

1 **Pattern of Administration**
2 **for**
3 **The Ohio State University**
4 **Department of Computer Science**
5 **and Engineering**

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8
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Computer Science and Engineering Pattern of Administration

Table of Contents

1			
2			
3	I	Introduction.....	3
4	II	Departmental Mission.....	3
5	III	Academic Rights and Responsibilities	3
6	IV	Faculty and Voting Rights	3
7	V	Organization of Department Services and Staff	4
8	VI	Overview of Department Decision-Making	5
9	VII	Department Administration	5
10		A Chair	5
11		B Other Administrators.....	6
12		C Committees.....	7
13	VIII	Faculty Meetings.....	9
14	IX	Distribution of Faculty Duties, Responsibilities, and Workload	10
15		A Tenure-track Faculty	11
16		i Special Assignments	12
17		B Professional Practice Faculty	12
18		C Research Faculty	13
19		D Associated Faculty	13
20		E Modification of Duties	13
21	X	Course Offerings, Teaching Schedule, and Grade Assignments	14
22	XI	Allocation of Department Resources.....	14
23	XII	Leaves and Absences.....	15
24		A Discretionary Absence	15
25		B Absence for Medical Reasons.....	15
26		C Unpaid Leaves of Absence.....	15
27		D Faculty Professional Leave (FPL).....	15
28		E Parental Leave.....	15
29	XIII	Additional Compensation and Outside Activities	16
30	XIV	Financial Conflicts of Interest.....	16
31	XV	Grievance Procedures	17
32		A Salary Grievances.....	17
33		B Faculty Promotion and Tenure Appeals.....	17
34		C Faculty and Staff Misconduct	17
35		D Harassment, Discrimination, and Sexual Misconduct	17
36		E Violations of Laws, Rules, Regulations, or Policies	17
37		F Complaints by and about Students	18
38		G Academic Misconduct.....	18
39	Appendix A:	Faculty Teaching Load Algorithm.....	19
40	Appendix B:	Remote Work Guidelines	24
41	Appendix C:	CSE Grade Grievance Guidelines	25
42			

Computer Science and Engineering Pattern of Administration

I Introduction

This document provides a brief description of the Department of Computer Science and Engineering as well as a description of its guidelines and procedures. It supplements the [Rules of the University Faculty](#), and other policies and procedures of the university to which the Department and its faculty are subject. The latter rules, policies and procedures, and changes in them, take precedence over statements in this document.

This Pattern of Administration must be reviewed and either revised or reaffirmed on appointment or reappointment of the Department Chair. In keeping with Faculty Rule [3335-3-35\(C\)\(2\)](#), within the first year of their appointment or reappointment, the Department Chair shall review the Pattern of Administration in consultation with the faculty. Any revisions shall be made with broad faculty input, obtained in a manner consistent with the Department's established practices and procedures including a vote on changes to the document. At other times, revisions may be proposed by the Department Chair or recommended to the Department Chair by Department committees or members of the faculty. The process for revision is the same as above. All revisions, as well as periodic reaffirmation, are subject to approval by the College of Engineering and the Office of Academic Affairs.

II Departmental Mission

The Department of Computer Science and Engineering will be a national leader in impactful computing research and education. We will create, teach, and actualize the principles that connect computing and society while advancing the forefront of foundational computer science into various interdisciplinary realms. Through the active engagement of faculty and staff in innovative and highly ranked programs, we will train the next generation of computing professionals to be thoughtful and connectional problem solvers. Our students, faculty, and staff will be drawn from wide-ranging backgrounds to build a culture wherein teamwork is the operational principle, respect for differences is the norm, and trust in others is a redeeming value. We will enable the university to fulfill its land grant mission and meet the needs of the state of Ohio and the nation. We will work with key academic partners within and outside of OSU, and with key industrial partners, in pursuit of our research and educational endeavors.

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 faculty of this Department includes tenure-track, professional practice, and research faculty with compensated FTEs of at least 50% in the Department, and associated faculty as enumerated in the Appointments, Promotion, and Tenure Document.

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

The Department of Computer Science and Engineering makes professional practice faculty appointments. Professional practice faculty titles are professional practice assistant professor, professional practice associate professor, and professional practice professor.

Computer Science and Engineering Pattern of Administration

1 Professional practice faculty may vote in all matters of Department governance except tenure-track
2 appointment, promotion and tenure decisions and research faculty appointment, reappointment, and
3 promotion decisions. Any professional practice faculty member appointed by the unit may stand for election
4 to serve as a representative in the University Senate subject to representation restrictions noted in [Faculty](#)
5 [Rule 3335-7-11\(C\)\(2\)](#).
6

7 The Department of Computer Science and Engineering makes research appointments. Research faculty titles
8 are research assistant professor, research associate professor, and research professor.
9

10 Research faculty may vote in all matters of Department governance except tenure-track appointment,
11 promotion, and tenure decisions and professional practice faculty appointment, reappointment, and
12 promotion decisions.
13

A Professional Practice Faculty Appointment Cap

14 This Department's appointment cap on professional practice faculty in relation to the total of tenure-
15 track, professional practice and research faculty is established in the [college pattern of administration](#).
16 The number of professional practice faculty members must always be fewer than the number of tenure-
17 track faculty members in the Department.
18
19

B Research Faculty Appointment Cap

20 This Department's number of research faculty will be no more than 20% of the number of tenure-track
21 faculty, with research faculty positions always constituting a minority with respect to the number of
22 tenure-track faculty in the unit. A majority vote of the Department's tenure-track faculty is required to
23 alter this appointment cap.
24
25
26
27

28 The Department of Computer Science and Engineering makes associated faculty appointments. Associated
29 faculty titles include tenure-track faculty on less than a 50% appointment, adjunct titles, lecturer titles, and
30 visiting titles. Associated faculty in this Department are invited to participate in discussions on non-
31 personnel matters, but may not participate in personnel matters, including appointment, reappointment, and
32 promotion and tenure reviews, and may not vote on any matter.
33

34 Emeritus faculty in this Department are invited to participate in discussions on non-personnel matters, but
35 may not participate in personnel matters, including appointment, promotion and tenure reviews, and may not
36 vote on any matter.
37

38 Detailed information about the appointment criteria and procedures for the various types of faculty
39 appointments made in this Department is provided in the [Appointments, Promotion and Tenure Document](#).
40

V Organization of Department Services and Staff

41 Department services are provided by administrative staff in accordance with university policy. The major
42 services within the department are:
43
44

- 45 • Administrative assistance for Chair, Associate Chairs, faculty, staff, and programs (reports to Chair)
- 46 • Department communications (reports to Chair)
- 47 • Business processes including finance and reimbursement (reports externally to department)
- 48 • Human resource services for personnel management (reports externally to department)
- 49 • Grant administration, including budgeting and preparation of research proposals (reports to Chair)
- 50 • Academic Services, including class scheduling and instructor/teaching assistant assignment (reports to
51 Associate Chair for Academic Programs)
52

Computer Science and Engineering Pattern of Administration

- 1 • Undergraduate Advising Services (reports to Associate Chair for Academic Operations)
- 2 • Graduate Program administration (reports to Associate Chair for Academic Operations)
- 3 • Hackathon and Informal Learning Programs (reports to Chair)
- 4 • Building Coordinator for managing building requests (reports externally to department)
- 5 • Educational Technology Services for technology and computing needs (reports externally to
- 6 department)
- 7 • Development and advancement activities (reports externally to department)

8
9 Staff members meet periodically with the Chair and Associate Chairs to coordinate their activities.

10 11 **VI Overview of Department Decision-Making**

12
13 Policy and program decisions are made in a number of ways: by the Department faculty as a whole, by
14 standing or special committees of the Department, or by the Department Chair. The nature and importance
15 of any individual matter determine how it is addressed. Department governance proceeds on the general
16 principle that the more important the matter to be decided, the more inclusive participation in decision
17 making needs to be. Open discussions, both formal and informal, constitute the primary means of reaching
18 decisions of central importance.

19 20 **VII Department Administration**

21 22 **A Chair**

23
24 The primary responsibilities of the Chair are set forth in Faculty Rule [3335-3-35](#). This rule requires the
25 Chair to develop, in consultation with the faculty, a Pattern of Administration with specified minimum
26 content. The rule, along with Faculty Rule [3335-6](#), also requires the Chair to prepare, in consultation
27 with the faculty, a document setting forth policies and procedures pertinent to appointments,
28 reappointments, promotion and tenure.

29
30 Other responsibilities of the Chair, not specifically noted elsewhere in this Pattern of Administration, are
31 paraphrased and summarized below.

- 32
33 1. To uphold expectations of the Leadership Philosophy:
- 34 • Uphold Ohio State's [Shared Values](#) and engender trust through words and actions.
 - 35 • Care for people and create conditions for well-being and productivity.
 - 36 • Set clear direction and goals for their teams and align to the mission of the Department.
 - 37 • Solve problems and support their teams to adapt to changing contexts.
 - 38 • Drive cross-functional collaborations to advance goals of the Department.
 - 39 • Demonstrate commitment to continuous growth for themselves and their teams.
- 40
41 2. To have general administrative responsibility for Department programs, subject to the approval of
42 the dean of the college, and to conduct the business of the Department efficiently. This broad
43 responsibility includes the acquisition and management of funds and the hiring and supervision of
44 faculty and staff. The role of the chair in making faculty appointments is specified in the CSE
45 Appointments, Promotion and Tenure document.
- 46
47 3. To plan with the members of the faculty and the dean of the college a progressive program; to
48 encourage research and educational investigations.
- 49
50 4. To assign workload according to the Department's workload guidelines (see Section IX) and faculty
51 appointment type (and rank).

Computer Science and Engineering Pattern of Administration

- 1
2 5. To evaluate and improve instructional and administrative processes on an ongoing basis; to promote
3 improvement of instruction by providing for the evaluation of each course when offered, including
4 written evaluation by students of the course and instructors, and periodic course review by the
5 faculty.
6
- 7 6. To evaluate faculty members annually in accordance with both university and Department
8 established criteria; to inform faculty members when they receive their annual performance and
9 merit review of their right to review their primary personnel file maintained by the Department and
10 to place in that file a response to any evaluation, comment, or other material contained in the file.
11
- 12 7. After consultation with the eligible faculty, to make recommendations to the dean of the college
13 regarding appointments, reappointments, promotions, dismissals, and matters affecting the tenure of
14 members of the Department faculty, in accordance with procedures set forth in Faculty Rules [3335-](#)
15 [6](#) and [3335-7](#) and this Department's Appointments, Promotion and Tenure Document.
16
- 17 8. To see that all faculty members, regardless of their assigned location, are offered the privileges and
18 responsibilities appropriate to their appointment type and rank; and, in general, to lead in
19 maintaining a high level of morale.
20
- 21 9. To maintain a curriculum vitae for all personnel teaching a course in the Department's curriculum.
22
- 23 10. To see that adequate supervision and training are given to those members of the faculty and staff
24 who may profit by such assistance.
25
- 26 11. To prepare, after consultation with the faculty, annual budget recommendations for the
27 consideration of the dean of the college.
28
- 29 12. To facilitate and participate in prescribed [academic program review](#) processes, in collaboration with
30 the dean of the college and the Office of Academic Affairs.
31

32 Day-to-day responsibility for specific matters may be delegated to others, but the Chair retains final
33 responsibility and authority for all matters covered by this Pattern, subject when relevant to the approval
34 of the dean, Office of Academic Affairs, and Board of Trustees.
35

36 Operational efficiency requires that the Chair exercise a degree of autonomy in establishing and
37 managing administrative processes. The articulation and achievement of Department academic goals,
38 however, are most successful when all faculty members participate in discussing and deciding matters of
39 importance. The Chair will therefore consult with the faculty on all educational and academic policy
40 issues and will respect the principle of majority rule. When a departure from majority rule is judged to
41 be necessary, the Chair will explain to the faculty the reasons for the departure, ideally before action is
42 taken.
43

B Other Administrators

44
45

46 Three Associate Chairs are appointed by the Department Chair after consulting with the faculty and staff
47 members of the Department. The Associate Chairs report directly to the Department Chair.
48

49 The Associate Chair for Academic Programs is responsible for academic affairs of the Department
50 involving faculty teaching assignments, and curriculum development. The Associate Chair will
51 coordinate the activities of the Curriculum Committee and the Graduate Admissions committee, as well
52 as undergraduate honors program, student organizations, and interactions with the science/engineering

Computer Science and Engineering Pattern of Administration

1 library. The Associate Chair acts as a resource for Faculty Search Chair in coordinating hiring and
2 promotion activities.

3
4 The Associate Chair for Academic Operations is responsible for academic affairs of the Department
5 involving our undergraduate programs and graduate programs. The Associate Chair will coordinate the
6 activities of the Undergraduate Studies Committee and the Graduate Studies Committee, as well as
7 undergraduate advising. The Associate Chair acts as a resource for the Promotion & Tenure Committee
8 Chair.

9
10 The Associate Chair for Growth is responsible for strategic departmental program development
11 activities involving creation of new educational programs and center-scale research programs. The
12 Associate Chair will provide input to the Chair for the development of a strategic growth plan for the
13 department; work with the faculty to bootstrap large-scale team science activities within CSE and with
14 COE/OSU partners; work with the Chair in developing business and resource plans and otherwise
15 responding to strategic initiatives across the university; and help in the development of models for
16 partnering with industry and government. The Associate Chair will also coordinate activities related to
17 our faculty and staff recognitions and awards.

18
19 The three Associate Chairs coordinate in areas of overlap, including program related policies,
20 procedures, planning tasks, new curricula and degrees, computing and space.

21 **C Committees**

22
23
24 Much of the development and implementation of the Department's policies and programs is carried out
25 by standing and ad hoc committees. The Chair is an ex officio member of all Department committees
26 and may vote as a member on all committees except the Committee of Eligible Faculty (also known in
27 this Department as the Promotion and Tenure Committee). Associate Chairs also serve as voting ex
28 officio members on committees related to their responsibilities and may vote as a member of the
29 Committee of Eligible Faculty if they are eligible.

30
31 The Chair will solicit from the faculty their interest in serving on committees. The Chair appoints all
32 members on an annual basis; the Chair will try to balance committee needs and the interests of the
33 faculty in assignments. In general, the intent is that faculty members should rotate between committees
34 every 3 to 4 years. The size of each committee will vary depending on the expected workload of each
35 committee.

36
37 Each departmental committee also has an associated Committee Chair. Chairs are appointed by the
38 Department Chair on an annual, rotating basis, with an expected term of 3 years. Deviations from this
39 length are permitted based on the needs of the Department and individuals. In order to provide for
40 succession and training, in the penultimate year of a Committee Chair's appointment, the Department
41 Chair appoints a shadow Committee Chair to the committee, who works with the Committee Chair to
42 learn the function of the committee. The shadow Committee Chair then takes over as Committee Chair
43 the following year. Special selection procedures and term limits for Chair of the Promotion and Tenure
44 Committee are outlined below.

45
46 The Chair of the Promotion and Tenure (P&T) Committee (also known as the Chair of the Committee of
47 the Eligible Faculty) will be selected by the Department Chair with the input of members of the P&T
48 Committee. The Chair of the P&T Committee will be a tenured CSE faculty member, other than the
49 Department Chair, holding the rank of Professor. The Department Chair solicits the input of members of
50 the P&T committee through a ballot listing all eligible candidates for P&T chair; members select up to
51 three candidates. The ranked list of candidates is provided to the Department Chair, who selects the

Computer Science and Engineering Pattern of Administration

1 P&T Chair based on Department and individual needs. To ensure adequate rotation and load sharing, the
2 Chair of the P&T Committee will not be eligible to serve for more than two consecutive years.

3
4 The Department Chair may also appoint vice chairs for committees for various purposes, typically
5 because of an unexpectedly high workload in a committee.

6
7 Standing committees of the Department include:

8
9 Undergraduate Studies Committee, in charge of undergraduate programs and accreditation of
10 engineering degrees within the department. This committee will consist of at least four tenure track
11 faculty or professional practice faculty. Staff representatives of academic services and student advising
12 serve as voting members of this committee. A student representative of each degree offered by the
13 department may be appointed by the Associate Chair for Academic Operations; such representatives
14 may vote on department matters but should not be present for discussion of individual student petitions.

15
16 Graduate Studies Committee, in charge of graduate programs, exams, and petitions within the
17 department. This committee will consist of at least four members of the graduate faculty. Staff
18 representing academic services and graduate program administration serve as voting members of this
19 committee. Graduate student representatives may be appointed by the Associate Chair for Academic
20 Operations; appointed graduate students are voting members of the committee for matters of program
21 and policy decisions, but may not participate in the discussion of graduate student petitions.

22
23 Graduate Admissions Committee, in charge of admissions to the graduate program in the department.
24 This committee will consist of at least six tenure track faculty, professional practice faculty, or research
25 faculty. Staff representing graduate program administration serve as non-voting members of this
26 committee. Graduate student representatives may be appointed by the Associate Chair for Academic
27 Operations as non-voting members of this committee.

28
29 Curriculum Committee, in charge of evaluating and approving new or revised courses and concurrence
30 requests from other departments. This committee will consist of at least four tenure track faculty or
31 professional practice faculty. Staff representing academic services and student advising serve as voting
32 members of this committee. One undergraduate and one graduate student may be appointed by the
33 Associate Chair for Academic Operations as voting members of this committee.

34
35 Space Committee, in charge of space allocation and developing long term space initiatives. This
36 committee will consist of at least three tenure track faculty, professional practice faculty, or research
37 faculty. Staff members may be appointed to this committee as voting members. One graduate student
38 representative may be appointed by the Associate Chair for Academic Operations as a voting member of
39 this committee.

40
41 Faculty Search Committee, in charge of evaluating faculty candidates and providing recommendations
42 for hiring to the Department Chair, as well as forwarding candidates for associate or higher rank to the
43 Promotion and Tenure committee. This committee will consist of at least four tenure track faculty. The
44 committee should have at least one (and possibly more) professional practice faculty if possible when
45 there is a search for professional practice faculty. The committee should have at least one (and possibly
46 more) research faculty if possible when there is a search for research faculty. Staff members and
47 graduate students may be appointed to this committee as non-voting members.

48
49 Outreach and Engagement Committee, in charge of developing and maintaining external connections,
50 advancement, and partner engagement. The committee coordinates with the External Advisory Council.
51 This committee will consist of at least four tenure track faculty, professional practice, or research

Computer Science and Engineering Pattern of Administration

1 faculty. Staff, including staff representing development activities, may be appointed to this committee as
2 voting members.

3
4 Student, Staff, And Faculty Experience (SSAFE) Committee, in charge of improving well-being and
5 enriching the experience of the Department community including students, staff and faculty. This
6 committee will consist of at least five tenure track faculty, professional practice or research faculty.
7 Staff representatives of academic services and student advising serve as voting members of this
8 committee. Student representatives may be appointed by the Associate Chair of Academic Operations as
9 voting members.

10
11 External Advisory Council, in charge of advising and supporting the Chair in academic planning
12 and enrichment, strategic growth, including expansion of its instruction educational and research
13 programs expansion, collaborations with industrial partners and to expand connections where
14 appropriate, advancement, and strategic initiatives. Members of this council are selected according to
15 the [EAC Charter and By-Laws](#).

16
17 Executive Committee, comprised of the department chair, associate chairs and the chairs of the
18 undergraduate studies, graduate studies, graduate admissions, curriculum, space, faculty search,
19 outreach and engagement, SSAFE (student, staff, and faculty experience), and promotion and tenure
20 committees, provides advice on departmental matters. The committee is convened on an ad hoc basis,
21 and may be called by any member.

22
23 The Department Chair may constitute ad hoc committees to handle special issues or opportunities that
24 may arise outside or between the purview of standing committees. Work conducted as part of an ad hoc
25 committee will be considered as part of the service load of faculty members.

VIII Faculty Meetings

26
27 Reference: [Faculty Rule 3335-5-18](#)

28
29
30
31 The Chair will provide to the faculty a schedule of Department faculty meetings at the beginning of each
32 academic term. The schedule will provide for at least one meeting per semester and normally will provide
33 for monthly meetings. A call for agenda items and completed agenda will be delivered to faculty by e-mail
34 before a scheduled meeting. Reasonable efforts will be made to call for agenda items at least seven days
35 before the meeting, and to distribute the agenda by e-mail at least three business days before the meeting. A
36 meeting of the Department faculty will also be scheduled on written request of 25% of the faculty. The
37 Chair will make reasonable efforts to have the meeting take place within one week of receipt of the request.
38 The Chair will distribute minutes of faculty meetings to faculty by e-mail—within seven days of the meeting
39 if possible. These minutes may be amended at the next faculty meeting by a simple majority vote of the
40 faculty who were present at the meeting covered by the minutes.

41
42 Special policies pertain to voting on personnel matters, and these are set forth in the Department's
43 [Appointments, Promotion and Tenure Document](#).

44
45 For purposes of discussing Department business other than personnel matters, and for making decisions
46 where consensus is possible and a reasonable basis for action, a quorum will be defined as a simple majority
47 of all faculty members eligible to vote.

48
49 Either the Chair or one-third of all faculty members eligible to vote may determine that a formal vote
50 conducted by written ballot is necessary on matters of special importance. For purposes of a formal vote, a
51 matter will be considered decided when a particular position is supported by at least a majority of all faculty
52 members eligible to vote. Balloting will be conducted by mail or e-mail when necessary to assure maximum

Computer Science and Engineering Pattern of Administration

1 participation in voting. When conducting a ballot by mail or email, faculty members will be given one week
2 to respond.

3
4 When a matter must be decided and a simple majority of all faculty members eligible to vote cannot be
5 achieved on behalf of any position, the Chair will necessarily make the final decision.

6
7 The Department accepts the fundamental importance of full and free discussion but also recognizes that
8 such discussion can only be achieved in an atmosphere of mutual respect and civility. Normally Department
9 meetings will be conducted with no more formality than is needed to attain the goals of full and free
10 discussion and the orderly conduct of business. However, Robert's Rules of Order will be invoked when
11 more formality is needed to serve these goals.

IX Distribution of Faculty Duties, Responsibilities, and Workload

12
13
14
15
16 Faculty roles and responsibilities are described in the initial letter of offer. Workload assignments and
17 expectations for the upcoming year are addressed as part of the annual performance and merit review by the
18 Chair based on Department needs as well as faculty productivity and career development.

19
20 During on-duty periods, faculty members are expected to be available for interaction with students, research,
21 and Department meetings and events even if they have no formal course assignment. Every member of the
22 faculty who is assigned instruction is expected to establish and maintain regular office hours and to advertise
23 them in an easily accessible manner. On-duty faculty members should not be away from campus for
24 extended periods of time unless on an approved leave (see section XII) or on approved travel.

25
26 Telework exception: Faculty members with responsibilities requiring in-person interaction are to work
27 at a university worksite to perform those responsibilities. Telework and the use of remote, virtual
28 meetings are allowed at the discretion of the Chair if such work can be performed effectively and faculty
29 members are able to fulfill their responsibilities. Telework will be encouraged under certain
30 circumstances if it serves the needs of the Department, college, university, and/or community. The Chair
31 has the discretion to require faculty to work on campus if there are concerns that responsibilities are not
32 being fulfilled through telework. See also Appendix B.

33
34 The guidelines outlined here do not constitute a contractual obligation. Fluctuations in the demands and
35 resources of the Department and the individual circumstances of faculty members may warrant temporary
36 deviations from these guidelines.

37
38 A full-time faculty member's primary professional commitment is to Ohio State University and the
39 guidelines below are based on that commitment. Faculty who wish to engage in outside activities during on-
40 duty periods (including teaching at another institution; conducting research for an entity outside of Ohio
41 State; external consulting) must submit an [Outside Activities Approval Form](#) and obtain approval from the
42 TIU head before engaging in any outside activities. Information on faculty conflicts of commitment is
43 presented in the university's [Policy on Outside Activities and Conflicts](#).

44
45 In crisis situations, such as life-threatening disease (COVID, for example) or physical dangers (natural
46 disasters, for example), faculty duties and responsibilities may be adjusted by the Chair to take into account
47 the impact over time of the crisis. These adjustments may include modifying research expectations in order
48 to maintain teaching obligations. These assignment changes must be considered in annual reviews.

49
50 Appendix A provides a description of how workload assignment is realized, including a table of the
51 workload percentages across all faculty.

52

Computer Science and Engineering Pattern of Administration

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 workload expectation for full-time tenure-track faculty members is 35-50% time allocation to total workload. Faculty members are also expected to advise undergraduate and graduate students and supervise independent studies and thesis and dissertation work.

Adjustments to the standard teaching assignment may be made to account for teaching a new class, the size of the class, whether the class is taught on-line or team-taught, and other factors that may affect the preparation time involved in teaching the course. Reductions may be made for releases and flex credits as outlined in Appendix A.

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

The Chair is responsible for making teaching assignments on an annual basis, and may decline to approve requests for adjustments when approval of such requests is not judged to be in the best interests of the Department. All tenure-track faculty members must contribute to the mission of education (formal instruction and student advising) over the course of the academic year.

Scholarship

All tenure-track faculty members are expected to be engaged in scholarship as defined in the Department's [Appointments, Promotion, and Tenure Document](#). The standard scholarship workload expectation for full-time tenure-track faculty members is 30-55% time allocation to total workload. Faculty will be expected (with exceptions for extenuating circumstances) to publish regularly in high quality peer-reviewed conferences and/or journals as well as in other appropriate venues, such as edited book chapters of similar quality and length as articles. Faculty engaged in basic or applied research are expected to attract extramural funding in the form of release time and support of graduate students at a level that is commensurate with rank. Faculty are strongly encouraged to engage in and lead appropriate team science activities that enhance the impact of their research program.

Service

Faculty members are expected to be engaged in service to the Department, university, profession, and community. The standard service workload expectation for full-time tenure-track faculty members is 10-20% time allocation to total workload. Typically this will include service on two committees within the Department and possibly one outside the unit. This pattern can be adjusted depending on the nature of the assignment (e.g. service as committee chair, service on a particularly time-intensive committee,

Computer Science and Engineering Pattern of Administration

1 organizing a professional conference, leadership in an educational outreach activity, service in an
2 administrative position within the Department, college, or university).

3
4 All faculty members are expected to attend and participate in faculty meetings, recruitment activities,
5 and other Department events.

6
7 Service loads should be discussed and agreed to during annual performance and merit reviews. When
8 heavy service obligations are primarily volunteer in nature, the Department Chair is not obligated to
9 modify the service load of the faculty member (reduce teaching and/or scholarly obligations). If,
10 however, a heavy service load is due to the faculty member's unique expertise, perspective, or voice,
11 this should be noted in the annual performance review letter, considered when distributing the faculty
12 member's other duties, and taken into account for the AMC Process. The Department Chair should also
13 consider this additional service burden in managing equity of service loads among faculty.

14 15 **i Special Assignments**

16
17 Information on special assignments (SAs) is presented in the Office of Academic Affairs [Special](#)
18 [Assignment Policy](#). The information provided below supplements this policy.

19
20 Reasonable efforts will be made to award SA opportunities to faculty members subject to the quality
21 of faculty proposals, including their potential benefit to the Department or university, and the need
22 to assure that sufficient faculty are always present to carry out Department work. The Chair consults
23 with the Associate Chairs to evaluate all SA proposals. The chair's recommendation to the dean
24 regarding an SA proposal will be based on the quality of the proposal and its potential benefit to the
25 Department or university and to the faculty member as well as the ability of the Department to
26 accommodate the SA at the time requested.

27 28 **B Professional Practice Faculty**

29
30 The Department of Computer Science and Engineering uses the title Professional Practice Faculty.
31 These appointments exist for faculty members who focus principally on the education needs for the
32 Department. The standard workload expectations for full-time Professional Practice faculty members on
33 the practice pathway are 50-60% teaching, 20-30% scholarship, and 10-20% service. The standard
34 workload expectations for full-time Professional Practice faculty members on the teaching pathway are
35 70-80% teaching, 0-20% scholarship, and 10-20% service. Professional practice faculty are expected to
36 contribute to the university's mission through teaching, as reflected by participation in undergraduate
37 and/or graduate program development and teaching, and to a lesser extent outreach and engagement,
38 inclusive of scholarship. Service expectations are similar to those for the tenure-track.

39
40 All practice pathway professional practice faculty are expected to be active in curriculum development
41 and are expected to advise undergraduate and graduate students and supervise independent studies and
42 thesis and/or dissertation work. They should also be active in outreach and engagement activities
43 (inclusive of scholarship) as defined in the Department's [Appointments, Promotion, and Tenure](#)
44 [Document](#). A faculty member who is active in outreach and engagement may be conducting applied
45 research with entities outside the department, publishing pedagogical innovations in computing, or
46 developing new programs that promote computing practices in other disciplines. Additional examples of
47 outreach and engagement can be found in the department's Appointments Promotion, and Tenure
48 Document. Extramural funding supporting these activities is encouraged but not required.

49
50 All teaching pathway professional practice faculty are expected to be active in curriculum development
51 and excel in delivering the teaching mission of the department. Professional practice faculty on the
52 teaching path will promulgate best practices in teaching by adopting these practices in their own classes,

Computer Science and Engineering Pattern of Administration

1 promoting these practices, and designing and redesigning course curricula and programs based on these
2 practices. They may engage in disseminating such best practices to educators outside OSU, and
3 participate in organizations and conferences that discuss such best practices. They may also experiment
4 with and develop new pedagogical practices with the goal of improving computer science education.
5 Finally, their service should focus on improving student experience, both inside and outside the
6 classroom, including advising and supporting informal education and extracurricular student
7 organizations and activities. Extramural funding supporting these activities is encouraged but not
8 required.

C Research Faculty

10 Research faculty members are expected to contribute to the university's mission primarily via research.

11
12 In accord with Faculty Rule [3335-7-34](#),

13
14
15
16 *a research faculty member may, but is not required to, participate in limited educational*
17 *activities in the area of his or her expertise. However, teaching opportunities for each research*
18 *faculty member must be approved by a majority vote of the Department's tenure-track faculty.*
19 *Under no circumstances may a member of the research faculty be continuously engaged over an*
20 *extended period of time in the same instructional activities as tenure-track faculty.*

21
22 All research faculty members are expected to be engaged in scholarship as defined in the Department's
23 [Appointments, Promotion, and Tenure Document](#). Standard workload expectations for full-time research
24 faculty members are 0-5% teaching, 80-90% research, and 10-20% service, depending on specific
25 expectations as spelled out in the letter of offer. Research faculty will be expected (with exceptions for
26 extenuating circumstances) to publish regularly in high quality peer-reviewed conferences and/or
27 journals as well as in other appropriate venues, such as edited book chapters of similar quality and
28 length as articles. Research faculty are expected to attract extramural funding in the form of 100% FTE
29 salary support and support of graduate students at a level that is commensurate with rank. Research
30 faculty are strongly encouraged to engage in and lead appropriate team science activities that enhance
31 the impact of their research program.

D Associated Faculty

32
33
34
35 Standard workload expectations for lecturer-title compensated associated faculty members are 100%
36 teaching, 0% scholarship, and 0% service, depending on the terms of their individual appointments.

37
38 Associated faculty members with tenure-track titles and appointments <50% FTE will have each
39 dimension of their workload responsibility (teaching, research, service) adjusted proportionally to their
40 appointment level.

41
42 Expectations for compensated visiting faculty members will be based on the terms of their appointment
43 and are comparable to that of tenure-track faculty members except that service is not required.

E Modification of Duties

44
45
46
47 The Department of Computer Science and Engineering strives to be a family-friendly unit in its efforts
48 to recruit and retain high quality faculty members. To this end, the Department is committed to adhering
49 to the College of Engineering's guidelines on modification of duties to provide its faculty members
50 flexibility in meeting work responsibilities within the first year of childbirth/adoption/fostering or care
51 for an immediate family member who has a serious health condition, or a qualifying exigency arising
52 out of the fact that the employee's immediate family member is on covered active duty in a foreign

Computer Science and Engineering Pattern of Administration

1 country or call to covered active duty status. See the OHR [Parental Care Guidebook](#) and the [college](#)
2 [pattern of administration](#) for details. See also Parental Leave in Section XII.

3
4 The faculty member requesting a modification of duties and the Chair should be creative and flexible in
5 developing a solution that is fair to both the individual and the unit while addressing the needs of the
6 university. Expectations for childbirth/adoption/fostering are spelled out on the [college form](#), approved
7 by the dean. Expectations for other leaves must be spelled out in an MOU that is approved by the dean.
8
9

X Course Offerings, Teaching Schedule, and Grade Assignments

11
12 The Associate Chair for Academic Programs will annually develop a schedule of course offerings and
13 teaching schedules in consultation with the faculty, both collectively and individually. While every effort
14 will be made to accommodate the individual preferences of faculty, the Department's first obligation is to
15 offer the courses needed by students at times and in formats, including on-line instruction, most likely to
16 meet student needs. To assure classroom availability, reasonable efforts must be made to distribute course
17 offerings across the day and week. To meet student needs, reasonable efforts must be made to assure that
18 course offerings match student demand and that timing conflicts with other courses students are known to
19 take in tandem are avoided. A scheduled course that does not attract the minimum number of students
20 required by Faculty Rule [3335-8-16](#) will normally be cancelled and the faculty member scheduled to teach
21 that course will be assigned to another course for that or a subsequent semester. Finally, to the extent
22 possible, courses required in any curriculum or courses with routinely high demand will be taught by at least
23 two faculty members across semesters of offering to assure that instructional expertise is always available
24 for such courses.
25

26 If an instructor of record is unable to assign grades due to an unexpected situation (i.e. health or travel), or if
27 they have not submitted grades before the university deadline and are unreachable by all available modes of
28 communication, the Department Chair or designee may determine an appropriate course of action, including
29 assigning a faculty member to evaluate student materials and assign grades for that class. The University
30 Registrar will be made aware of this issue as soon as it is known and will be provided a timeline for grade
31 submission.
32

XI Allocation of Department Resources

33
34
35 The Chair is responsible for the fiscal and academic health of the Department and for assuring that all
36 resources—fiscal, human, and physical—are allocated in a manner that will optimize achievement of unit
37 goals.
38

39 The Chair will discuss the Department budget at least annually with the faculty and attempt to achieve
40 consensus regarding the use of funds across general categories. However, final decisions on budgetary
41 matters rest with the Chair.
42

43 Research space shall be allocated, based on the recommendation of the Department Space Committee, on
44 the basis of research productivity, including external funding, and will be reallocated periodically as these
45 faculty-specific variables change.
46

47 The allocation of office space will include considerations such as achieving proximity of faculty in
48 subdisciplines and productivity and grouping staff functions to maximize efficiency.
49

50 The allocation of salary funds is discussed in the [Appointments, Promotion and Tenure Document](#).
51
52

1 **XII Leaves and Absences**
2

3 In general, there are four types of leaves and absences taken by faculty (in addition to parental leave, which
4 is detailed in the [Parental Care Guidebook](#)). The university's policies and procedures with respect to leaves
5 and absences are set forth on the Office of Human Resources [Policies and Forms website](#). The information
6 provided below supplements these policies.
7

8 **A Discretionary Absence**
9

10 Faculty are expected to complete a travel request or a [request for absence form](#) well in advance of a
11 planned absence (for attendance at a professional meeting or to engage in consulting) to provide time for
12 its consideration and approval and time to assure that instructional and other commitments are covered.
13 Discretionary absence from duty is not a right, and the Chair retains the authority to disapprove a
14 proposed absence when it will interfere with instructional or other comparable commitments. Such an
15 occurrence is most likely when the number of absences in a particular semester is substantial. Rules of
16 the University Faculty require that the Office of Academic Affairs approve any discretionary absence
17 longer than 10 consecutive business days (see Faculty Rule [3335-5-08](#)).
18

19 **B Absence for Medical Reasons**
20

21 When absences for medical reasons are anticipated, faculty members are expected to complete a [request](#)
22 [for absence form](#) as early as possible. When such absences are unexpected, the faculty member, or
23 someone speaking for the faculty member, should let the Chair know promptly so that instructional and
24 other commitments can be managed. Faculty members are always expected to use sick leave for any
25 absence covered by sick leave (personal illness, illness of family members, medical appointments). Sick
26 leave is a benefit to be used—not banked. For additional details see OHR [Policy 6.27](#) and the [Family](#)
27 [and Medical Leave Policy 6.05](#).
28

29 **C Unpaid Leaves of Absence**
30

31 The university's policies with respect to unpaid leaves of absence and entrepreneurial leaves of absence
32 are set forth in OHR [Policy 6.45](#).
33

34 **D Faculty Professional Leave (FPL)**
35

36 Information on faculty professional leaves is presented in the OAA [Policy on Faculty Professional](#)
37 [Leave](#).
38

39 The Chair consults with the Associate Chairs to review all requests for faculty professional leave based
40 on the following criteria: quality of leave activities that would enhance research or teaching
41 productivity, evidence of engagement of external partners in leave, ability of department to cover
42 teaching obligations while on leave. Requests are to be made in writing by the first week of January in
43 order for the Chair to prepare a recommendation to the Dean.
44

45 The Chair's recommendation to the Dean regarding an FPL proposal will be based on the quality of the
46 proposal and its potential benefit to the Department and to the faculty member as well as the ability of
47 the Department to accommodate the leave at the time requested.
48

49 **E Parental Leave**
50

Computer Science and Engineering Pattern of Administration

1 The university, the college, and this Department recognize the importance of parental leave to faculty
2 members. Details are provided in the OHR [Parental Care Guidebook](#), Paid Time Off Program [Policy](#)
3 [6.27](#), and the [Family and Medical Leave Policy 6.05](#).

XIII Additional Compensation and Outside Activities

4
5
6
7 Information on additional compensation is presented in the OAA [Policy on Faculty Compensation](#).
8 Information on paid external consulting is presented in the university's [Policy on Outside Activities and](#)
9 [Conflicts](#). The information provided below supplements these policies.

10
11 This Department adheres to these policies in every respect. In particular, this Department expects faculty
12 members to carry out the duties associated with their primary appointment with the university at a high level
13 of competence before seeking other income-enhancing opportunities. All activities providing additional
14 compensation must be approved by the Chair regardless of the source of compensation. External consulting
15 must also be approved. Faculty members are encouraged to consider conflicts of interest, ethics,
16 commitment and compliance with university and federal agency regulations. Approval will be contingent on
17 the extent to which a faculty member is carrying out regular duties at an acceptable level, the extent to
18 which the extra income activity appears likely to interfere with regular duties, and the academic value of the
19 proposed consulting activity to the Department. In addition, it is university policy that faculty may not spend
20 more than one business day per week on additionally compensated activities and external consulting
21 combined. If additional time is needed, part-time appointments with external entities, with corresponding
22 reduction in FTE at the University, will be considered provided that the faculty develops a rationale with the
23 department and entity for a win-win partnership.

24
25 Faculty with an administrative position (for example, chair, associate/assistant dean, center director) remain
26 subject to the [Policy on Outside Activities and Conflicts](#) and with appropriate approval, are permitted to
27 engage in paid external work activities. However, faculty members with administrative positions are not
28 permitted to accept compensation/honoraria for services that relate to or are the result of their administrative
29 duties and responsibilities.

30
31 Should a Department faculty member wish to use a textbook or other material that is authored by the faculty
32 member and the sale of which results in a royalty being paid to him or her, such textbook or material may be
33 required for a course by the faculty member only if (1) the faculty member's Chair and/or Dean or designee
34 have approved the use of the textbook or material for the course taught by the faculty member, or (2) an
35 appropriate committee of the Department or College reviews and approves the use of the textbook or
36 material for use in the course taught by the faculty member.

37
38 Faculty who fail to adhere to the university's policies on these matters, including seeking approval for
39 external consulting, will be subject to disciplinary action.

XIV Financial Conflicts of Interest

40
41
42
43 Information on faculty financial conflicts of interest is presented in the university's [Policy on Outside](#)
44 [Activities and Conflicts](#). A conflict of interest exists if financial interests or other opportunities for tangible
45 personal benefit may exert a substantial and improper influence upon a faculty member or administrator's
46 professional judgment in exercising any university duty or responsibility, including designing, conducting or
47 reporting research.

48
49 Faculty members with external funding or otherwise required by university policy are required to file
50 conflict of interest screening forms annually and more often if prospective new activities pose the possibility
51 of financial conflicts of interest. Faculty who fail to file such forms or to cooperate with university officials
52 in the avoidance or management of potential conflicts will be subject to disciplinary action.

1
2 In addition to financial conflicts of interest, faculty must disclose any conflicts of commitment that arise in
3 relation to consulting or other work done for external entities. Further information about conflicts of
4 commitment is included in section IX above.

5
6 **XV Grievance Procedures**

7
8 Members of the Department with grievances should discuss them with the Chair who will review the matter
9 as appropriate and either seek resolution or explain why resolution is not possible. Content below describes
10 procedures for the review of specific types of complaints and grievances.

11
12 **A Salary Grievances**

13
14 A faculty or staff member who believes that his or her salary is inappropriately low should discuss the
15 matter with the Chair. The faculty or staff member should provide documentation to support the
16 complaint.

17
18 Faculty members who are not satisfied with the outcome of the discussion with the Chair and wish to
19 pursue the matter may be eligible to file an appeal with the college's Faculty Salary Appeals Committee.
20 A formal salary appeal can also be filed with the Office of Faculty Affairs (see Chapter 4, Section 2 of
21 the Office of Academic Affairs [Procedures and Guidelines Handbook](#)).

22
23 Staff members who are not satisfied with the outcome of the discussion with the Chair and wish to
24 pursue the matter should contact [Employee and Labor Relations](#) in the Office of Human Resources.

25
26 **B Faculty Promotion and Tenure Appeals**

27
28 Promotion and tenure appeals procedures are set forth in Faculty Rule [3335-5-05](#).

29
30 **C Faculty and Staff Misconduct**

31
32 Complaints alleging faculty misconduct or incompetence should follow the procedures set forth in
33 Faculty Rule [3335-5-04](#).

34
35 Any student, faculty, or staff member may report complaints against staff to the Department Chair. The
36 [Office of Employee and Labor Relations](#) in the Office of Human Resources can provide assistance with
37 questions, conflicts, and issues that arise in the workplace.

38
39 **D Harassment, Discrimination, and Sexual Misconduct**

40
41 The [Civil Rights Compliance Office](#) exists to help the Ohio State community prevent and respond to all
42 forms of harassment, discrimination, and sexual misconduct.

- 43
44 1 Ohio State's policy and procedures related to equal employment opportunity are set forth in the
45 university's [policy on equal employment opportunity](#).
- 46
47 2 Ohio State's policy and procedures related to nondiscrimination, harassment, and sexual
48 misconduct are set forth in the university's [policy on nondiscrimination, harassment, and sexual](#)
49 [misconduct](#).

50
51 **E Violations of Laws, Rules, Regulations, or Policies**

Computer Science and Engineering Pattern of Administration

1 Concerns about violations of laws, rules, regulations, or policies affecting the university community
2 should be referred to the [Office of University Compliance and Integrity](#). Concerns may also be
3 registered anonymously through the [Anonymous Reporting Line](#).
4

F Complaints by and about Students

5
6
7 Normally student complaints about courses, grades, and related matters are brought to the attention of
8 individual faculty members. In receiving such complaints, faculty should treat students with respect
9 regardless of the apparent merit of the complaint and provide a considered response. When students
10 bring complaints about courses and instructors to the Associate Chair for Academic Operations, the
11 Associate Chair will first ascertain whether or not the students require confidentiality. If confidentiality
12 is not required, the Associate Chair will investigate the matter as fully and fairly as possible and provide
13 a response to both the students and any affected faculty. If confidentiality is required, the Associate
14 Chair will explain that it is not possible to fully investigate a complaint in such circumstances and will
15 advise the student(s) on options to pursue without prejudice as to whether the complaint is valid or not.
16 See Faculty Rule [3335-8-23](#).
17

18 The Department's procedure for addressing grade grievances is outlined in Appendix C.
19

20 Faculty complaints regarding students must always be handled strictly in accordance with university
21 rules and policies. Faculty should seek the advice and assistance of the Associate Chairs and others with
22 appropriate knowledge of policies and procedures when problematic situations arise.
23

G Academic Misconduct

24
25
26 Faculty members will report any instances of academic misconduct to the [Committee on Academic](#)
27 [Misconduct](#) in accordance with the [Code of Student Conduct](#). See also Board of Trustees Rule [3335-23-](#)
28 [05](#).
29

Computer Science and Engineering Pattern of Administration

1 **Appendix A: Faculty Workload Algorithm**

2
3
4

Preamble

5 Faculty workloads are defined as a combination of teaching, research and service; the distribution of each
6 faculty's workload matches the type of appointment they hold (Tenure Track, Research, Professional
7 Practice, or Lecturer). The CSE policy allows flexibility in these workloads based on the contributions that
8 are made by each faculty member. The intent of the workload policy is to ensure that the CSE Department
9 is effective and efficient in carrying out its teaching, research, outreach, and service responsibilities, while
10 recognizing the need for fairness: acknowledging that faculty members have differing time commitments
11 and/or assignments to activities other than classroom teaching that also contribute to the department's
12 mission, as well as differing needs for special assistance and career development support (e.g., for junior
13 faculty so they have an adequate opportunity to develop an active program leading to promotion).

14
15 There inevitably will be situations that are not covered by the provisions written here, however detailed they
16 might become. These situations will be handled on a case-by-case basis by the Department Chair or his/her
17 delegate, using the above paragraph as the guiding principle.

18
19

Workload allocations

20
21
22
23
24

The Office of Academic Affairs requires each unit to provide a breakdown of percentage time for different activities for each type of faculty position. The following are the general expected ranges per faculty type although individual loads may fall outside of these ranges in unusual cases.

Faculty Type	Teaching/Mentoring	Scholarship	Service
Professor-title faculty			
Tenure track	35-50%	30-55%	10-20%
Professional Practice / practice pathway	50-60%	20-30%	10-20%
Professional Practice / teaching pathway	70-80%	0-20%	10-20%
Research	0-5%	80-90%	10-20%
Lecturer-title faculty			
Lecturer Senior Lecturer	100%	0%	0%

25
26
27
28
29
30

Workloads are for the academic year Autumn-Spring-Summer, recognizing that 9-month faculty are typically off-duty in Summer term. These percentages do not reflect teaching release time that may be obtained by the faculty. Faculty with administrative positions will have differing workloads that should be defined in a memorandum of understanding (MOU).

31 For **lecturer-title faculty**, 100% FTE within a semester is responsible for the equivalent of 12 credit hours
32 and the effort is comprised of 10 credit hours of teaching and 2 credit hours equivalent of teaching support
33 per semester for each of autumn and spring semesters (8 credits in summer semester). Lecturer-title faculty
34 may be assigned under normal circumstances up to 120% FTE in a given semester, in accordance with the
35 university compensation policy.

36
37
38
39
40

For **professor-title faculty**, the percentages above correspond to the expectations for most faculty; individual faculty may have situations that vary outside these percentages. Workloads are defined across the on-duty portion of an academic year and may have different percentages each semester.

Computer Science and Engineering Pattern of Administration

1 Teaching/mentoring consists of multiple activities: course preparation, course delivery, curriculum
2 development, student mentoring. The workload percentages in the table above, particularly for Professional
3 Practice faculty (both tracks), assumes that faculty are given at most two different courses in a semester to
4 prepare (thus saving some effort). For all faculty, if more than two different courses are scheduled in a
5 semester, this should be accounted for in the faculty's workload percentages.

6
7 Faculty workloads are defined in percentage ranges of teaching, research, and service; from year to year the
8 percentages can change as faculty trade off efforts in these categories. The amount of trade-off that is
9 normally allowed is defined through the concept of a *flex credit hour* that can be satisfied by teaching,
10 research, or service. The intent is that one flex credit hour is roughly the workload of one credit hour worth
11 of teaching. Equivalencies for research or service are kept as an independent list maintained by the
12 department and published each year.

Realization of professor-title workload percentages as assignments:

Faculty type	Annual Assignment
Tenure track* Assistant Professor in mandatory tenure year, Associate Professor, Professor	6 credit hours teaching, 3 flex credit hours, 1 credit hour of research advising**, research, service
Tenure track Assistant Professor prior to tenure year***	2 courses (5-7 credit hours) teaching, research, service In years 1, 3, 5, one course can be a seminar (CSE 5xy9) No flex credit hours carryover
Professional Practice / practice pathway	9 credit hours teaching, 6 flex credit hours, outreach and engagement (inclusive of scholarship), service
Professional Practice / teaching pathway	12 credit hours teaching, 9 flex credit hours, service
Research	0 credit hours teaching, 1 credit hour of research advising**, research, service

16
17 * Tenure track faculty who are not research active may be assigned an additional course. Tenure track
18 assistant professors prior to their tenure year may choose to use the assignment for tenured faculty if this is
19 advantageous.

20 **1 credit hour of research advising means undergraduate and/or graduate students enrolling in the faculty
21 member's research relevant courses, including undergraduate research (CSE 4998 and 4999), MS research
22 (CSE 6998 and 6999), and PhD research (CSE 8998 and 8999).

23 *** The reduction of flex credit hours represents the department's monetary commitment to the faculty
24 member, and will be reflected as a component of the overall startup package for the faculty member.

25
26 These definitions are general expectations; a faculty's specific assignment should generally fall within this
27 range. Exceptions to the pattern above should be documented through a memorandum of understanding (for
28 example, in the cases of faculty with split appointments, or faculty who have been newly hired), but should
29 remain consistent with the principles of this assignment.

Definition of flex credit hour

30
31
32
33 The flex credit hour acknowledges the variety of ways in which faculty serve the department and university.
34 It encourages contributions that are tied to revenue generation, critical operations, and incentives/rightsizing
35 of teaching particular classes.

36
37 The department will maintain a list of ways in which faculty can constitute their flex credit hours, including
38 how much credit is given per activity. Examples of flex credit activities may include activities for the

Computer Science and Engineering Pattern of Administration

1 current year, or activities that generated income in the previous year that can be applied this year, for
2 example:

- 3 • Teach a regular class
- 4 • Serve as a departmental committee chair
- 5 • Provide funds for teaching release
- 6 • Generate F&A (aka indirect costs, or IDC) to the department through research grants in previous
7 year
 - 8 ○ Faculty whose appointments cause them to have a reduced F&A due to appointment
9 support outside of CSE will have their F&A rebalanced for flex credit hour purposes to
10 account for this reduction. For example, a 100% FTE CSE faculty member who owes 50%
11 F&A to an outside center as a part of their hiring process will be treated as 100% F&A
12 rather than 50% F&A for flex credit hour purposes.
- 13 • Coordinate specific undergraduate courses
- 14 • Carryover from previous year only
- 15 • Since scholarship is not listed as a required element for teaching pathway practice faculty, flex
16 credit can be given for declared activities in developing scholarship of teaching and learning in the
17 coming year.*

18
19 The department shall maintain a list of current flex credit hour equivalencies and update it each spring
20 semester, publish this with the faculty; this list will be updated based on changing conditions and priorities.

21
22 Faculty will be assigned with workload to make up their flex credit hours, with carryover being allowed to
23 be used in the subsequent year. A maximum of 2 flex credit hours may be carried over unless 3 flex credit
24 hours are satisfied with regular teaching in that year, at which point 3 flex credit hours may be carried over.
25 See example E for a relevant example.

26
27 The IDC basis for flex credit hours for the following year, as well as the departmental priorities that will
28 receive credit, will be determined at the start of the year and announced at the annual retreat. The IDC basis
29 should remain indexed with the cost of offering substitute classes.

30 31 **Teaching considerations**

32
33 The department acknowledges that we have a significant teaching mission, and seeks to balance high quality
34 delivery, the need for educating at scale, and the reality of classroom infrastructure at the university.
35 Therefore, the typical classroom assignment will be 80 students for tenure-track faculty, 50 students for
36 practice faculty, and 40-45 students for lecturer-title faculty. Department-requested overloads should be
37 rare, those exceeding 10% of baseload are eligible for additional flex credit hour (professor-title) or FTE
38 compensation (lecturer-title). Faculty cannot obligate the department for additional flex credit if they admit
39 extra students into their class. When large classroom space is limited, the department will prioritize placing
40 tenure track faculty into the largest rooms possible.

41
42 Minimum course enrollments are guided by University Rule 3335-8-16; in general, courses with
43 enrollments under fifteen are subject to cancellation and faculty teaching will be reassigned in that semester
44 or a subsequent semester. For programmatic reasons, it is desirable that the department provide
45 opportunities for students to take specialty courses that do not reach the minimum enrollment. The first
46 specialty course taught by a new faculty member requires a minimum of 8 students to qualify for teaching
47 credit; subsequent offerings require a minimum of 15 students to qualify for teaching credit. The *University*
48 *Course Distribution by Instructional College Report* should show that the required minimum has been
49 achieved.

50
51

Computer Science and Engineering Pattern of Administration

1 Exceptions:

- 2 • Large (>120) sections of classes are permitted if appropriate lab support is provided. Such courses
3 earn an additional flex credit hour (professor title) or have different workload equivalencies
4 (lecturer title)
- 5 • Courses may be set to have a lower capacity for programmatic reasons. Such capacities should be
6 documented in concert with the flex credit hour list
- 7 • Given the need for coordination, two instructors who co-teach a course are credited at 2/3 of the
8 teaching credit hours of the course.

9
10 Faculty are encouraged to use CSE x194 pilot courses for development of new regular courses rather than
11 using seminar (CSE 5xy9) courses. This requires faculty to work with the curriculum committee two
12 semesters before offering to get the course onto the schedule.

13
14 Every effort will be made to minimize the number of course preparations within a year by assigning
15 multiple sections of the same course if the faculty member desires.

16 17 **Research considerations**

18
19 Faculty are encouraged to have external funding sources provide research release time, where external
20 sources sponsor part of the research workload directly. In these cases, the department provides a portion of
21 the release as discretionary funds to the faculty.

22 23 **Service considerations**

24
25 Professor-title faculty will typically serve on 1-2 department committees each year; assistant professors will
26 typically be assigned to 1 department committee. Senior faculty are also expected to serve regularly on
27 college and university committees, as well as department committee chairs. Professor-title faculty are also
28 expected to participate in external service as outlined in the Appointments, Promotion and Tenure
29 document.

30
31 Full-time lecturer-title faculty are not required to serve on committees, but may request to participate in
32 committees if they wish.

33 34 **Workload Examples**

- 35
36 1) Professor A is a new tenure track assistant professor; as such she has no previous funding. She is
37 assigned CSE 2421 (a core CSE undergrad course) and CSE 5249 (a seminar). Because she is using
38 the assistant professor rules, there is no flex hour carryover.
- 39 2) Professor B is a tenure track assistant professor who has a significant grant that can provide 3 credit
40 hours worth of release time, and also has 3 flex credit hours. She is assigned a regular CSE course
41 using the tenured professor workload assignment. Professor C is an associate professor who had 0.9
42 flex credit hour carryover from last year. This year he has enough activity for 2.4 flex credit hours
43 (=3.3 total), so is assigned two courses and carries over 0.3 flex credit hour.
- 44 3) Professor D is an associate practice professor (teaching path) who had 0.9 flex credit hour carryover
45 from last year, serves as undergraduate studies chair. This year he has enough activity for 3.5 flex
46 credit hour (=4.6 total), so is assigned 17 credit hours (8 credit hours autumn, 9 credit hours spring)
47 and carries over 0.6 flex credit hour. Professor E is an associate professor who had 2.4 flex credit
48 hour (teaching regular courses) carryover from last year. This year she has enough non-teaching
49 activity for 3 flex credit hours (=5.4 total), so is assigned two 3-credit hour courses and carries over
50 2 flex credit hours (maximum allowed).
- 51 4) Professor F is a professor who had 0.2 flex credit hour carryover from last year. This year he has
52 enough activity for 0.7 flex credit hours (=0.9 total), so is assigned three courses, with 0.7 flex

Computer Science and Engineering Pattern of Administration

- 1 credit hours carryover (since you can only carry over flex credit hours for one year, but teaching a
2 course allows for a maximum of 3 credit hour carryover).
- 3 5) Professor G is a practice professor (practice path) who has 0 flex credit hour carryover from last
4 year. This year she has enough activity for 2.1 flex credit hours, and has external funds that can
5 provide teaching release. The current flex credit hour release is 5%/credit hour. With 3.9 flex credit
6 hours*5% teaching release (19.5% salary) she is assigned 3 courses and 0 flex credit hour carryover.
- 7 6) Professor H is an associate professor with 0.6 flex credit hours available. The current flex credit
8 hour release is 5%/credit hour; regular teaching release would be 20%/course. With 2.4 flex credit
9 hours *5% release (12% salary) and 20% regular course release (32% salary total), he is assigned
10 one course.

1 **Appendix B: Remote Work Guidelines**
2

3 The Department may be able to accommodate faculty requests for remote work based on University
4 policy and Departmental needs. Such requests will be considered on a semester-by-semester basis. For
5 Fall semester, requests need to be made by July 15; for Spring semester, by November 15; for Summer
6 term, by April 15. Requests should specify how teaching, research, and service obligations will continue
7 to be met. Plans should include consideration of availability of appropriate connectivity for teaching,
8 research, and participating in meetings, how service obligations including those that are typically handled
9 in person will be managed successfully, how research obligations to students and sponsors will be carried
10 out, and how asynchronous teaching would complement synchronous remote teaching. The department's
11 consideration of these requests will take into account all such requests and departmental needs in
12 choosing which ones to approve and/or extend. Any course proposed to be taught in distance learning or
13 distance enhanced modalities must be approved by the department, college, and university for that
14 modality.

15
16 Requests for online teaching assignments should be made well in advance of the registration window
17 opening for that semester. Once a course offering's modality is determined, it is difficult to change
18 modality, so faculty should work with the department as soon as possible. For Summer term and Fall
19 semester, requests should be made the previous December; for Spring semester, requests should be made
20 the previous August.

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22 Requestors are encouraged to carefully consider tax, legal, and immigration implications associated with
23 remote work.

1 **Appendix C: CSE Grade Grievance Guidelines**
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3 Occasionally, students disagree with their instructors about the grading of an assignment or exam.
4 The CSE Department has the following guidelines to handle such disagreements.
5

- 6 1. Students should always first contact their instructor when they have disagreements about their
7 grading.
- 8 2. If the student cannot resolve the disagreement with their instructor, they should contact the course
9 coordinator.
 - 10 a. Students should submit a description of the grievance in writing (email) to the course coordinator.
 - 11 b. Undergraduate students can also contact the CSE advising office for advice and to discuss their
12 grievance.
 - 13 c. Graduate students can also contact the CSE Grad Studies committee chair for advice and to
14 discuss their grievance.
 - 15 d. The course coordinator should meet with the student and discuss. Upon request of the student or
16 course coordinator, an academic advisor may be present at the meeting.
- 17 3. If the student can't resolve the disagreement with the course coordinator or the course coordinator
18 is the instructor, students can file a description of the grievance in writing (email) with the CSE
19 Associate Chair for Academic Operations.
- 20 4. The CSE Associate Chair shares the written description of the grade grievance with the course
21 coordinator or instructor and discusses the complaint with him or her.
- 22 5. At his or her discretion, the CSE Associate Chair may meet with the student(s) to discuss their
23 grievance.
 - 24 a. If the student is an undergraduate, a CSE undergraduate academic advisor (usually the head of
25 CSE academic advising) may be included in the meeting;
 - 26 b. If the student is a graduate student, the Chair of the CSE Graduate Studies Committee or his/her
27 representative may be included in the meeting.
- 28 6. The CSE Associate Chair reviews the grievance. If the CSE Associate Chair determines that the
29 grievance is totally without merit, the CSE Associate Chair can reject the grievance, and
30 determine that there is no grade change.
- 31 7. If the CSE Associate Chair thinks the grievance has some possible merit (or is severe enough to
32 require an independent review), the CSE Associate Chair can create a subcommittee of faculty to
33 review the grievance as described below.
- 34 8. In the case where the CSE Associate Chair is the instructor of the course, the CSE Chair can
35 appoint someone else to replace the role of the CSE Associate Chair in this process.
- 36 9. This document, including "Procedures for Formal Review of a CSE Grade Grievance by a
37 Faculty Subcommittee", are for guidance only. Each grade dispute is unique, has different
38 circumstances, and may need to be handled differently. The CSE Associate Chair may modify
39 these procedures, as appropriate, or may decide to reject the grade grievance at any point in the
40 process if he or she decides that there is no merit to the grade grievance or no point in
41 investigating further. In particular, the CSE Associate Chair may reject the grade grievance if it
42 is not filed in a timely manner and/or the involved students do not respond to requests for
43 information or meetings in a timely manner, or do not show up for scheduled meetings. The
44 meeting of the CSE Associate Chair and the students and any other participants at that meeting
45 such as academic advisors or the Graduate Studies Chair is at the discretion of the CSE Associate
46 Chair. The CSE Associate Chair may modify these procedures, including the "Procedures for
47 Formal Review of a CSE Grade Grievance by a Faculty Subcommittee", as appropriate for the
48 given grade dispute. Such modifications are NOT grounds for appealing decisions made by the
49 CSE Associate Chair.
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51 **Procedures for Formal Review of a CSE Grade Grievance by a Faculty Subcommittee:**

Computer Science and Engineering Pattern of Administration

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1. The CSE Associate Chair appoints two (or more) faculty to a subcommittee to review the grade grievance.
 - a. The subcommittee should have at least one tenure-track faculty or professional practice faculty.
 - b. Other members of the subcommittee can be senior lecturers.
 2. The CSE Associate Chair sends the student a copy of the “Procedures for Formal Review of a Grade Grievance by a Faculty Subcommittee” (i.e., this section of the OSU CSE Grade Grievance Policy.)
 3. The student sends a written (email) description of the grade grievance to the CSE Associate Chair.
 4. The CSE Associate Chair shares the written description of the grade grievance with the course coordinator or instructor.
 5. The course coordinator or instructor sends a written (email) response to the student’s complaint explaining why the grade should not be changed.
 6. The CSE Associate Chair shares the course coordinator or instructor response with the student and allows him/her to respond to the course coordinator or instructor in writing (email). (A response is not necessary from the student.)
 7. The CSE Associate Chair forwards the student written description of the grade grievance, the course coordinator or instructor response, and the subsequent student response, if any, to the faculty review subcommittee. The subcommittee also receives copies of the course syllabus and grading information, copies of the assignment and/or exam, and copies of the student’s work.
 8. The faculty subcommittee can request copies of graded work of other students in the class for comparison.
 9. The faculty review subcommittee is charged with determining if the instructor grading was reasonable and fair. The faculty review subcommittee DOES NOT regrade the assignment of exam from scratch. If the faculty review subcommittee finds problems with the grading, they should recommend changes to the grading.
 10. The faculty review subcommittee makes a recommendation to the CSE Associate Chair on whether the grading was reasonable and fair and whether there should be a grade change. The CSE Associate Chair is not required to follow the recommendation of the faculty review subcommittee.
 11. Based on the report from the faculty review subcommittee, the CSE Associate Chair determines if there should be a grade change and informs the instructor, course coordinator and student of his decision in writing (email). The decision of the CSE Associate Chair is final.
 12. If a grade change is recommended, the instructor will submit the appropriate grade through the official university grade change process in a timely manner.