engineering degree program.

617 **Membership:** The CEGE Professional Programs Graduate Studies Committee shall consist of a
 618 minimum of four committee members such that the committee includes three faculty with Graduate
 619 Faculty status who teach Professional Program courses and one representative with Graduate Faculty
 620 status from collaborating units. In the case of the Master of Structural Engineering, the collaborating unit

is the Fisher College of Business. The Graduate Program Coordinator shall also serve on the Professional Programs Graduate Studies Committee as a non-voting member.

Relationship to other committees: One member of the Professional Programs Graduate Studies Committee will be appointed to the CEGE Graduate Studies Committee. The CEGE Professional Programs Director will serve as the Department's delegate at College and University committees pertaining to graduate student affairs for professional students.

Selection Process and Terms of Office: Members are appointed by the CEGE Chair annually for one-year appointments that are renewable up to 3 years. No more than half of the committee can be appointed as 'new' members in a given year so as to ensure continuity in the Committee's work.

Duties:

- To oversee graduate curriculum by implementing changes from annual reviews, considering/reviewing new course proposals, and maintaining current and accurate catalog descriptions. The Professional Program Graduate Committee will bring recommendations to the Graduate Studies Committee when identified changes of the graduate professional program curricula entail modifications of courses and new course proposals
- To review graduate student advisory committee recommendations on graduate transfer credits and substitutions
- To oversee the review of graduate student application admissions to the Master of Structural Engineering graduate programs in a timely manner using consistent standards, and to forward recommendations for admittance to the Graduate Program Coordinator
- To monitor graduate student degree progress and provide advisement
- To provide advice to the CEGE Chair on student curriculum and instructional grievances
- To provide a report of activities at least once per semester to the full faculty, or at other times as per the request of the Chair

Committee Chair Selection: The CEGE Professional Programs Graduate Studies Chair will be appointed by the CEGE Department Chair for a three-year term. The CEGE Graduate Studies Chair will serve as the Department's delegate at College and University committees pertaining to graduate professional student affairs.

Meeting organization: The CEGE Professional Program Graduate Studies Committee will meet at least once per month.

f. CEGE Promotion and Tenure Committee

Charge: The CEGE Promotion & Tenure Committee is responsible for reviewing mandatory and non-mandatory faculty promotion cases and developing guidance on policies detailed in the CEGE Department APT Document.

Membership: The CEGE Promotion and Tenure Committee shall consist of a minimum of three tenured faculty with rank of professor such that the committee, as a whole, has balanced disciplinary representation of departmental instruction and scholarship. The Committee will designate a Procedures Oversight Designee for each case under review from its membership. Promotion and Tenure Committee membership will be augmented temporarily with additional members only for review of practice faculty and research faculty promotion cases, according to the guidelines detailed in the CEGE APT document.

Selection Process and Terms of Office: Members are appointed by the CEGE Chair for three-year appointments that are renewable. Appointments will be staggered to the greatest extent possible, considering leaves, administrative appointments and other factors that may impact the availability of eligible tenured professors.

Duties:

- To follow all procedures as detailed in the CEGE Departmental Appointments, Promotion and Tenure (APT) document
- To check dossiers prepared by candidates for completeness and accuracy, including inclusion of the minimum number of peer reviews of teaching, and to request additional clarification and corrections by candidates to ensure compliance with University standards.
- To review dossiers prepared by candidates for promotion, promotion and tenure, and fourth-year review, and to prepare for the Committee of Eligible Faculty a detailed quantitative and qualitative evaluation of the candidate in terms of his/her own field and role in the Department, revising this evaluation, if necessary, to reflect the final vote of the Eligible Faculty.
- To perform an annual review of the University and College of Engineering promotion and tenure criteria and procedures to ensure that Department policies are in compliance
- To formulate and recommend revisions to the CEGE Promotion and Tenure procedures and criteria to the Faculty where appropriate and necessary
- To provide annually to faculty, an overview of the Promotion and Tenure review processes with discussion of the criteria for promotion to various ranks
- To evaluate Special Assignment requests and make recommendations to the CEGE Chair
- To review requests for Faculty Professional Leave and make recommendations to the Chair

Committee Chair Selection: The CEGE Promotion and Tenure Committee Chair will be appointed by the CEGE Department Chair.

Meeting organization: The CEGE Promotion and Tenure Committee will meet in closed session as necessary to meet the College deadlines for dossier review. Membership will be augmented as detailed in the APT document for review of Practice Faculty and Research Faculty cases.

g. CEGE Mentoring Committee

Charge: The CEGE Mentoring Committee is responsible for recommending, developing and reviewing activities to support the professional development of faculty in the CEGE department with the particular goal to assist in situating for successful promotion those with ‘Assistant’ and ‘Associate’ titles.

Membership: The CEGE Mentoring Committee shall consist of a minimum of four tenure-track professors such that the committee, as a whole, has balanced disciplinary representation of departmental instruction, scholarship and rank. At least one member of the CEGE Mentoring Committee will be a current member, or an immediate past member, of the CEGE or COE Promotion and Tenure Committee.

Selection Process and Terms of Office: Members are appointed by the CEGE Chair for one-year appointments that are renewable up to three years.

Duties:

- To organize a program of group- and peer-mentoring activities to support assistant- and associate-rank professor success. Individual mentors will be assigned by the CEGE Chair.

- 702 → To coordinate, at least annually, a meeting with member(s) of the CEGE Promotion and
703 Tenure committee to review promotion and tenure procedures and expectations
704 → To review annually the status and success of the mentoring program, including the contribution of
705 individual mentoring, and to provide a report to the CEGE Chair
706 → To serve as a clearinghouse for information related to mentoring best practices
707 → To provide a report of activities at least once per semester to the full faculty, or at other times as per
708 the request of the Chair

709 **Committee Chair Selection:** The CEGE Mentor Committee Chair will be appointed by the CEGE
710 Department Chair.

711 **Mentoring Program:** Details of the mentoring program are included as Appendix I to the CEGE POA.

712 **h. CEGE Awards Committee**

713 **Duties:**

- 714 → To prepare and submit nomination packages for faculty and staff awards to both internal and external
715 competitions
716 → To support candidates in portfolio preparation for internal and external competitions
717

718 **Selection Process and Terms of Office:** Members are appointed by the CEGE Chair for three-year
719 appointments that are renewable.

720 **2. Ad-Hoc Committees**

721 In addition to the standing committees, the faculty may from time to time form and serve on ad-hoc
722 committees through the initiative of the CEGE Chair in coordination with the faculty. Approval of an ad-
723 hoc committee must be sought through a vote of the CEGE faculty. The need for an existing ad-hoc
724 committee will be reviewed annually during the development of the annual CEGE committee
725 assignments. An ad-hoc committee in existence for more than three years must be disbanded,
726 reauthorized, or made a permanent standing committee by CEGE faculty vote.

727 **3. Individual Assignments**

728 The CEGE Chair may appoint individuals to special individual assignments. Examples are CEGE
729 representative to: College Promotion and Tenure Committee, College of Engineering Committee on
730 Academic Affairs; College of Engineering Committee on Outcomes Assessment for Undergraduate
731 Engineering Programs; College of Engineering Core Curriculum and Undergraduate Services Committee;
732 and other similar assignments. Examples within CEGE include faculty search committees, faculty
733 contacts for student organizations, student project competitions, Undergraduate Honors Program,
734 professional society student chapters, undergraduate program technical advisors, and others.
735

736 **4. Other Related Groups**

737 a. Civil, Environmental and Geodetic Engineering Graduate Student Association

738 The Civil, Environmental and Geodetic Engineering Graduate Student Association (CEGA) is a student
739 organization formed with the goal of promoting the professional and social development of the graduate
740 student community in the CEGE Department. A portion of the CEGA mission is to serve as an advocate

for issues of importance to graduate students. The CEGE department provides support for CEGA through the Graduate Program Coordinator who can help with event organization (advertising, room reservations, etc.) and through some financial support. CEGA is registered as a Student Organization with the OSU Office of Student Life and follows the constitution created to be achieve 'Student Organization' status at the University.

b. Civil, Environmental and Geodetic Engineering Department Advisory Board

The CEGE Department engages an Advisory Board composed of distinguished leaders of business, industry, government, non-government and academic organizations. The CEGE Advisory Board provides support to ensuring an exceptional and robust engineering education at all levels by sharing feedback, recommending departmental strategy and offering opportunities for student and faculty engagement. The CEGE Advisory Board is governed by their own ByLaws.

c. Industry Advisory Board for Professional Programs

The Professional Programs will benefit from a strong industry advisory board to ensure that the degree is relevant to the needs of industry. The CEGE Professional Programs - GSC will nominate members and faculty to be involved in the Board. The Board will consist of local private- and public-sector engineering firm leaders in the State of Ohio and it will meet at least once a year to review the degree program. The CEGE Department currently administers a professional program for the degree of Master of Structural Engineering.

VII Faculty Meetings

A. Schedule

The CEGE 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 academic term and normally will provide for monthly meetings. A meeting of the Department faculty will also be scheduled on written request of 25% of the CEGE faculty. The CEGE Chair will make reasonable efforts to have the meeting take place within one week of receipt of the request.

B. Agenda

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. All motions to be brought to a faculty meeting from committees will be stated in the agenda and accompanied with supporting documentation for faculty to review prior to the faculty meeting.

C. Business and Voting

1. **Quorum – Non-personnel Matters:** 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 CEGE faculty members eligible to vote.

2. **Quorum – Personnel Matters:** Special policies pertain to quorum and voting on personnel matters, and these are set forth in the CEGE Appointments, Promotion and Tenure (AP&T) document.

3. **Voting:** The CEGE 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 CEGE faculty members eligible to vote cannot be achieved on behalf of any position, the CEGE Chair will necessarily make the final decision.

4. Inclusive Participation: 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, *Keeseey's Modern Parliamentary Procedure* will be invoked when more formality is needed to serve these goals.

D. Faculty Meeting Minutes

Faculty meeting minutes will be made available within 48 hours following the start of the faculty meeting. An email will announce that draft copy of the minutes are posted to the CEGE Shared Drive and open for corrections until 7 days following the date of the faculty meeting. Corrections should be addressed to the meeting Secretary, usually the CEGE Program Assistant. Faculty will be notified when final meeting minutes are available to review. Meeting minutes will be accepted by group consent at the following faculty meeting.

E. Significant Changes in Departmental Guidelines

Periodically, recommendations for major changes in guideline documents may originate from a Committee, the Department Chair, or another institutional body. A 'major' change is defined as more than five continuous lines of text, or more than five individual lines of text distributed through a guidelines document. Major guideline changes should be introduced and evaluated in a phased approach that balances the necessity of thoughtful faculty input while recognizing time constraints of a regular faculty meeting. These procedural steps follow:

- (i) Guideline change is introduced at a faculty meeting by the originator who introduces the broad goals and rationale for guideline change with highlights of the substantive nature of the changes. A brief high level discussion is appropriate; detailed editing will not be undertaken. A copy of the revised guideline should be distributed in advance, if possible.
- (ii) An edited version of the guideline will be posted to the CEGE Shared Teams drive for a minimum of one calendar week for commentary. The posted guideline should have the format of a pdf file with line numbers, strikethrough text for deleted sections, colored font for text additions and review note annotations as appropriate to provide extra rationale or queries. A separate document should be posted for comments to be provided.
- (iii) The guideline originator will collate the comments and assess whether any substantive issues are raised that require further consensus discussion. If this is the case, the process will repeat from the first step.
- (iv) When a final version of the revised guideline has been developed, it will be posted to the CEGE Shared Teams drive for a minimum of two business days before a motion for a vote is introduced at a full faculty meeting.

VIII 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](#), Volume 1, Chapter 2, Section 1.4.3. The information provided below supplements these guidelines.

Faculty assignments are described in the initial letter of offer. Assignments and expectations for the upcoming year are addressed as part of the annual review by the department chair based on departmental needs as well as faculty productivity and career development.

During on-duty academic terms, faculty members are expected to be available for interaction with students, service responsibilities and other responsibilities even if they have no formal course assignment during a term. Expected office hours for each faculty member are a minimum of 1 hr/wk per course on an academic term basis. On-duty faculty members should not be away from campus for extended periods of time unless on an approved Faculty Professional Leave or other approved leaves (see Section XI).

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.

The guidelines outlined here do not constitute a contractual obligation. Fluctuations in the demands and resources of the department and 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 CECE Chair.

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, or for external consulting) must disclose and discuss these with the CECE Chair in order to ensure that no conflict of commitment exists. Information on faculty conflicts of commitment is presented in the OAA [Policy on Faculty Conflict of Commitment](#).

A. Tenure-Track Faculty

Tenure-track faculty members are expected to contribute to the university'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.

Teaching

All tenure-track faculty are expected to contribute to the department's teaching, including large enrollment and specialized courses in both the undergraduate and graduate curriculums. The standard teaching assignment for full-time tenure-track faculty members is detailed in Appendix II. Faculty members are also expected to advise graduate students, supervise independent studies and thesis and dissertation work.

871 Adjustments to the standard teaching assignment may be made to account for teaching a new course, the
872 size of the course, whether the course is taught on-line or team-taught, and other factors that may affect
873 the preparation time involved in teaching the assignment.

874 The standard teaching assignment may vary for individual faculty members based on their research
875 and/or service activity. Faculty members who are especially active in research may have a reduced
876 teaching assignment. Likewise, faculty members who are relatively inactive in research may have an
877 increased teaching assignment. Faculty members who are engaged in extraordinary service activities may
878 have a reduced teaching assignment.

879 The Chair is responsible for making teaching assignments on an annual basis, and may decline to approve
880 requests for adjustments when approval of such requests is not judged to be in the best interests of the
881 Department. All faculty must perform some formal instruction and advising over the course of the
882 academic year.

883 **Scholarship**

884 All tenure-track faculty are expected to engage in discovery, scholarly and creative work, applied
885 research, and/or the scholarship of pedagogy, as defined in the APT document. Faculty engaged in basic
886 or applied research are expected to attract extramural funding that supports their efforts. Faculty
887 members are also expected to seek appropriate opportunities to obtain patents and to engage in other
888 commercial or entrepreneurial activities stemming from their research, as appropriate.

889 **Service**

890 Faculty members are expected to be engaged in service and outreach to the university, profession and
891 community. All faculty members are expected to attend and to participate in faculty meetings, faculty
892 and student recruitment activities, and other Department and College events.

893 **1. Guidelines on Faculty Workload**

894 **General**

895 Assignment of teaching and workload responsibilities to each faculty member is the responsibility of the
896 CECE Chair. In meeting this responsibility, priority for course assignment will be to meet the degree
897 requirements for undergraduate and graduate students.

898 **Timing of Teaching Assignment**

899 By June 30 of each calendar year, the CECE Chair will have identified courses required to be taught in
900 the academic year that begins in September of the same calendar year, and will have assigned teaching
901 responsibilities to each faculty member. The required number of course sections, support personnel and
902 facilities, and time of offering shall also have been determined. It is understood that the CECE Chair may
903 find it necessary to modify these assignments as the academic year progresses, based upon instructional
904 demands and individual circumstances.

905 **A. Tenured and Tenure-Track Faculty**

906 All tenured and tenure track faculty are expected to teach graduate and undergraduate courses, conduct
907 research and perform services at the department, college and/or university levels in addition to

professional society services. Detailed expectations of each component as well as policies regarding the substitution of activities in this workload are outlined in Appendix II.

Special Assignments

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

Reasonable efforts will be made to award SA opportunities to all productive tenure-track faculty members on a rotating basis subject to the quality of faculty proposals, including their potential benefit to the department or university, and the need to assure that sufficient faculty are always present to carry out department work. The department's committee on Promotion and Tenure will evaluate all SA proposals and make recommendations to the chair. The chair's recommendation to the dean regarding an SA proposal will be based on the quality of the proposal and its potential benefit to the department or university and to the faculty member as well as the ability of the department to accommodate the SA at the time requested.

B. Practice Faculty

Practice faculty (clinical faculty members) are expected to contribute to the university's mission through teaching and service, and to a lesser extent through scholarly and creative works. Service expectations are similar to those for tenure-track faculty. All Practice faculty are expected to contribute to teaching of courses, or instructional situations involving professional skills. Detailed expectations of each component as well as policies regarding the substitution of activities in this workload are outlined in Appendix II.

C. Research Faculty

Research faculty members are expected to contribute to the university's mission through research. In accord with Faculty Rule [3335-7-34](#),

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

Research expectations are similar to those for tenure-track faculty, albeit proportionally greater since the majority of effort for research faculty members is devoted to research. Detailed expectations of each component as well as policies regarding the substitution of activities in this workload are outlined in Appendix II.

D. Associated Faculty

Compensated associated faculty members are expected to contribute to the university's mission via teaching or research depending on the terms of their individual appointments. Faculty members with tenure-track titles and appointments < 50% FTE will have reduced expectations based on their appointment level. Expectations for compensated visiting faculty will be based on the terms of their appointment and are comparable to that of tenure-track faculty members except that service is not normally required. The University standard for a lecturer full-time teaching load is 8 courses per year.

E. Modification of Duties

Faculty may request a modification of duties from the College of Engineering to allow faculty the flexibility to meet work responsibilities associated with birth or adoption or fostering of a child; care for an immediate family member who has a serious health condition, or a qualifying exigency arising out of the fact that the faculty member's immediate family member is on covered active duty in a foreign country or call to covered active duty status. The Department Chair will work with the faculty member to identify a modification plan that is fair to both the faculty member and addressing Department needs. Expectations must be spelled out in an MOU that is approved by the Dean.

IX Course Offerings and Teaching Schedule

The CECE 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 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 [3335-8-16](#) 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 by at least two faculty members across semesters of offering to assure that instructional expertise is always available for such courses.

For the Department to make classroom requests that meet the needs of instructors in a timely manner, the timeline for instructional assignments for the following academic year will progress as follows using calendar dates from the current academic year:

- Sept. 15 Request faculty groups submit preferred teaching assignments for subsequent AY, including courses 'not offered', special room requests, ID potential adjuncts if needed
- Oct. 15 Faculty groups submit preferred teaching assignments to department for review
- Oct. 31 Department review of proposed teaching assignments completed and sent to faculty groups
- Nov. 1 – Nov 15 Meet with faculty groups to finalize teaching assignments
- Nov. 15 – Nov 30 Enter Autumn teaching assignments into system
- Jan. 1 Faculty complete review of Autumn teaching assignments on draft schedule report; issues sent to Associate Chair for review
- Jan. 15 Submit final Autumn teaching assignments to Registrar
- Jun 15 – Jul 1 Enter Spring assignments into system
- Aug. 1 Faculty complete review of Spring teaching assignments on draft schedule report; issues sent to Associate Chair for review
- Aug. 15 Submit final Spring teaching assignments to Registrar

Note that it is critical for the CECE Chair to be notified by Sept. 15 of intent to apply for Faculty Professional Leave (see Section IX.D below) in the following academic year to allow for appropriate accommodations in instructional assignments. FPL applications that were not prefaced with a notification of intent will be denied.

Reasonable effort will be made to cancel courses with sufficient notice to allow for reassignment of teaching duties. Dec. 1 will be the review date for Spring semester courses; Jul. 1 will be the review date for Autumn semester courses. The threshold for course cancellations are: (i) fixed at 15 students for undergraduate courses or primarily undergraduate 5000-level courses; (ii) fixed at 5 students for graduate courses, and (iii) subject to review for graduate courses with 6 – 9 students which may result in cancellation, after consideration of past enrollments and scheduled offerings and the existence of other departmental teaching needs.

Procedures to allocate teaching support for classes through undergraduate graders and graduate teaching assistants are detailed in Appendix III.

X Allocation of Department Resources

The CEGE 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 CEGE Chair will discuss the CEGE 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 CEGE Chair.

Research space shall be allocated on the basis of research productivity, including external funding and will be reallocated periodically as these faculty-specific variables change.

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

The allocation of salary funds is discussed in the CEGE Appointments, Promotion and Tenure (AP&T) document.

XI Leaves and Absences

The University's policies with respect to leaves and absences are set forth in the OSU Office of Academic Affairs [Policies and Procedures Handbook](#) and Office of Human Resources [Policies and Forms website](#). The information below supplements these policies.

A Discretionary Absence

Faculty are expected to complete a Spend Authorization (travel request) or request for leave through Workday well in advance of a planned absence (e.g., as 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 CEGE 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 quarter is substantial. [Rules of the University Faculty](#) require that the Office of Academic Affairs approve any discretionary absence longer than 10 continuous business days (See Faculty Rule [3335-5-08](#)).

B Absence for Medical Reasons

When absences for medical reasons are anticipated, faculty members are expected to complete a request for leave through Workday as early as possible. When such absences are unexpected, the faculty member, or someone speaking for the faculty member, should let the CEGE 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. See OHR [Policy 6.27](#) for details.

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](#). The information provided below supplements these policies.

A faculty member may request an unpaid leave of absence for personal or professional reasons. Professional reasons would include an opportunity to accept a visiting appointment at another institution. A faculty member desiring an unpaid leave of absence should submit a written request for the absence as far in advance as possible of the time for which the leave is desired. Approval will be based on, but not limited to, the nature of the request, the extent to which the faculty member's responsibilities can be covered or deferred during the proposed absence, and the positive or negative impact on the Department of the proposed absence. Unpaid leaves of absence require the approval of the Dean, OSU Office of Academic Affairs, and OSU Board of Trustees.

D Faculty Professional Leave

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

A Faculty Professional Leave (FPL) constitutes a more formal departure from regular academic duties than a Special Research Assignment and may be one or more academic terms up to one academic year. FPLs involve salary reductions and other considerations established by the Ohio legislature and OSU Board of Trustees. Faculty considering an FPL should fully acquaint themselves with these policies before applying for leave.

Faculty members who desire an FPL should discuss the matter with the CEGE Chair during their annual evaluation or as soon thereafter as possible and before Sept. 15 of the calendar year preceding the academic year in which leave will be requested. The CEGE Chair will indicate whether submission of a full proposal articulating the purpose and nature of the FPL is appropriate. Because FPL proposals must be approved by the Dean of the OSU College of Engineering, OSU Office of Academic Affairs, and OSU Board of Trustees before they may be implemented, faculty should submit FPL proposals for a particular year no later than the end of Autumn term of the preceding year, except when the development of an unexpected opportunity precludes such timing.

The Department's Promotion and Tenure Committee will review all requests for faculty professional leave and make a recommendation to the Department Chair. Requests should follow the form provided by the Office of Academic Affairs. The application should provide the committee with (i) clear indication of the activity to be undertaken during the leave, (ii) insight into the motivation for the leave, and (iii) the expected outputs and outcomes to be realized from the leave experience, and (iv) letters of invitation or support from sponsors of the planned leave activity. The CEGE Executive Committee will assess applications based on the degree to which the proposed activity enhances teaching effectiveness,

1070 scholarly interests or overall professional development; strengthens and develops the department's
1071 mission; and realistically achieves the applicant's goals during the period requested.

1072 Highest priority in the review process will be given to those applicants who have a positive record of
1073 achievement, service, and commitment to the department and can show the benefits of the requested
1074 leave to their continuing professional development and the Department.

1075 The CECE Chair's recommendation to the Dean of the OSU College of Engineering regarding an FPL
1076 proposal will be based on the quality of the proposal and its potential benefit to CECE and to the faculty
1077 member, as well as the ability of CECE to accommodate the leave at the time requested.

1078 **E Parental Leave**

1079 The university, the college, and this department recognize the importance of parental leave to faculty
1080 members. Details are provided in the OHR [Parental Care Guidebook](#), Paid Time Off Program [Policy](#)
1081 [6.27](#), and the [Family and Medical Leave Policy 6.05](#).

1082 **XII Supplemental Compensation and Paid External Consulting**

1083 Information on faculty supplemental compensation is presented in the OAA [Policy on Faculty](#)
1084 [Compensation](#). Information on paid external consulting is presented in the university's [Policy on Faculty](#)
1085 [Paid External Consulting](#). The information provided below supplements these policies.

1086
1087 CECE adheres to these policies in every respect. In particular, the Department expects faculty members
1088 to carry out the duties associated with their primary appointment with the University at a high level of
1089 competence before seeking other income-enhancing opportunities.

1090 All activities providing supplemental compensation must be approved by the CECE Chair and College
1091 Dean regardless of the source of compensation. External consulting must also be approved. Approval will
1092 be contingent on the extent to which a faculty member is carrying out regular duties at an acceptable
1093 level, the extent to which the extra income activity appears likely to interfere with regular duties, and the
1094 academic value of the proposed consulting activity to the Department. In addition, it is University policy
1095 that faculty may not spend more than one business day per week on supplemental compensated activities
1096 and external consulting combined.

1097 Faculty who fail to adhere to the University's policies on these matters, including seeking approval for
1098 external consulting, will be subject to disciplinary action.

1099 Faculty with an administrative position (for example, chair, associate/assistant dean, center director)
1100 remain subject to the Policy on Faculty Paid External Consulting and with appropriate approval, are
1101 permitted to engage in paid external work activities. However, faculty members with administrative
1102 positions are not permitted to accept compensation/honoraria for services that relate to or are the result of
1103 their administrative duties and responsibilities.

1104 Should a departmental faculty member wish to use a textbook or other material that is authored by the
1105 faculty member and the sale of which results in a royalty being paid to him or her, such textbook or
1106 material may be required for a course by the faculty member only if the CECE Undergraduate Studies
1107 Committee or an appropriate college committee reviews and approves the use of the textbook or material
1108 for use in the course taught by the faculty member.

1109 **XIII Financial Conflicts of Interest**

1110 Information on faculty conflict of interest is presented in the university's [Policy on Faculty Financial](#)
1111 [Conflict of Interest](#). A conflict of interest exists if financial interests or other opportunities for tangible
1112 personal benefit may exert a substantial and improper influence upon a faculty member or administrator's
1113 professional judgment in exercising any university duty or responsibility, including designing, conducting
1114 or reporting research.

1116 Faculty members with external funding, or otherwise required by university policy, are required to file
1117 conflict of interest screening forms annually and more often if prospective new activities pose the
1118 possibility of financial conflicts of interest. Faculty who fail to file such forms or to cooperate with
1119 university officials in the avoidance or management of potential conflicts will be subject to disciplinary
1120 action.

1121 In addition to financial conflicts of interest, faculty must disclose any conflicts of commitment that arise
1122 in relation to consulting or other work done for external entities.

1123 **XIV Grievance Procedures**

1124 Members of the Department with grievances should discuss them with the CEGE Chair who will review
1125 the matter as appropriate and either seek resolution or explain why resolution is not possible. Content
1126 below describes procedures for the review of specific types of complaints and grievances

1127 **A Salary Grievances**

1128 A faculty or staff member who believes that his or her salary is inappropriately low should discuss the
1129 matter with the CEGE Chair. The faculty or staff member should provide documentation to support the
1130 complaint.

1131 Faculty members who are not satisfied with the outcome of the discussion with the chair and wish to
1132 pursue the matter may be eligible to file a more formal salary appeal (see the Office of Academic Affairs
1133 [Policies and Procedures Handbook](#)).

1134 Staff members who are not satisfied with the outcome of the discussion with the CEGE Chair and wish to
1135 pursue the matter should contact [Employee and Labor Relations](#) in the OSU Office of Human Resources.

1136 **B Faculty and Staff Misconduct**

1137 Complaints alleging faculty misconduct or incompetence should follow the procedures set forth in
1138 Faculty Rule [3335-5-04](#).

1140 Any student, faculty, or staff member may report complaints against staff to the department chair. The
1141 [Office of Employee and Labor Relations](#) in the Office of Human Resources can provide assistance with
1142 questions, conflicts, and issues that arise in the workplace.

1144 **C Faculty Promotion and Tenure Appeals**

1145 Promotion and tenure appeals procedures are set forth in Faculty Rule [3335-5-05](#).

1146 **D Harassment, Discrimination, and Sexual Misconduct**

1147 The [Civil Rights Compliance Office](#) exists to help the Ohio State community prevent and respond to all
1148 forms of harassment, discrimination, and sexual misconduct.

1149 Ohio State's policy and procedures related to equal employment opportunity are set forth in the
1150 university's [policy on equal employment opportunity](#).

1151 The university's policy and procedures related to nondiscrimination, harassment, and sexual misconduct
1152 are set forth in the university's [policy on nondiscrimination, harassment, and sexual misconduct](#).

1153 **E Violations of Laws, Rules, Regulations, or Policies**

1154 Concerns about violations of laws, rules, regulations, or policies affecting the university community
1155 should be referred to the [Office of University Compliance and Integrity](#). Concerns may also be registered
1156 anonymously through the [Anonymous Reporting Line](#).

1157 **F Complaints by and about Students**

1158 Normally student complaints about courses, grades, and related matters are brought to the attention of
1159 individual faculty members. In receiving such complaints, faculty should treat students with respect
1160 regardless of the apparent merit of the complaint and provide a considered response. When students bring
1161 complaints about courses and instructors to the CEGE Chair, the CEGE Chair will first ascertain whether
1162 the students require confidentiality or not. If confidentiality is not required, the CEGE Chair will
1163 investigate the matter as fully and fairly as possible and provide a response to both the students and any
1164 affected faculty. If confidentiality is required, the CEGE Chair will explain that it is not possible to fully
1165 investigate a complaint in such circumstances and will advise the student(s) on options to pursue without
1166 prejudice as to whether the complaint is valid or not. See Faculty Rule [3335-8-23](#).

1167 Faculty complaints regarding students must always be handled strictly in accordance with University
1168 rules and policies. Faculty should seek the advice and assistance of the CEGE Chair and others with
1169 appropriate knowledge of policies and procedures when problematic situations arise.

1170 **G Academic Misconduct**

1171 In accordance with the [Code of Student Conduct](#), faculty members will report any instances of academic
1172 misconduct to the [Committee on Academic Misconduct](#). See also [Board of Trustees Rule 3335-23-05](#).

1173 **H Professional Student Honor Code**

1174 The department has an academic standard and requirements guidelines that is explained in the [Graduate
1175 Studies Program handbook](#). Students must also comply with the Graduate School's [professional
1176 standards](#) of academic, research, and scholarly conduct, and the University's [Code of Student Conduct](#).

1177

Appendix I –

Faculty Mentoring Program Department of Civil, Environmental and Geodetic Engineering March 2018

Goal and Objectives

The goal of the Faculty Mentoring Program in the Department of Civil, Environmental and Geodetic Engineering is to support faculty to reach their full potential as scholars, teachers and members of professional and institutional communities, as they move through rank at OSU.

This goal will be achieved by building a strong community of early-career faculty and mentors who are collectively engaged in faculty development with a two-fold objective for open communication:

1. To promote the successes of faculty in scholarship, teaching and service activities, and
2. To develop effective strategies and tools for early-career faculty to surmount difficulties, challenges and pitfalls on the pathway to reaching their full potential as faculty members.

Philosophy

The departmental Faculty Mentoring Program is grounded in transparency of the faculty promotion process. Early career faculty can most effectively advance on a pathway of success through faculty rank when they feel embraced and cherished and supported in the department, and when they are knowledgeable of the process by which promotion evaluations are made. Such knowledge is advanced beyond the detailed OSU, COE and CEGE institutional expectations (as described in the relevant *Appointments, Promotion, and Tenure Criteria and Procedures* (APT) documents) to highlight how external letter writers and Promotion and Tenure (P&T) Committees evaluate individual dossiers within the context of APT expectations.

This philosophy informed the organization of the Faculty Mentoring Program and the choices of resources and strategies outlined in this document. There are many other mentoring approaches that have been implemented in engineering, and other, university departments. The Faculty Mentoring Committee views the Program to be organic such that it may change over time with input from faculty and mentors as expectations of faculty success and sub-disciplinary practices evolve, and as strategies to promote faculty success are tested and feedback is provided and analyzed.

Collectively, the mentoring process should advance prioritization of activities and time and construction of scholarly and teaching networks by early-career faculty, and the process should provide tools and resources for early-career faculty to identify, and solve problems.

Role of Early-career faculty (Mentee)

The foremost responsibility for an early career faculty to develop their full potential lies with the individual faculty. This is easy when it pertains to asking questions about neutral topics; it is much harder to ask questions that could reveal a vulnerability, or may generate conflict. Mentors are assigned to help early-career faculty; if faculty don't reveal "trouble spots", mentors will not be able to help them to develop effective strategies for success in those areas of their portfolio. Early-career faculty should

share successes with their mentors; mentors likely have more extensive service assignments in the institution and professional community where they can market and promote the early-career faculty's expertise. Early-career faculty should use mentors' guidance and recognize that multiple mentors can provide a variety of experience, opinions and styles.

Role of Mentor

A mentor may be defined broadly as a person who facilitates the career and development of another person, usually junior, through one or more of the following activities: providing advice and counseling; providing psychological support; advocating for, promoting, and sponsoring the career of the mentee (Smock and Stephenson, 2008)

The primary role of the mentor is to take a special interest in their mentee's professional development as a scholar, teacher and member of the professional and institutional communities. It is easy to share a mentee's successes with other institution and professional community members. It is much more difficult to ask an early-career faculty hard questions about teaching evaluations and paper or proposal reviews. Mentors need to understand the details around any "trouble spots" that early career faculty may have so they can help mentees develop effective strategies for success in those areas. Such help may need to be offered proactively as a mentee may feel uncomfortable asking for help. It should be the mentor's initiative to discuss the timeline of activities and achievements (see Appendix B) and progress achieved by the mentee. Recognize that it is ultimately a mentee's responsibility to implement changes, where needed, in their pathway toward success.

Mentoring can take many forms: individual mentoring by a more senior colleague with extended experience in a tenure-track position; group mentoring by a more senior colleague to multiple mentees, and peer mentoring by colleagues from a similar cohort along the promotion track.

A mentor may also be asked to serve as *ex officio* member of the Promotion and Tenure Committee to act as a resource for the Committee in discussion of a mentee's case. Mentors will not participate in crafting the Promotion and Tenure Committee recommendation letter for the mentee.

Avoiding Reinvention While Custom Tuning

The notion of formal mentoring programs to support the academic success of university faculty members moving through rank gained increasing attention for institutionalization with the implementation of the NSF ADVANCE program. The ADVANCE program provided large grants to universities to implement 'institutional transformation' of the culture of departments and colleges in such a way to support the advancement and retention of women tenure track faculty in STEM disciplines. Consequently, there is a deep resource base of best practices and program models to draw on to support the successful career development of all faculty members.

The framework of the CEDE Department Mentor Program was crafted with guidance from the Michigan State University (MSU) Mentoring Toolkit. The MSU program was developed following a thorough review of the mentoring literature and provides evidence-based rationale for integrating particular features in a mentoring program, including organization, participation, and the expectations and roles of participants. A bibliography of readings, program models and worksheets is available at the MSU ADAPP-ADVANCE website for further exploration.

1258

1259 **Guiding Principles**

1260 The Principles that guide best practices for a mentoring program include:

- 1261 1. Mentoring needs of faculty change at different stages of their careers.
- 1262 2. Conflicts of interest should be minimized and confidentiality should be protected to ensure that all
- 1263 faculty are provided with an environment free from fear of retribution.
- 1264 3. Mentoring programs for faculty with joint appointments will be coordinated among units.
- 1265 4. Faculty may choose to 'opt out' of participation with the option to participate at a later time.
- 1266 5. Mentoring policies should be clearly detailed and communicated with efforts to ensure clarity of
- 1267 expectations between mentors and mentee.
- 1268 6. Mentoring activities will be considered in the annual review of faculty accomplishments.
- 1269 7. Formative evaluation will be included in the program design to maximize the benefit to mentors
- 1270 and mentees.

1271 The CEGE Department Mentoring Program encapsulates these principles and considers the pragmatic
1272 challenges and opportunity afforded by initiating this program at a time when the department was
1273 'bottom heavy' with faculty in assistant professor ranks. It is/was anticipated that the program is
1274 evolving/will evolve organically as mentors and mentee refine their roles, expectations and needs more
1275 clearly, and as new ideas for supporting faculty success emerge. Such program evolution will be guided
1276 by formative and summative evaluations directed by the CEGE Mentoring Committee.

1277

1278 **Mentoring Model**

1279 The CEGE Department Mentoring Program utilizes a hybrid mentoring model that consists of three
1280 elements:

- 1281 1. **Individual mentoring** through which mentors of higher rank will be assigned to mentee by the
1282 Department Chair. Individual mentors will work most closely with mentee to develop their
1283 dossiers and associated career goals. These individual mentors will likely have close disciplinary
1284 experience to their mentee and so can provide information relevant to the specific scholarly
1285 program under development by the mentee.
- 1286 2. **Group mentoring** whereby experienced faculty will facilitate workshop or 'brown bag lunch'-style
1287 discussions of topics of general relevance to mentee, independent of their scholarly focus.
1288 Example topics could include service activities, large class management.
- 1289 3. **Peer mentoring** that capitalizes on the knowledge and experience of faculty of a similar
1290 'generation' in which they are establishing scholarly research programs, honing their effectiveness
1291 as instructors and choosing how to contribute to the advance of the institution and their
1292 disciplines.

1293 Coordination of individual-, group- and peer-mentoring events will be undertaken by the CEGE
1294 Mentoring Committee. Peer mentoring events that the committee will coordinate will include the
1295 assistant-professor lunch meetings. Additionally, the Mentoring Committee will coordinate a voluntary
1296 listing of 'Subject Matter' experts that early-career faculty can contact for *ad hoc* discussions of issues.
1297 Subjects could include such topics as grant agencies, work-life balance, teaching. Further, early-career
1298 faculty must recognize that construction of a mentoring network will provide them with multiple

perspectives to support decisions that they are making and will provide a balance of strengths among their mentors across all areas for which they seek input.

A tentative, but not comprehensive, distribution of mentoring topics and activities across the mentor groups is listed in the table below:

Activities	Individual	Group	Peer	Other
Dossier Narrative construction Goal setting and planning Interpretation of P&T feedback	X X X		X	X (dossier library)
Research Introduction to network, incl. program managers, editors, etc. Proposal review Navigating state and federal agencies Group management strategies Writing manuscripts with students	X X		X X	Subj Expert
Teaching Best practices Notes Assessment design (e.g. tests)		X		DITL/ODEE DITL/ODEE Dept Subj Expert
Service Commitments and pitfalls	X			
Skills Communicating Managing time Administrative skills	X X	X X	X	
General Understanding CEGE/COE/OSU Balancing work/life Departmental/Admin Orientation/ onboarding	X X x	X X x	X	

Structure of Program

The Academic Dossier is the central document that is used by external letter writers and internal P&T committees to assess whether a faculty member meets the criteria for promotion. The criteria for promotion are set by the Office of Academic Affairs, with amplification first by the College of Engineering, and subsequently by the Department of Civil, Environmental and Geodetic Engineering. Current versions of the APT documents are located with the OAA [Governance Documents](#).

The purpose of the Academic Dossier is to describe the achievements of the faculty member, with particular emphasis on the faculty member's development as an independent subject matter expert. *Assistant-to-Associate Professor Promotion:* External letter writers evaluate the Academic Dossier for evidence that a candidate has built upon the foundational knowledge obtained from PhD and Post-Doc

experiences and advanced the field into a new direction as a nationally visible expert. Establishing such an area of impactful contributions requires publications and conference presentations in high profile venues that are products of collaboration with advisees, which in turn are facilitated by grant funding.

Associate-to- Professor Promotion: External letter writers still continue to evaluate scholarly impacts of a candidate's work, including additional new areas of impact and/or larger roles in collaborative initiatives as candidates progress in their careers from associate professor to professors. Evidence of leadership initiatives in advancing research or the profession also become important at this career transition.

Academic Dossier

The Academic Dossier distributed to external letter writers is composed of narrative sections that describe the scholarly, teaching and service accomplishments of the candidate in a holistic manner with reference to specific details in an accompanying CV. This document can use the same narrative sections that are contained within the OSU-internal VITA system; but, it should not be the direct output from the VITA system as the VITA output is difficult to interpret by those who are external to OSU.

Key elements of the Academic Dossier for external reviewers:

Summary of Professional Accomplishments. Similar to a bio, this ½ to 1-page document highlights the most pertinent information about your research, teaching, mentoring, and service.

Statement of Research. This 1 to 1 ½-page document summarizes (i) the focus of your research program (ii) its relation to your funded projects and manuscripts (published and in preparation) with specific reference to numbered entries in CV, and (iii) any tangible broader impacts from your research (i.e. newspaper highlights, radio interviews, impact on professor, etc.).

Statement of Teaching. This ½ to 1-page document summarizes (i) how you've contributed to curriculum development and (ii) your approach and goals in teaching.

Statement of Service Activities: This 1/2 –page document highlights impactful outcomes from (i) what service activities you have undertaken to advance professional community, and (ii) what activities you have participated in to advance the department/college/institution.

CV. This document should contain a numbered list (for reference from statements) of (i) publications with student advisees noted, (ii) presentations, (iii) funded projects, (iv) students advised, (v) courses taught, (vi) service activities.

Five Representative Works. These may be accompanied by a short narrative summary that highlights the significance of this choice of work directed by you as the lead investigator.

Note that the VITA system output is the required dossier format for internal P&T review at OSU. Guidelines for constructing a VITA record are provided further on in this appendix.

Timeline for recommended activities and achievements for tenure

The P&T Committee has developed recommendations of the timeline of activities and recommended milestones (Appendix B) toward review for promotion from assistant to associate professor and granting of tenure. Most candidates have had little to no experience in all of the aspects that are reviewed for

promotion prior to stepping into an assistant professor appointment. Consequently, the CEGE timeline provides a framework to prioritize these activities by identifying some key milestones toward developing a research program and honing teaching experience. For example, recruiting high quality PhD students is emphasized in the early years, while national service leadership is not highlighted until several years later.

The mentoring committee will act as an orientation committee for new faculty during their first year. The will mentoring committee will advise the new faculty about resources, training opportunities, and topics they need to cover and be familiar with regarding department and university administration and procedures, and regarding the promotion process, and dossier building.

By the end of their first year, mentors are appointed by the department chair in consultation with the new faculty as ad-hoc members in the P&T committee. Preferably, the mentor will be the same person that acts as the departmental mentor in the College of Engineering mentoring committee for the new faculty. The mentor's feedback will be requested from the P&T committee to clarify specific issues related to disciplinary culture, and generally, to offer a voice for the candidate.

A '2nd year review' will occur, and candidate will provide their dossier during the candidate's second year of their appointment. This 2nd-year review will serve primarily to provide technical and topical feedback on the dossier, and to identify areas of weakness the candidate should focus on over the next 2 years.

APT documents for the '4th year review' are provided during the fall semester of the fourth year of an assistant professor appointment. This review is an important feedback step for the early-career faculty and will indicate any deficiencies, problem points and also strengths in the candidates' dossier. The 4th year review holds a similar structure as other P&T activity, however, no external letters will be requested, and the discussion of the faculty stays within the department and does not go for approval in the College P&T committee.

Individual Mentor-Mentee Pairings

A primary mentor will be assigned to a mentee by the Department Chair by the end of their first year in the department. Mentor and Mentee will meet to develop an agreement to detail the conditions of their relationship. A sample document can be found in appendix C. It contains specific provisions of confidentiality that helps to address potential conflict of interest issues. It also contains provisions for dissolving the relationship. Mentors and Mentees may terminate their relationship at any time, at which point the mentee will work with the Department Chair to identify a new mentor.

Early-career faculty members are encouraged to seek a second mentor from outside of the department (may be outside of OSU) as an additional resource that is at arms-length from the department.

The Department Chair will discuss mentoring relationships and progress each year as part of the annual review procedure to assess the success of the mentoring program. The Mentoring Committee will conduct an annual review of the Mentoring Program through an anonymous survey tool. It will also keep track of mentoring activities (meeting dates, participants).

Faculty with joint appointments in other departments and/or through a Discovery Theme program could use the same members of their mentoring team to meet both departmental and Discovery Theme requirements.

Schedule of Activities

Individual mentors will meet with mentee at least four times during the academic year, with interim meetings being highly encouraged. Two particular meeting times are emphasized: (i) early September to review the Mentor/Mentee agreement and goals for the Academic Year, and (ii) mid-January to review dossier narratives and corresponding planning of portfolio entries. This second meeting will coincide with mid-year overview of the tenure process to be presented by the P&T committee.

At the start of fall semester, the Mentoring Committee will identify dates for: (i) a minimum of three group mentoring meetings during the academic year, and (ii) a minimum of three peer mentoring meetings during the academic year. In all cases, the Mentoring Committee will solicit topics from the broad community of mentee. Activity planning may also take advantage of other programming events, such as through the College of Engineering or Discovery Themes mentor programs.

Responsibilities of the Mentoring Committee

The Mentoring Committee will undertake activities that best serve mentee with consideration to balancing time commitments of primary mentors, including:

- arranging and publicizing annual programming of group mentoring and peer mentoring sessions
 - maintaining a listing of topic matter experts consisting of self-identified faculty who are available for ad hoc consultation
 - monitoring the list of mentor/mentee individual meetings
 - conducting an annual formative review of the Mentoring Program and implementing updates to promote the success of the program.
- Recognition for mentoring activities – Listing of mentoring activities will be added to the annual evaluation report table. A clear mention of the mentor roles will be added to the POA document.

Program Evaluation

- The mentoring committee will seek out a list of mentoring activities from each candidate on annual basis.
- A brief paragraph stating mentoring activities and the perception of effectivity of the mentoring activity that took place during the past year will be added to the annual performance review document that each tenure-track faculty provides to the department chair every year. These paragraphs will be used by the department chair to identify individual problems and deficiencies.
- The mentoring committee will complete an annual anonymous survey to all mentees and mentors to evaluate the effectivity, and identify problem and points for improvements in the mentoring process.

Annual Schedule of Activities

Mentors will be assigned shortly after start of work at CECE.

1432 An orientation folder with resources, a check-list of recommended introduction meetings with staff and
1433 admin and listing of administrative tools and skills needed will be prepared and shared with all new hires.
1434 Individual meetings with mentor/s will occur continuously, based on need by the mentee. At least two
1435 meetings per year should occur.
1436 Peer mentoring activities will occur per need basis. The mentoring committee will circulate information
1437 and schedules of these activities.
1438 Evaluation of mentoring will occur through an online survey annually, and by department chair in annual
1439 review meeting with mentors and mentees.

1440

1441 **Getting Started**

1442 **For the Mentee:**

1443 **Guidance information:** (i) Guidance Document for P&T. Carefully read/follow this document and refer to
1444 it as needed; (ii) CEGE timeline. Look at this timeline to think about where you may have trouble spots
1445 and work to address these trouble spots with help of your mentor(s); (iii) learn the components for
1446 tenure as listed in the CEGE APT document and work to achieve them (see below).

1447 **Starting your dossier:** As you are starting to your careers, document your activities as you do them so it
1448 is easier when you get to the 2nd and 4th year **review**.

1449 [Here](#) is the OAA website with P&T information. At the [link](#) for the core dossier outline, you will find
1450 core dossier outline which are the components needed in a dossier. I suggest you keep this
1451 information on a Word document so it is easier to put into a CV for external reviewers and to plug into
1452 an online dossier eventually. If you want to see an example, I suggest you ask an assistant professor
1453 that recently did 4th year review or promotion and tenure.

1454 The mentoring committee will curate a library of dossiers for professors in the department that were
1455 recently promoted. This will be done with permission of the dossier owners. Mentees are encouraged to
1456 seek out advice and feedback from these faculty with regards to specific editorial or topical questions
1457 regarding dossier items.

1458 **Use your Mentors' Guidance:** Meet with them annually and touch base with them regularly. Ask them:
1459 to review an abstract of a proposal, to read reviews from a declined proposal, how to get involved in
1460 service, for ideas on improving your teaching, for advice on how to get better at.... Your mentors are
1461 assigned to help you. If you don't reveal to them your trouble spots, they can't help you.

1462 **Think about your plans for the future:** As you plan for tenure and work with your mentor, think about
1463 goals to get tenure but also goals for your career. You should tend to both and write yearly goals
1464 thinking about both tenure and your overall career.

1465 **For the Mentor:**

1466 **Use CEGE Timeline:** Reference this timeline and use it as a way to start a conversation with your
1467 mentee. Also, share the timeline with your mentee.

1468 **Ask your mentee the hard questions:** Ask mentee about teaching evaluations and look at these; ask
1469 mentee about proposals submitted/funded and unfunded. Ask your mentee about their research lab

1470 and group, and whether the level of output and professional capabilities of the group and lab
1471 infrastructure are where they want it to be.

1472 **Provide unsolicited advice:** A mentee may not feel comfortable asking for help so you may need to offer
1473 it.

1474 **Potential discussion topics:** Reflect on your comfort level for each of these items that constitute a non-
1475 inclusive list of topics for discussion with your mentor

- 1476 • Expectations for reappointment, promotion and tenure
- 1477 • Early career – ways to maximize my chances of getting tenure
- 1478 • Using a start-up package fully and wisely
- 1479 • Issues in research
 - 1480 ○ Identifying appropriate funding sources
 - 1481 ■ internal, federal, state, private
 - 1482 ○ Crafting effective proposals
 - 1483 ○ Constructing and managing a grant budget
 - 1484 ○ Identifying appropriate journals for submission
 - 1485 ○ Recruiting graduate students
 - 1486 ○ Supervising graduate students
 - 1487 ○ Designing UG research projects
 - 1488 ○ Managing a research group/lab
 - 1489 ○ Institutional resources, including analytical, computational facilities
 - 1490 ○ Developing productive collaborations – when and how ○ Strategizing
 - 1491 conference attendance ○ Balance with other demands
- 1492 • Issues relevant to the discipline or sub-discipline
- 1493 • Navigating a joint appointment
- 1494 • Understanding the institution
 - 1495 ○ Department
 - 1496 ○ College
 - 1497 ○ University
- 1498 • Time investments in service activities
 - 1499 ○ High profile professional ○ Institutional
- 1500 • Networking with others
 - 1501 ○ Research collaborators with and outside of institution
 - 1502 ○ Potential external reviewers for promotion
- 1503 • Other

1504

1505 **Possible activities to undertake with a mentee:**

- 1506 • Meet at regular intervals (bi-weekly, monthly, bi-monthly, once per semester)
- 1507 • Write annual 'state of mentee progress' letter to P+T committee/department head
- 1508 • Review a grant proposal or request for funding
- 1509 • Review a manuscript for publication
- 1510 • Review a reappointment, promotion or tenure dossier

- 1511 • Provide feedback on run-through of a conference presentation
- 1512 • If appropriate, observe mentee at professional meeting or conference
- 1513 • Collaborate on project or research
- 1514 • Introduce mentee to colleagues with relevant expertise
- 1515 • Promote mentee for beneficial appointments, e.g. review panel service, awards
- 1516 • Attend cultural or social events together

1517

1518 **Literature Cited**

1519 Smock, P.J. and R. Stephenson, "[Giving and Getting Career Advice: A Guide for Junior and Senior Faculty](#)"
1520 Advance at the University of Michigan, 2008

1521

1522 **Additional Resources General**

1523 Brené Brown "[The power of vulnerability](#)" TED Talk

1524 Radhika Nagpal "[The Awesomest-7-Year Postdoc or: How I Learned to Stop Worrying and Love the](#)
1525 [Tenure-track-faculty life](#)" Scientific American, July 21, 2013

1526 [MSU ADVANCE Faculty Mentoring Toolkit](#)

Suggestions for Dossier Preparation

1. Start in advance! It will likely take you ~160 hours (4+ weeks or more) to develop your narratives and enter your materials into the online system if you wait to complete all of this input at the time of a mandatory review. Don't underestimate the amount of time that it will take to learn the software and dig into your files for details (e.g. project numbers, proposal submission dates, abstract authors). Start compiling your materials in the online system (currently, VITA) when you begin your position, and request feedback on your VITA portfolio during **every** annual review, the 4th year review, and prior to your tenure review.
2. Compile information as you go. This is particularly important for documents that cannot be accessed after a certain amount of time (i.e. SEI comments!). Keep a record of (i) SEIs (scores and comments for courses you lead and co-taught), (ii) courses taught, including guest lectures, (iii) peer reviews of teaching conducted, (iv) submitted proposals (PIs in order listed, dates, total and individual \$, your role, funded/unfunded), (v) submitted abstracts (title, authors, dates, your role), (vi) seminars (oral/poster/invited), (vii) publications (including description of your role, % effort is not needed), (viii) service activities (committees, events), (ix) outreach activities, and (x) impacts of your work (e.g., press or influence on practice). We recommend compiling this information in a Word dossier/extended CV document following the components needed for the OSU dossier.
3. Develop a list of 5-10 arms-length prominent experts that **could** serve as external letter writers and, if desired, a list that **should not** serve as external writers (be prepared to disclose any potential biases). Three to four names will need to be submitted to the P&T chair by June of your tenure review year. At least five letters will be solicited and not more than half are to be suggested by you. Identify names that are known in the discipline and ideally experts in your specific field. Also important are to suggest names from people that will understand the needs of a CEGE type department. Faculty that are more advanced in their careers and/or have served in administrative roles (i.e. department chairs, center directors, journal editors, NAE members, and chaired professors) should be included as well as other established (tenured) faculty that can comment on your impact in the broader field. Discuss these persons and strategies with your mentors before you make your final determination and submit these recommendations. **NOTE:** It is a great idea to network with colleagues in your field and those that may become an external evaluator for your P&T review. But it is **not ok** to ask a person if you can include him/her on your list or if s/he would provide a good review for you. Such an action compromises the process and could even result in stopping the review. Also, be mindful of your title. **Do not use a title that is inaccurate** or inflates your status. For example, using the title "Professor" on Google Scholar or an e-mail signature is unethical and may irritate a potential evaluator as his/her role is to evaluate a promotion for you.
4. Finalize your materials in VITA before you put together your external review package (i.e., by May 31). This ensures that materials being reviewed by external letter writers are **exactly** the same as what will be discussed by P&T committee(s) and the department.

When you are Preparing External Review Materials...

5. CEGE has a practice of sending out an extended CV rather than VITA dossier to external evaluators. The CV for external review does not have a set format. This document should conform to the general VITA format (in terms of content and flow), but should exclude written descriptions of your role in proposals, manuscripts, and abstracts (which is required by the College).

6. You should prepare **four** statements to include with and aid in the external review process:

Summary of Professional Accomplishments. Similar to a bio, this ½ to 1-page document highlights the most pertinent information about your research, teaching, mentoring, and service.

Statement of Research. This 1 to 1 ½-page document summarizes (i) the focus of your research program (ii) its relation to your funded projects and manuscripts (published and in preparation) with specific reference to numbered entries in CV, and (iii) any tangible broader impacts from your research (i.e. newspaper highlights, radio interviews, impact on professor, etc.).

Statement of Teaching. This ½ to 1-page document summarizes (i) how you've contributed to curriculum development and (ii) your approach and goals in teaching.

Statement of Service Activities: This 1/2 –page document highlights impactful outcomes from (i) what service activities you have undertaken to advance professional community, and (ii) what activities you have participated in to advance the department/college/institution.

CV. This document should contain a numbered list (for reference from statements) of (i) publications with student advisees noted, (ii) presentations, (iii) funded projects, (iv) students advised, (v) courses taught, (vi) service activities.

Five Representative Works. These may be accompanied by a short narrative summary that highlights the significance of this choice of work directed by you as the lead investigator.

When you are Preparing Your Dossier for P&T Review...

Please see detailed guidelines provided by OAA in Volume 3 of the [Policies and Procedures Handbook](#), [COE](#), and [CEGE](#) for the required sections and format. Other general points of confusion are listed below.

7. You should compile all teaching, research, and service information for your career in VITA. However, courses taught, service activities, and research funding obtained before your date of hire should be removed from your dossier when you submit this for tenure (this is simple using the date filter in VITA). On the other hand, any impact from your research (i.e. publications, seminars, etc.) is cumulative, and should be included in the dossier (e.g. papers from your graduate work before your date of hire).

8. Track as feasibly as possible the total amount of research funding you have competed for (both awarded and not awarded) as well as the portion that is directly related to your research group. For competitive grants/contracts that provide in-kind equipment, personnel or use of facilities (i.e., time using analytical equipment at National Labs or structural testing labs) provide details describing why no dollar amounts are reported.

9. You shouldn't list x999 courses (e.g. 6999, 8999) or guest lectures under "teaching" as it dilutes this section. In 2016, the CEGE P&T Committee recommended excluding x999 courses from the dossier as a whole. Guest lectures are important to include, but can be summarized under the "Extension/Continuing Education" section and/or the Curriculum Development narrative.

10. It can be difficult determining how to classify talks and seminars in your dossier. Here are some recommendations from my 2016 tenure review:

i. Talks should be classified by the "reach" of the audience not by the name of the society. Additionally, I would recommend only using the Local, State, National or International categories (ignore the nebulous "Regional"). If a conference draws primarily Americans it should be considered "National" while another conference drawing a more global audience should be considered "International" in reach. For example, I classified American Society of Environmental Engineering and Science Professors (AEESP) as National. On the other hand, American Society for Microbiology and Gordon Conference (Environmental Sciences, Water) meetings are attended by scientists from around the world, therefore I classified these as "International" as that is truly the reach.

ii. When presentations given at an institution drawing an audience from more than just a local student or resident population, or were broadcast as webinars to a broader public, I considered them "State" as opposed to "Local". Similarly, talks broadcast to multiple universities or national laboratory groups would be considered "National" as there are audiences across the nation. Make sure to provide details on your classification process in this gray zone.

iii. One member of the P&T committee recommended omitting any interview talks from the dossier while another advised that I should include these. In the end, I ended up including all my interview talks because they provide information on the reach of my research at the interview stage. However, there is currently no consensus about this in the P&T committee.

11. Each P&T case is unique. Think about how your case is unique, what may need additional explanation, and how/where to add this explanation. You may want to include supplemental information supporting your strengths in teaching, research, and/or service including: (i) letters for collaborators describing your role in projects/publications/mentoring, (ii) peer evaluations from faculty outside the department if you taught guest lectures or sections of their courses, (iii) letters from faculty, DT leadership, or chair in departments where you have a strong link or partial appointment, and (iv) detailed information which sets your tenure case apart or makes it unique (e.g., gap in research prior to appointment due to time in industry, maternity leave pre-tenure, unique service activity or award). **NOTE:** If you wish for (i), (ii), or (iii) to be included, discuss with your mentors and work with the department chair and P&T committee. OAA has specific rules about how (i) and (iii) are solicited (e.g., NOT by the candidate and many times (iii) is required) and for (ii) to bear more weight it is best for the P&T committee and department chair to be aware of these before they show up as part of a dossier.

Appendix II

Civil, Environmental and Geodetic Engineering Workload Policy Development

The CEGE Department Workload Policy provides a structured framework to account for the activities necessary to advance the mission of the Department. In Fall 2024, a working group of four faculty was commissioned to work with the Department Chair to renew the CEGE Department Workload Policy. This initiative aligned with the Office of Administrative Affairs update of workload guidelines for faculty appointments at OSU. A key element of the OAA workload guidelines was the establishment of typical workload allocation of time by faculty type as follows:

Faculty Type	Teaching/ Mentoring	Research	Service
Tenure track faculty – Columbus campus	40-50%	40-50%	10-20%
Practice faculty	75%	0 – 10%	15 – 25%
Associated faculty	80 – 100%	0 -20%	0-20%
Research faculty	0-10%	90-100%	0-10%

The Workload Working Group was convened to include a range of faculty types (4 TT, 1 Practice), ranks (1 Asst., 2 Assoc., 2 Full), teaching responsibilities (large UG, UG lab, tech elective, grad course), research practices (computational, field, experimental), and technical areas (STR, ENVE, TRANS, GEO). The working group drew upon the following primary references:

- [OAA Faculty Workload Guidelines, April 2024](#)
- [Equity-Minded Faculty Workloads, American Council on Education, 2022](#)
- [Equity-Minded Faculty Workloads Worksheets, American Council on Education, 2022](#)

and addressed the following charge that had been given to the Workload Working Group:

1. Clarify goals of an ‘equitable’ workload policy
2. Develop equivalency matrices for institutional and professional community service and contributions
3. Develop an expectations document for faculty by rank and track
4. Develop a substitution framework for balancing
 - a. Instructional assignments
 - b. Workload in various categories
5. Draft an equitable CEGE workload policy

Civil, Environmental and Geodetic Engineering Mission

The mission of the Department of Civil, Environmental and Geodetic Engineering is to foster: (i) creative and impactful research, teaching, and service, (ii) curious students prepared for professional practice and graduate studies, and (iii) faculty/staff/student leadership.

Guiding Principles for Workload Assignments

Fulfilling the CEGE mission requires multi-faceted contributions by all members of the department faculty. To this end, the 2024-2025 Workload Working Group set guiding principles for their project:

- Create alignment of recognition and departmental goals of making impactful contributions in research and to the professional community, creating positive student learning experiences, and undertaking evidence-based policy development and implementation;
- Recognize that there are always variations in faculty activities and provide open-ended guidance instead of detailed sets of rules or formulae;
- Ensure consistency of POA and APT and interaction of workload policy with annual review and promotion review, and OAA policies
- Enhance transparency in records of teaching, research, OSU committees, professional community activities.

The Workload Working Group recognized that faculty undertake activities as part of their workload that fall into two major categories:

- those activities that are *directly administered by the Department*, as managed by the Chair:
 - deliver undergraduate curricula in civil engineering, environmental engineering, and associated minors in surveying and environmental engineering;
 - deliver graduate curricula in civil engineering and structural engineering;
 - advise and mentor undergraduate and graduate students;
 - administer and govern of the Department mission through participation in committee activities at the department, college or institution, and
 - participate in outreach, recruiting and professional development activities that benefit the Department.
- those activities that are *administered by individual faculty* through a faculty member's unique disciplinary expertise, as managed by the faculty member:
 - develop, generate, and disseminate new knowledge, ways of thinking, and technological innovations through the management of an externally funded research program, and
 - advance the profession through activities such as editing journals, organizing conferences, participating in panels, serving on professional society committees, giving public or government presentations, etc.

The above two categories of activities are cast in the context of the Department mission; however, they also map directly to the more conventional language used in university governance documents because they incorporate (i) *Teaching and Internal Service* and (ii) *Research and Creative Expression* and *External Service*, respectively.

Allocation of faculty workload is guided by several additional characteristics to ensure that there is equity in the work activities that faculty undertake¹:

- Clarity – guidance on faculty expectations according to appointment type and rank help faculty members to manage individual faculty and departmental activities.
- Transparency – a CEGE faculty workload dashboard developed from published policies allows all Department members to know the range of activities undertaken by faculty members at various ranks, and allows for equity review.
- Substitution Mechanism – a framework to ‘substitute’ workload activities recognizes that identical workload assignments are not feasible for each faculty member and over time, allows faculty to balance the required and desired time associated with activities.
- Norms – establishes long-term plan to balance desired vs less-desired activities.
- Context – recognizes that individual faculty may have unique workload profiles that arise from their different strengths and interests and allows for substitution between activities by interest.

This workload policy shall not be construed as a contractual obligation. It is recognized that there is an enormous diversity of teaching pedagogies, research approaches, and institutional and professional committee activities. A workload policy cannot attain a ‘fits every circumstance’ design. We recognize that there will be variability among the work conducted by individuals over time; yet, over the long term, a degree of balance should be achieved. Further, the discretion of the Department Chair may be applied to make temporary exceptions, when warranted, in response to fluctuations in demands on the Department and its resources and/or special individual circumstances of faculty members.

Workload allocations over a three-year period will be discussed in the annual review meeting and allocation for the next academic year will be noted in annual review letter for each faculty member.

The Workload Policy is a living document that will be reviewed annually for alignment with evolving aspirations, institutional needs, and changes in fields of practice.

Unit Measures and Constraints

The workload for individual faculty must total 100% of time. The overall allocation of faculty time, in sum across the Department, must also be sufficient to deliver the curriculum appropriately for student success and within budgetary constraints of Enrollment Support from the College, and to complete the necessary administration and governance of the Department.

The university governance documents provide two metrics for time allocations: (1) the time equivalent of a 3-semester credit-hour course is 12.5%, based on a 100% teaching assignment for a Lecturer to eight such courses in an academic year, and (2) the proposed range of teaching responsibilities to include both instructional assignments and mentoring of students or postdoctoral scholars engaged in research and other co-curricular activities.

The CEGE Department benchmark teaching workload per academic year is THREE 3-semester credit-hour courses per tenure-track member and SIX 3-semester credit-hour sections per professional practice faculty. Research faculty do not participate in instructional activities on a regular basis, as per [Faculty Rule 3335-7-34](#). Teaching workload is set by the Department Chair in December preceding the Academic Year of the course offerings.

¹ [Equity-Minded Faculty Workloads, American Council on Education, 2022](#)

These measures and constraints inform average workload allocations to meet the Department mission for faculty who are fully on-boarded to their responsibilities:

- For tenure-track faculty: 45% teaching, 10% internal service, 40% research, 5% professional service
- For professional practice faculty: 75% teaching, 20% internal service, 0% research, 5% professional service
- For research faculty: 5% teaching, 0% internal service, 90% research, 5% professional service

The actual workload of an individual faculty member depends upon the additional considerations outlined in subsequent portions of the workload policy document.

Teaching

Standard Course

The Department of Civil, Environmental and Geodetic Engineering defines a **standard course** as a 3-semester credit-hour course to consist of continual renewal of content and design to integrate new disciplinary and pedagogical advances, delivery of 160 – 165 minutes/wk of in-person lecture with 1 h/wk of instructor office hours, 1-2 midterms and a final examination, assignments and/or course projects, and supported with resources to offset enrollments according to:

Course Enrollment	GTA support	UG support (@ 5 h/wk) ¹
> 90 student 'foundation/core' course	140 semester hours ²	2
> 90 non-'foundation/core' course	0	3
60 – 89	0	2
40 – 59	0	1
< 40	0	0 ³

¹Undergraduate grader unless demonstrated need for an undergraduate teaching assistant

²Lab sections receive support from a full-time lab supervisor and 280 semester hours of GTA support

³May be increased if budgetary support is available

Credit adjustments to the defined standard course will be reviewed annually to address the emergence of new pedagogical strategies, civil, environmental, geodetic engineering topic areas and practice norms, or resource constraints.

Expectations by Rank

The Department recognizes the importance of dedicated time for tenure track faculty to develop their research programs and for all new instructors to undertake course development. Additional to instructional assignments, faculty contribute to the teaching mission of the university by serving as major academic advisors to mentor students through academic and dissertation requirements, and post-doctoral scholars through professional development. Thus, workload expectations for faculty responsibilities in standard course instruction and student mentoring change across the arc of a faculty member's career according to:

Appointment and Rank	Standard Course Instruction (# courses per year)	Student Mentoring¹ (# MS(A)/PhD/PD per year)
Assistant Professor – Year 1	1	0
– Year 2 & 3	2	1
– Year 4+	3	2
Associate Professor	3	2
Professor	3	2
Assistant Practice Professor – Year 1	4	0
– Year 2	6	0 ²
Associate Practice Professor	6	0 ²
Practice Professor	6	0 ²
(Senior) Lecturer	8	0
Research Assistant Professor – Year 1	0 ³	0
– Year 2 & 3	0 ³	1
– Year 4+		2
Research Associate Professor	0 ³	2
Research Professor	0 ³	2

1779 ¹Rolling average over current-plus-previous two academic years. Faculty member serves as major academic
1780 advisor.

1781 ²CEGE Practice Faculty have no requirement for funded research activities.

1782 ⁴Under no circumstances may a member of the research faculty be continuously engaged over an extended period of
1783 time in the same instructional activities as tenure-track faculty.
1784

1785 The Department Chair, in consultation with the Practice Professors, will identify equivalent student
1786 mentoring activities in lieu of funded student support. Presently, CEGE APT policies do not require
1787 Practice Faculty to undertake funded research and College POA policies limit Practice Faculty to no more
1788 than 10% workload for research. Customized student mentoring activities for Practice Faculty may
1789 include advising of students in CEGE Professional Programs, advising MS students, participation on
1790 graduate advisory committees, and/or other *ad hoc* activities that expand student development.

1791 Substitutions

1792 The Department recognizes that course instruction is not limited solely to preparation, delivery, and
1793 assessment in a single semester of a course offering. Other factors contribute to teaching responsibilities
1794 of faculty, including course development, pedagogical initiatives, and changing scope of research
1795 activities. Substitutions may be applied such that faculty have a minimum requirement to provide
1796 instruction for at least ONE standard course equivalent per academic year, without approved leave.

1797

1798 Substitutions for standard course instruction and student mentoring can be made according to:

Activity	Standard Course Equivalent	Rationale
<i>Tenure-Track & Practice Faculty</i>		
Approved FMLA leave	1.5 course reduction	College of Engineering allows for a 50% reduction in teaching during the AY of approved FMLA leave for birth or adoption of a child
Course release 'buyout'	1 or 2 course reduction	Contribution of equivalent academic year salary per departmental policy
New course preparation	1 course reduction	Development of a substantially new course that aligns with departmental curricular priorities and with the expectation that a full course design will be completed by end of released semester
<i>Tenure-Track Faculty</i>		
High research activity	1 course reduction	5 GRA/Post-Doc equivalent of funded support or greater per academic year
No funded student mentoring ¹	1 course addition	
Research program downsize ¹	1, 2 or 3 course addition	Sustained (3-yrs) record with insufficient research proposal submission and/or funds secured, and/or lack of dissemination of research through advisee co-authored publications in high-impact peer-reviewed journals, or equivalent outlets
Other		

1799 ¹Assessment of substitutions will be made as part of the annual review process and including a faculty development
1800 plan.

1801 Substitution credits are 'bankable' because alignment of substituting activities with departmental teaching
1802 needs and resources may not allow for substitutions to be made in the same academic year as the activity
1803 is completed.

The Department Chair has discretion to assign course substitutions for special service assignments on an *ad hoc* basis, as needs arise.

Institutional Committee Contributions

Weighting of Department and University Activities

The Department of Civil, Environmental and Geodetic Engineering recognizes that faculty participate in a variety of committee activities that advance policy and new initiatives for the Department, College and University. Additionally, it is of benefit to the Department for the faculty to be highly skilled in their leadership across all aspects of academic responsibilities so professional development is also included in addition to internal committee contributions. Weightings are identified for common committee activities to allow for overall balance in expectations of internal committee contributions according to:

High Commitment¹ (1 h per 2 wks + homework)	Medium Commitment (1 h per month)²	Low Commitment (< 1 h per month)
Undergraduate Studies Cmte	Faculty Meeting Attendance (required)	Independent Professional Development ³
Grad Studies Cmte	Awards Cmte	Grad Application Review Process
Promotion & Tenure Cmte	COE Honors	Faculty Mentor
Faculty Search Cmte	University Senator	Undergraduate Research Cmte
Student Success and Pedagogical Excellence Cmte		Lecture Cmte – Distinguished Lecturer, TH Wu, Lichtenstein
		COE Awards
		COE Sabbatical Cmte
		Outreach activities (<i>e.g.</i> , COE First-year Open House, Grad student Open House)

¹CEGE Committees unless otherwise noted with a prefix

²Includes intensive committee activities that are concentrated in a short period of time

³Independent professional development includes leadership skills to lead committee activities and manage research groups and teaching skills for best pedagogical practices.

The weighting of other *ad hoc* committee contributions will be assessed by the Department Chair when those committees are formed.

Expectations by Rank

The Department recognizes the importance of dedicated time for tenure track faculty to develop their research programs and for all new instructors to undertake course development. Thus, the expectations for faculty responsibilities in department, college, and university committees expand through a faculty member's career according to the following typical averages (or equivalent):

Appointment and Rank	Committee Contributions
Assistant (TT/Practice) Professor – Year 1	Faculty Meetings, No committee contributions
– Year 2	Faculty Meetings, 1 Medium (or 2 Low)
– Year 3	Faculty Meetings, 1 High + 1 Medium (or 2 Low)
Associate (TT/Practice) Professor	Faculty Meetings, 1 High + 1 Medium + 1 Low
(TT/Practice) Professor	Faculty Meetings, Chair 1 High + 1 High, 2 Medium, 2 Low

1827

1828 Substitutions

1829 The Department aspires to balance committee assignments so that all faculty meet expectations for
 1830 internal service workload. Requests for faculty contributions to OSU committees arise from the College
 1831 and University, sometimes without engagement of the CEGE Department Chair. These committee
 1832 activities should be discussed with the Chair to evaluate whether they can be accommodated within an
 1833 individual faculty member’s internal service workload expectations, while still enabling the Department’s
 1834 ability to fulfill administration and governance requirements. Substitutions of College and University
 1835 committee contributions will be applied such that faculty have a minimum requirement to attend faculty
 1836 meetings and to provide ONE medium committee contribution.

1837 Internal service, beyond the expected contributions, is not a replacement for workload expectations of
 1838 teaching and/or research. The only exception is appointment of a faculty member to an Associate Chair
 1839 position in the Department which expands the service contribution of their workload with appropriate
 1840 adjustment to teaching and/or research workload percentage of time.

1841

1842 **Research, Scholarship and Creative Expression**

1843 Research Elements

1844 The Department recognizes that there is wide diversity in the approaches that faculty bring to engage in
 1845 research, scholarship, and creative expression. These include varied faculty strategies to:

- 1846 • engage in research questions from fundamental processes to applied technologies and case studies
- 1847 • pursue funding via smaller, limited-duration grants to large, multi-year grants
- 1848 • apply research approaches from accessing public databases to field experimentation to surveys
- 1849 • manage research progress through team mentoring using tiered structures of post-docs to
- 1850 collaborative partnerships in data collection and interpretation
- 1851 • translate findings through dissemination in peer-reviewed journals, books, and conference
- 1852 proceedings, commercialization of technologies or maintaining public software tools.

1853 Collectively, these approaches allow faculty to advance impacts of their expertise; however, it is not
 1854 feasible to represent the elements of a (inter)nationally-recognized research program through prescriptive
 1855 formulae.

1856 The Department recognizes that research programs share common process characteristics. The impact of
 1857 faculty research inquiry is manifest through dissemination in top peer-reviewed journals and public
 1858 presentations. Research findings are advanced in collaboration with graduate students and post docs, and
 1859 other collaborators, who collect primary data and undertake its interpretation. The ability to attract
 1860 curious and self-motivated young scholars is enabled through grad funding for stipends and research
 1861 expenses. Thus, the funded GRA (or post doc) can be identified as a foundational measure of “research
 1862 quantity.”

The Department recognizes that innovative research inquiry can be advanced more effectively by integrating student advisees and/or graduate assistants with extra-department areas of study. The Department recognizes equally students pursuing Civil Engineering, Environmental Sciences, and extra-departmental areas of study; however, faculty should strive to achieve a balance with the majority of advisees in Civil Engineering and/or Environmental Sciences.

Expectations

The Department recognizes that workload allocations, made on an annual basis, is mismatched to the cycle of research inquiry and dissemination. These activities may follow a cyclical process as new lines of inquiry emerge:

Rank	Research Activities and Notes	PI/co-PI Funding¹ (#MS(A)/PhD/PD)
Assistant (TT/Research) Professor	Setting up a research group and lab Collecting preliminary data Developing research ideas, collaborations and proposals Working toward a sustained funded research program as Associate	Year 1 – 0 Year 2 & 3 – 1 ² Year 4+ - 2 ²
Associate (TT/Research) Professor	Managing a research team Sustaining early research ideas Developing new research areas (including new strategies and approaches for early research ideas) Assuming leadership in research collaborations	2
(TT/Research) Professor	Managing a research team Sustaining and evolving established research ideas Developing new research areas Leading larger research initiatives	2

¹Funding from external and internal grants. Students with OSU Fellowship or TA support are anticipated to be funded ultimately through grant sources. Research inquiry may be augmented by students holding external fellowships or self-funding.

²Including start-up funds with transition to external and internal grant support with progress to promotion review.

Sustained research contributions are evaluated by considering progress over the current-plus-previous two academic years and by considering planning to the next three years. Activities include combinations of:

- developing research ideas and building collaborator relationships
- integrating current state-of-the-art methodologies into research procedures
- preparing proposals, reworking and resubmitting declined proposals to secure funding
- administering grants, including completing sponsor reports, reconciling budgets
- managing a team of funded student research assistants, and/or post-doctoral scholars who are designing experiments and/or software tools, collecting and interpreting data
- preparing and publishing manuscripts, including with co-authorship by research team members
- preparing and presenting invited talks and conference presentations (including posters)

Research contributions for some faculty may also include commercialization of innovative technologies developed through their research endeavors.

1890 Substitutions

1891 Substitution of research workload for teaching workload, and vice versa, will be approved by the
1892 Department Chair and accompanied by a workplan that is developed in consultation with the faculty
1893 member.

1894 Research workload increase requests will be initiated by tenure-track and practice faculty according to the
1895 relevant teaching substitution activities. Faculty will work with the Department Chair to develop a
1896 workplan detailing additional anticipated research activities to be completed as part of the research
1897 workload increase.

1898 Tenured faculty may request a reduction in research workload to increase their associated standard course
1899 equivalent of teaching. Faculty will work with the Department Chair to develop a workplan detailing
1900 expectations for research activities with the decreased research workload.

1901 Tenure-track faculty may fail to sustain research contributions because their activities are lacking
1902 combinations of managing funded research group support, research proposal submission and/or funds
1903 secured, and/or lack of dissemination of research through advisee co-authored publications, and/or other
1904 research activities. The Department Chair will substitute research workload with an initial increase of
1905 one standard course equivalent of teaching and the Department Chair will work with the faculty member
1906 to develop a workplan detailing expectations for resuming research activities. A continued record of
1907 failing to sustain research group contributions will result in additional substitutions of research workload
1908 with standard course equivalents of teaching.

1909 The Department recognizes the challenges of re-establishing a funded research program with the time
1910 commitments for a faculty member with a larger-than-average teaching workload. Tenure-track faculty
1911 with a lower-than-average research workload may request a reduction in teaching workload to transition
1912 back to the average research workload. If granted, the Department Chair will work with the faculty
1913 member to develop a workload plan detailing expectations for resuming research activities.

1914 Research faculty may be failing to sustain research contributions. The Department Chair will work with
1915 the faculty member to develop a workplan detailing expectations for resuming research activities within
1916 the time of the research faculty member's contract. A continued record of failing to sustain research
1917 group contributions will result in non-renewal of the research faculty member's contract.

1918

1919 **Professional Community Contributions**

1920 Weighting of Professional Committee Contributions

1921 The Department recognizes that impacts from faculty expertise extend beyond instruction and new
1922 knowledge discovery in research to also include advancement of the profession and contributions to
1923 society. The Department encourages faculty to seek out opportunities with high impact, such as
1924 committees that set new research directions for the field, develop new practice standards, or provide
1925 evidence-based policy advice. Weightings are identified for common professional activities to allow for
1926 overall balance in expectations of professional community contributions according to:

1927

Activity	Role	Activity Contribution Weight
<u>Journal/Editorial Service</u>		
Editor-in-Chief (journal)		High
Associate Editor	Handling technical review	Medium
Editorial Board	Steering journal/policies direction	Low
Special Issue/Guest Editor		Medium
Column Editor	Regular appointment	Medium
Paper Reviewer		Low
<u>Code, Professional Policy Development</u>		
Developing engineering code, design standards, or industry guidance documents	Member of committee	Medium
	Chair, committee	High (varies)
	Voting member, Review	Low
Policy development (city, state, federal, international)	Science advisory cmte	Medium
	Consulting on policy	Medium
	Professional testimony to cmte	Low (varies)
<u>Conferences</u>		
Conference organization	Chair	High
	Committee Member	Low
Steering/scientific/program committee	Chair	Medium
	Committee Member	Low
Session Chair		Low
Workshop organizer		Medium
Awards committee		Low
<u>Professional Society Governance</u>		
Board	Chair/Executive	High
	Officer	Medium
	Member	Low
Committee	Chair	Medium
	Member	Low
<u>Proposal Review</u>		
Panel	Chair	Medium
	Panelist	Medium
Ad hoc Reviewer		Low (varies)

<u>Community Outreach</u>		
Public Outreach		Low (varies)
Community Education		Low (varies)
Press/media interviews		Low
<u>ABET</u>		
Various		Medium (varies)
<u>Academic Review</u>		
Program review	Visiting Committee	Medium
Promotion review	External letter writer	Low

1928 Note that the above list was identified to evaluate representative high-impact activities within the
1929 professional community; this list is arranged by type of product without hierarchy and with the
1930 recognition that the list is not comprehensive.

1931 Some professional community activities have varied commitments which will be assessed by the
1932 Department Chair in consultation with the faculty member.

1933 The weighting of other *ad hoc* professional community activities will be assessed by the Department
1934 Chair in consultation with the faculty member.

1935

1936 Expectations by Rank

1937 The Department recognizes the importance of dedicated time for tenure track faculty to develop their
1938 research programs and for all new instructors to undertake course development. Thus, the expectations
1939 for faculty contributions to the professional community changes across the arc of a faculty member's
1940 career according to the following typical averages (or equivalent):

Rank	Committee Contributions & Notes
Assistant (TT, Practice, Research) Professor – Year 1	Paper Reviewer + 1 Low
– Year 2 or 3	Paper Reviewer + 2 Low + 1 Medium (laying groundwork/showing progress to leadership, ramping up from Year 1 to Associate)
Associate (TT, Practice, Research) Professor	Paper Reviewer + 1 – 2 Medium or 1 High (emerging/progress to sustained leadership roles)
(TT, Practice, Research) Professor	Paper Reviewer + 1 – 2 High or 3 – 4 Medium (established leadership roles)

1941

1942 Substitutions

1943 The Department recognizes that professional committees rely upon volunteer contributions of time by
1944 members. The University recognizes that a portion of faculty time should be directed to such activities.
1945 Occasionally, faculty have opportunities to take on large professional contributions. These should be
1946 discussed with the Chair to evaluate whether there is opportunity to have a reduced teaching load via
1947 course buyout, or an adjustment to expectations in research workload.

1948 Compensated activities, such as consulting, expert witness testimony, etc, are not considered to be
 1949 professional service and may be pursued beyond a faculty members 100% FTE workload, according to
 1950 university policies. Reviews with modest honoraria support (~\$200) are considered voluntary
 1951 professional community contributions.

1952 Professional community service, beyond the expected contributions, is not a replacement for workload
 1953 expectations of internal service, teaching and/or research.

1954

1955 **Processes and Norms for Annual Workload Assignments**

1956 Faculty workload assignments for the following academic year will be detailed in individual faculty
 1957 letters during the Annual Review process.

1958 Teaching

1959 The Department will make instructional assignments, in consultation with the faculty, by the end of
 1960 Autumn semester for the following Academic Year. This process will include consideration for any
 1961 teaching substitutions for reasons of faculty expectations (*e.g.*, Assistant rank, large funded research
 1962 group), faculty request (*e.g.* course release) and Department assignment (*e.g.*, failure to sustain research
 1963 contributions).

1964 Teaching workload percentage of time for each faculty will be allocated accordingly for instructional
 1965 assignments and student mentoring. Substitutions for new course preparation will be allocated as
 1966 teaching workload percentage time and accompanied with a workplan for how course design (syllabus,
 1967 assignments, course materials, Carmen site) will be completed by the end of the associated semester that
 1968 instructional release occurs.

1969 Internal Committee Contributions

1970 The Department Chair will make internal committee assignments, in consultation with faculty and
 1971 considering College and University committee assignments. Committee assignments will first populate
 1972 Search Committees, then Undergraduate Studies Committee, Graduate Studies Committees, Promotion
 1973 and Tenure Committee, and any special *ad hoc* committees. Standing committees will be populated with
 1974 consideration of faculty interests and rotation of committee membership. Committee membership will
 1975 gradually rotate using three-year (typical) appointments to foster new perspectives, to develop experience
 1976 for committee leadership, and to allow faculty exposure to all aspects of departmental operations.

1977 Internal committee contribution workload percentage of time will be allocated according to committee
 1978 assignments with the goal that all faculty assume an average workload percentage. Variations of internal
 1979 committee workload percentage from average values will typically only occur for circumstances of early-
 1980 year Assistant (Professional) Professors (5%) or special Department assignments.

1981 Research, Scholarship and Creative Expression

1982 The Department Chair will make appropriate adjustments to the research workload percentage of time
 1983 resulting from applied substitutions. These adjustments will be accompanied by a workplan detailing
 1984 planned research contributions.

1985 Professional Community Contributions

1986 Professional committee contributions will usually be allocated according to the average workload
 1987 percentage and will be accompanied by a workplan detailing professional community contributions.

1988

1989

1990 **Dashboard**

- 1991 The Department does not have a formal dashboard structure to provide transparency on workload
1992 assignments over time (e.g. 3-year range) to allow for equity analyses. Annually, faculty committee
1993 assignments (CEGE, COE, OSU) and teaching assignments are posted to the CEGE Shared Drive. Prior
1994 year copies of these documents are available as archives in the CEGE Shared Drive.
- 1995 An audit of institutional committee assignments was undertaken as part of the 2024-2025 Workload
1996 Revision activity and found to reflect the aspirational guidance set out by the task force in this document.

1997 **Appendix III – Allocation of Teaching Support**

1998 As budgets permit, undergraduate grading support and graduate teaching assistantships (GTA) will be
1999 allocated to equalize the varying demands of teaching assignments.

2000 **Undergraduate Graders**

2001 Undergraduate grading support will be assigned on the basis of 5 hours of support per 40 students
2002 enrolled in a 3-credit lecture section.

2003 Undergraduate grader payroll authorizations must be completed prior to the start of the semester so that
2004 students are authorized to complete course-related work assignments.

2005 No later than Nov. 15 (Fall semester) or Apr. 1 (Spring semester), a solicitation of applications for grade
2006 positions will be sent to undergraduate students in CEGE. A Qualtrics survey is used so students can
2007 specify which courses they have taken previously and received a B+ or higher grade. **Instructors who**
2008 **would like a particular student to serve as a grader in their class must prompt the undergraduate**
2009 **to apply by the deadline.** A list of grader applicants will be circulated to instructors, including
2010 associated faculty, so that instructors can indicate which students that they prefer as a grader for which
2011 class. Preferences must be supplied to the Department by Dec. 10 (Fall semester) or Apr. 25 (Spring
2012 semester) so that payroll authorizations can be prepared and submitted. The Department cannot
2013 guarantee graders will be hired in sufficient time to be available at the start of semester if requests are
2014 received after this date.

2015 **Graduate Teaching Assistants**

2016 Graduate teaching assistants will be assigned on the basis of 140 credit-hours per semester of a ‘core’
2017 course lecture with a large enrollment (O ~ 100 students). Graduate teaching assistants will be assigned
2018 on the basis of 140 credit-hours per semester, instead of the equivalent 10 hours per week, out of the
2019 recognition that all work is not uniformly distributed across the semester (*e.g.*, exam grading that is
2020 expected to be a contribution of the GTA).

2021 **CEGE GTA Process and Guidelines**

2022 **Overview**

- 2023 • CEGE currently has approximately 10 full time (excludes summer support) GTA appointments
2024 available per year.
- 2025 • CEGE will use GTA support to:
- 2026 ○ balance faculty workload due to large sections
- 2027 ○ provide support for students nearing graduation
- 2028 ○ recruit top students to our program
- 2029

2030 **GTA Assignment Process and Guidelines**

- 2031 • GTAs will be assigned by Associate Chair (in consultation w/ Department Chair and Graduate
2032 Program Coordinator).
- 2033 • Guidelines for assignment.
- 2034 1. For large sections (100+) courses and labs
- 2035 2. Achieve “balance” between faculty receiving support
- 2036 3. Extend funding support for students (1:1 grant-to-GTA match)

- 2037 4. Provide balance to students receiving support
2038 5. Consider continuity/training required for lab GTAs
2039 6. Preference to support students near graduation over early career students
2040 7. New students considered in exceptional circumstances
2041

2042 ***GTA Assignment Priority***

- 2043 • Funding to recruit top students(suggest a yield of 3-5 students per year); these will constitute
2044 future year commitments
2045 • Current PhD students; 1:1 funding support match required from advisor
2046 • Current MS (Thesis) students; 1:1 funding support match required from advisor
2047 • Current MS (Non-Thesis) students in circumstances of exceptional course need
2048

2049 ***GTA Application and Assignment Time Line***

- 2050 • Application sent out to students
2051 ○ Graduate Program Coordinator will work with students being recruited with GTA support to
2052 get application submitted.
2053 ○ Current students will be sent application on March 1 and have a deadline for submission by
2054 April 1.
2055 • GTA assignments are due to College HR on June 1 for processing
2056 • GTA assignments are due for review/coordination by Department on May 1.
2057 • Current students receiving GTA support will be notified by May 1.
2058

2059 ***Position Description/Tentative Duties***

2060 The following are duties that a faculty may request a GTA (non-lab course) to perform during their
2061 appointment. Instructors will work with course GTA(s) to develop a written ‘contract’ of expectations
2062 that sets out the scope of activities to be performed.

- 2063 • Grade quizzes, exams, projects, and reports (assumes homework is graded by undergraduate
2064 grader)
2065 • Oversee undergraduate graders
2066 • Manage Carmen course page (including grade management)
2067 • Hold office hours
2068 • Cover class due to faculty travel (limited)
2069 • Develop homework/quiz/exam solutions
2070 • For half-time GTAs (10 hours/week) duties should not exceed 140 hours for the semester
2071 • For a full-time GTA (20 hours/week) duties should not exceed 280 hours for the semester In
2072 addition to the duties above, GTAs responsible for labs will be responsible for the following:
2073 • Participate in safety training
2074 • Participate in lab training
2075 • Participate in lab prep and clean-up
2076 • Procurement of materials
2077

2078 **See the University GTA guidelines [here](#).**

2079
2080

2081 **Appendix IV – Faculty Release Time Guidelines**

2082 **Department of Civil, Environmental and Geodetic Engineering (CEGE) Release Time Guidelines**
2083 (Effective 9/20/2019; Revised 12/7/2021)

2084 *Budgeting Release Time and Off Duty Pay (ODP) in a Proposal*

2085 CEGE does not mandate a release time percentage for a proposal. Faculty members are encouraged to
2086 budget sufficient funding in a proposal for ODP and research incentives.

2087 • **9-month faculty:** Release time can be charged monthly only between September and May.

2088 • **12-month faculty:** Release time can be charged monthly.

2089 Release time will be calculated for faculty based upon their annual base salary plus benefits.

2090 *ODP Policy*

2091 While 3 months of Off Duty Pay (ODP) are possible for 9-month faculty, per OSU policy, the maximum
2092 ODP that can be billed to OSP grants is 2.5 months. Faculty in CEGE may bill 1 month ODP directly to
2093 grant or other funding sources. Additional ODP compensation is allowable only after making an
2094 equivalent (1:1) contribution of release time. Note that university funds applied to ODP are not subject to
2095 a 1:1 match.

2096 *Course Teaching Release*

2097 Faculty in CEGE may be released from one 3-credit equivalent course load of teaching by charging 16%
2098 salary to active grant funds. Requests should be submitted to the Department Chair as early as possible,
2099 but no later than 3.5 months in advance of the academic semester that release will occur – Sept. 15 for SP
2100 semester release, May 15 for AU semester release. The Department Chair will apply due diligence to
2101 develop a remedy that can be implemented, including reassigning instructors, hiring an adjunct,
2102 cancelling a class offering; however, circumstances may arise in which a course assignment release must
2103 be deferred for inclusion in planning to a future semester.

2104 All funds for course teaching release will be retained by the Department with no funds returned to a
2105 research incentives account. Credit toward release time for Discovery Theme faculty will be counted in
2106 full, even though only half of the funds will remain in the Department.

2107 All faculty must teach at least one 3-credit equivalent course load in an academic year.

2108 *Research Incentives*

2109 The department will return 50% of a faculty member's release time for salary (not benefits) to a research
2110 incentives account. Credit toward release time for Discovery Theme faculty will be counted in full, even
2111 though only half of the funds will remain in the Department; in this case, the Department foregoes the
2112 Department portion of funds and the faculty will receive the full allocated percentage. Research
2113 incentives will be distributed once per year in July for the previous year's activity and will be designated
2114 to a faculty member's CEGE account as follows:

2115 - Org 14270 – Fund 017000 – Program Number (Faculty Specific)

2116 Note that the Chair may decide to decrease the percentage return to faculty in cases when extra cash
2117 reserves are needed such as for strategic departmental investment.

2118 *Cost Sharing*

2119 CEGE will not typically cost share. If cost sharing is written into a proposal without prior approval by the
2120 Chair, any requested money will be deducted from a faculty/staff member's research incentive account.