

1                   **Pattern of Administration**  
2                               **for**  
3                   **The Ohio State University**  
4           **Salmon P. Chase Center for Civics,**  
5                   **Culture, and Society**

6  
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## **I Introduction**

The Salmon P. Chase Center for Civics, Culture, and Society (hereafter “Chase Center” or “Center”) was established by the State of Ohio in 2023. Ohio Revised Code § 3335.39. It is empowered to hire faculty, offer courses courses and develop certificate, minor, and major programs as well as graduate programs, and offer degrees, and offer public programming, to create an academic community. The Ohio State University Board of Trustees affirmed that the Center possesses “the authority to offer courses and develop certificate, minor, and major programs as well as graduate programs, and offer degrees, and to exercise all other authority set forth in section 3335.39 of the Revised Code.”

This document provides a brief description of the Salmon P. Chase Center for Civics, Culture, and Society as well as a description of its guidelines and procedures. It supplements the [Rules of the University Faculty](#), and other applicable policies and procedures of the University to which the Center and its faculty are subject. The latter rules, policies and procedures, and changes in them, as applicable, 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 Center Director. In keeping with provisions in Faculty Rule [3335-3](#), within the first year of his or her appointment or reappointment, the Director 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 Center’s established practices and procedures. At other times, revisions may be proposed by the Director. The process for revision is the same as above. All revisions, as well as periodic reaffirmation, are subject to approval by the Office of Academic Affairs. As guidelines and procedures currently or hereafter in this document must comply with Ohio Revised Code § 3335.39.

## **II Chase Center Mission**

The Chase Center’s mission is to conduct teaching and research in the historical ideas, traditions, and texts that have shaped the American constitutional order and society, as articulated in ORC 3335.39(A).

The Center’s mission guides all of the Center’s actions. Among other items, the Center shall: (a) Educate students by means of free, open, and rigorous intellectual inquiry to seek the truth; (b) Equip students with the skills, habits, and dispositions of mind they need to reach their own informed conclusions on matters of social and political importance; (c) Affirm the value of intellectual diversity in higher education and aspire to enhance the intellectual diversity of the university; and (d) Affirm a commitment to create a community dedicated to an ethic of civil and free inquiry, which respects the intellectual freedom of each member, supports individual capacities for growth, and welcomes the differences of opinion that shall naturally exist in a public university community.

## **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 Center includes tenure-track, teaching, professional practice, and research faculty with compensated FTEs of at least 50% in the Center, and associated faculty.

1 The Chase Center makes tenure-track appointments with titles of instructor, assistant professor, associate  
2 professor, or professor. Tenure-track faculty may vote in all matters of Center governance.

3  
4 The Chase Center makes teaching and professional practice appointments. Teaching and professional  
5 practice faculty titles are teaching instructor, professional practice instructor; assistant teaching professor,  
6 professional practice assistant professor; associate teaching professor, professional practice associate  
7 professor; teaching professor; and professional practice professor.

8  
9 Teaching and professional practice faculty may vote in all matters of Center governance except tenure-  
10 track faculty promotion and tenure decisions and research faculty reappointment or promotion decisions.  
11 Teaching and professional practice faculty may vote on teaching and professional practice faculty matters  
12 including appointment, reappointment, and promotion reviews. Any teaching or professional practice  
13 faculty member appointed by the unit may stand for election to serve as a representative in the University  
14 Senate subject to representation restrictions noted in [Faculty Rule 3335-7-11\(C\)\(2\)](#).

15  
16 The Chase Center makes research appointments. Research faculty titles are research assistant professor,  
17 research associate professor, and research professor.

18  
19 Research faculty may vote in all matters of Center governance except tenure-track faculty promotion and  
20 tenure decisions and teaching/professional practice faculty reappointment or promotion decisions.  
21 Research faculty may vote on research faculty matters including appointment, reappointment, and  
22 promotion reviews.

#### 23 24 **A Teaching/Professional Practice Faculty Appointment Cap**

25  
26 Teaching/professional practice faculty may comprise no more than 20% of the total tenure-track,  
27 teaching/professional practice, and research faculty in the Center.

#### 28 29 **B Research Faculty Appointment Cap**

30  
31 The Center's number of research faculty will be no more than 20% of the number of tenure-track  
32 faculty, with research faculty positions always constituting a minority with respect to the number of  
33 tenure-track faculty. A majority vote of the Center's tenure-track faculty is required to alter this  
34 appointment cap.

35  
36 The Chase Center makes associated faculty appointments. Associated faculty titles include tenure-track  
37 faculty on less than a 50% appointment, adjunct titles, lecturer titles, and visiting titles.

38  
39 Associated faculty may not vote in matters of Center governance. Associated faculty are invited to  
40 participate in discussions on non-personnel matters, but may not participate in personnel matters,  
41 including appointment, promotion and tenure reviews, and may not vote on any matter.

42  
43 Emeritus faculty in this Center are invited to participate in discussions on non-personnel matters, but may  
44 not participate in personnel matters, including appointment, promotion and tenure reviews, and may not  
45 vote on any matter.

46  
47 Depending on their appointment type, members of the Center faculty are expected to contribute to the  
48 instructional, scholarship, service, and administrative missions and roles of the Center. It is not expected  
49 that all faculty members will make equivalent contributions to each of these missions. Faculty  
50 assignments are described in the initial letter of offer of each faculty member and updated during the

1 annual review process based on the Center's needs, as well as faculty productivity and career  
2 development.

3  
4 Detailed information about the appointment criteria and procedures for the various types of faculty  
5 appointments made in this Center is provided in the [Appointments, Promotion and Tenure Document](#).

### 6 7 **C Distinguished Professor**

8  
9 Distinguished faculty members within the Chase Center may be awarded the title Chase Center  
10 Distinguished Professor in recognition of excellence in scholarship, teaching, and/or service. The  
11 honorific may carry a monetary award and delivery of a public lecture.

12  
13 Criteria for consideration of this honorific include:

- 14  
15
  - Rank of professor
  - Excellence in scholarship, teaching, and service

16  
17  
18 The Director may solicit nominations from Center administrators annually, for nomination letters  
19 outlining the key achievements of faculty members.

20  
21 The honorific is limited to 20% of the Center's professors.

### 22 23 **D Endowed Chairs and Endowed Professorships**

24  
25 Endowed positions illustrate the powerful partnership between faculty and philanthropists to  
26 advance the Center's mission. A specific endowment agreement between the donor and the  
27 university sets the purposes of the endowed chair or professorship.

28  
29 In the Chase Center, endowed positions may be used to hire or retain for excellence or clear  
30 evidence of potential for excellence. Such appointments are made to attract prominent hires or  
31 recognize excellence of existing faculty. Endowments are subject to review by the executive vice  
32 president and provost and approval by the Board of Trustees.

33  
34 Appointments to endowed chairs are ordinarily made at senior tenure rank. Appointments to  
35 named professorships, when appropriate, can be made for early or mid-career faculty.

### 36 37 **1 Criteria for Appointment and Reappointment**

38  
39 Appointments to endowed positions are based on an appropriate combination of recognized  
40 distinction as a scholar, teacher, researcher, or administrator; potential and willingness to  
41 provide leadership in terms of the university's educational, scholarly, and service missions;  
42 high levels of professionalism; demonstrated leadership; and compatibility with the  
43 specifications established by the donor of the position. These positions also provide  
44 opportunities for leadership through mentorship of students, postdoctoral scholars and junior  
45 faculty. Those who receive this honor must perform as exemplary scholars and be faculty in  
46 whose accomplishments the university and donor can rightfully take pride.

47  
48 All endowed chair and endowed professorship appointments should follow criteria  
49 established in the endowment agreement. Appointments to endowed positions are at the  
50 discretion of the Director. The Director will forward the recommendation to the Office of  
51 Academic Affairs for formal approval by the Board of Trustees. All endowed chairs and

1 professorships serve at the discretion of the Director. The Director must conduct a formal  
2 review prior to submitting an individual for reappointment to an endowed position.  
3 Responsibility for conducting the review rests with the Director. Endowed chair and  
4 professorship holders within Center will be evaluated for possible reappointment no later than  
5 the final year of the term of appointment. The review process will begin the last year of an  
6 appointment. The faculty should exceed criteria and expectations set by the Center promotion  
7 and tenure and merit review policies.  
8

9 Initial appointment to an endowed position should not exceed five years. The appointment,  
10 term, and specific expectations are outlined in the initial letter of offer (for new recruits) and  
11 in a separate appointment letter (for existing faculty). Appointment letters should convey the  
12 term of appointment, allowable use of funds, expectations for participation in stewardship,  
13 and criteria and process related to reappointment. Successive renewals will be considered  
14 throughout the appointee's remaining productive career. Renewal of endowed chairs and  
15 professorships is subject to satisfactory performance and continued faculty eminence. There  
16 should be no expectation or promise of renewal. In all cases, the university retains the right  
17 not to renew for any reason.  
18

19 The Center has a tradition of celebrating the inaugural endowed professorship or chair (for  
20 the professor, and for the professorship or chair itself) through an investiture ceremony.  
21 These events include a speech by the appointee and the presentation of a medallion by the  
22 Director to the appointee. Faculty appointees should work in partnership with the Center's  
23 advancement team to support annual donor stewardship to include, but not limited to,  
24 providing a summary of significant activities and accomplishments. Endowed chairs and  
25 professors are expected to generate a report of their activity annually, which will be  
26 incorporated into stewardship communications that the Director will share with the donor.  
27 This report may coincide with the annual review process.  
28

## 29 **V Organization of the Center**

30  
31 The Chase Center is a tenure-initiating unit (TIU). The following are the organizational units within the  
32 Center.  
33

34 Administration. Led by the Executive Director of the Center, Administration oversees all functions of the  
35 Center, which includes operations, administration, and strategic planning.  
36

37 Admissions. Oversees the admissions process, which includes the recruitment, scholarships, and  
38 admission of students to the Center.  
39

40 Advancement. Engages in fundraising efforts to support the Center's strategic objectives and mission, and  
41 establishes, develops, and strengthens relations with supporters and potential supporters to generate future  
42 support for Center initiatives like scholarships, programmatic, and academic support.  
43

44 Career Development. Provides counseling services to students to help find the best vocational fit through  
45 individualized self-assessment, identifying appropriate career options, providing training in job search  
46 skills, and offering many sources of employment opportunities.  
47

48 Journals. Faculty managed operations, which create and operate journals that educate and publish on  
49 citizenship education.  
50

1 Marketing and Communications. Collaborates with units in the Center to create marketing content while  
2 also advising on proper marketing strategies to advance the reputation and brand of the Center.

3  
4 Student Academic Success. Counsels and supports students by providing registration services, day-to-day  
5 support, and necessary direction to guarantee the success of each student.

6  
7 Technology Services. Classroom and faculty IT support staff that ensure proper function of classroom  
8 technology to support teaching and learning.

## 9 10 **VI Overview of Center Decision-Making**

11  
12 Consistent with the Center's enabling legislation, policy and program decisions are made in a number of  
13 ways: by the Center Director, by the Center faculty as a whole, by standing or special committees of the  
14 Center. The nature and importance of any individual matter determine how it is addressed. Open  
15 discussions, both formal and informal, constitute the primary means of reaching decisions of central  
16 importance.

## 17 18 **VII Center Administration**

### 19 20 **A Center Director**

21  
22 The Center Director has a number of responsibilities for the Center's mission as set for in ORC §  
23 3335.39 including but not limited to the "sole and exclusive authority to manage the recruitment and  
24 hiring process and to extend offers for employment for all faculty and staff, and to terminate  
25 employment of all staff" and "[t]he director shall oversee, develop, and approve the center's  
26 curriculum, including approval of the center's courses that meet the university's general education  
27 requirements. The center shall be granted the authority to offer courses and develop certificate, minor,  
28 and major programs as well as graduate programs, and offer degrees." (ORC § 3335.39).

29  
30 Other responsibilities of the Center Director as a TIU head are set forth in alignment with applicable  
31 provisions of Faculty Rule [3335-3](#). This rule provides as follows with respect to the responsibilities of  
32 the Center Director:

- 33  
34 1. To uphold expectations of the Leadership Philosophy:
- 35 • Uphold Ohio State's [Shared Values](#) and engender trust through words and actions.
  - 36 • Care for people and create conditions for well-being and productivity.
  - 37 • Set clear direction and goals for teams and align to the mission of the Center.
  - 38 • Solve problems and support teams to adapt to changing contexts.
  - 39 • Drive cross-functional collaborations to advance goals of the Center.
  - 40 • Demonstrate commitment to continuous growth for him or herself and teams.
- 41  
42 2. To preside at meetings of the Center faculty and to appoint all Center committees.
- 43  
44 3. To approve courses of study for students in the Center, to warn students who are delinquent  
45 in their studies and to recommend appropriate student disciplinary action to the appropriate  
46 University disciplinary body or official.
- 47  
48 4. To present candidates for degrees to the president on behalf of the Center faculty.
- 49  
50 5. To make recommendations to the Executive Vice President and Provost concerning the

Center budget, and concerning the appointments to and promotions within the staff and the membership of the Center faculty, after consultation with the appropriate staff and faculty members.

6. To review in consultation with the faculty the Center's pattern of administration (POA). The POA shall be consistent with the Center's enabling act, the principles of faculty governance, and the responsibilities of the Director. At the beginning of each five-year term, in consultation with the faculty, the Director may reaffirm or revise the existing POA. The existing POA shall be the starting point for the review of the POA and shall remain in effect until the process is complete. Any revisions to the existing POA shall be consistent with the Center's enabling legislation and accomplished first with broad faculty input, obtained in a manner consistent with the Center's established practices and procedures, and, second, with faculty approval, also consistent with the Center's practices and procedures. If faculty approval is not achieved, the Director shall explain the rationale in writing for the departure in order to enhance communication and facilitate understanding.

Faculty Rule [3335-3-35](#) provides the following additional responsibilities for TIU heads. Because the Director of the Chase Center is also the TIU head of the Center, these additional responsibilities apply with respect to the Director of the Chase Center, to the extent consistent with the Center's statutory authorization:

1. Operate the business of the Center with efficiency and timeliness.
2. Assign workload according to the Center's workload guidelines (see Section IX ) and faculty appointment type (and rank).
3. Prepare a document setting forth policies and procedures pertinent to appointments, reappointments, promotion and tenure.
4. Plan with the members of the faculty the regular evaluation of the instructional and administrative processes and methods for their improvement, and to develop a plan for ensuring that students progress toward timely program completion.
5. Evaluate faculty members periodically in accordance with criteria approved by the Board of Trustees and subject to instructions from the Executive Vice President and Provost, and also according to such supplemental criteria as may be set up by the Center.
6. Inform faculty members when they receive their annual review of their right to review their primary personnel file maintained by their tenure initiating unit and to place in that file a response to any evaluation, comment or other material contained in the file.
7. Recommend to the Executive Vice President and Provost, after consultation with the eligible faculty, appointments, promotions, dismissals, and matters affecting the reappointment and tenure of members of the Center faculty.
8. Encourage research and educational investigations.
9. Maintain a curriculum vitae for all personnel teaching a course in the Center's curriculum.
10. Facilitate and participate in prescribed [academic program review](#) processes, in collaboration with the Office of Academic Affairs.



11. See that all faculty, regardless of their assigned location, are offered Center privileges and responsibilities appropriate to their rank.
12. Lead in maintaining a high level of morale among faculty.
13. See that adequate supervision and training are given to those members of the faculty and staff who may profit by such assistance.
14. Promote improvement of instruction by providing for the evaluation of each course when offered, including written evaluation by students of the course and instructors, and periodic course review by the faculty.

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

Operational efficiency requires that the Center Director exercise a degree of autonomy in establishing and managing administrative processes. The articulation and achievement of the Center's academic goals, however, are most successful when consistent with the Center's statutory mission and all faculty members participate in discussing and deciding matters of importance. The Center Director may therefore consult with the faculty on all educational and academic policy issues. When a departure from majority rule is judged to be necessary, the Center Director will explain to the faculty the reasons for the departure, ideally before action is taken.

## **B Other Administrators**

The Director appoints the following officers to assist in the administration of Center business:

### **1 Associate Directors**

Associate Directors will contribute to the Chase Center's statutory mission through administration, research, teaching, and service. Duties will vary from year to year, but the Associate Directors will collaborate with the Executive Director on all matters pertaining to the execution of the Center's mission. After consultation with the Director (see Section VII.A above), Associate Directors will hire and supervise Center staff. Associate Directors will also be responsible for administering the Center's budget. Associate Directors will represent the Executive Director at functions and events, including for development. Associate Directors will maintain contacts with leaders at programs, departments, and institutes across the higher education landscape whose missions resemble the Center's mission.

### **2 Assistant Directors**

Assistant Directors will contribute to the Chase Center's statutory mission through administration, research, teaching, and service. Duties will vary from year to year, but the Assistant Directors' role will encompass program development, faculty recruitment (in consultation with the Director; see Section VII.A above), curriculum, and public programming. Assistant Directors will organize and support public-facing programming, conferences, and symposia, support research and oversee grant programs, craft and oversee a robust student program (the institutional form of the Center's relationship with students who agree to participate in the Center's intellectual life), guide marketing and communication

1 efforts, and enhance cooperation with the University and external organizations.

## 2 3 **C Committees**

4  
5 Much of the development and implementation of the Center's policies and programs is carried out by  
6 standing and ad hoc committees. The Center's Director or his or her designee is an ex officio member  
7 of all Center committees and may vote as a member on all committees.  
8

### 9 1. Appointments Committee

10  
11 The Center Director appoints a faculty search committee consisting of three or more faculty  
12 who may make recommendations to the Center Director. The Center's hiring shall comport  
13 with ORC § 3335.39.  
14

### 15 2. Promotion and Tenure Committee

16  
17 The Promotion and Tenure Committee will make recommendations to the Center Director on  
18 personnel matters including but not limited to promotion, tenure, and annual review of Center  
19 faculty. The committee will be comprised of a minimum of three members drawn from the  
20 Center's tenured faculty, appointed by the Center Director for one-year terms that may be  
21 renewed. The chair of the committee will be a tenured faculty member, appointed by the  
22 Center Director.  
23

24 When considering cases involving teaching/professional practice faculty the Promotion and  
25 Tenure Committee may be augmented by up to three nonprobationary teaching/professional  
26 practice faculty members at the rank of associate professor or professor, as appropriate to the  
27 case.  
28

29 When considering cases involving research faculty the Promotion and Tenure Committee  
30 may be augmented by up to three nonprobationary research faculty members at the rank of  
31 associate professor or professor, as appropriate to the case.  
32

### 33 3. Undergraduate Studies Committee

34  
35 The Undergraduate Studies Committee advises on the Center's undergraduate programs,  
36 including degree requirements for majors and minors, scholarships and other awards, and  
37 monitors and proposes resolutions for any instructional grievances. The committee will be  
38 comprised of a minimum of three members drawn from the Center's faculty, appointed by the  
39 Center Director for one year terms that may be renewed. The chair of the committee will be a  
40 faculty member, appointed by the Center Director.  
41

### 42 4. Graduate Studies Committee

43  
44 The Graduate Studies Committee oversees the Center's graduate programs, including  
45 curricular requirements for the graduate program, evaluation of graduate student  
46 performance, making recommendations concerning financial aid and other awards to graduate

1 students, evaluating applications to the graduate program, and monitoring and proposing  
2 resolutions for any instructional grievances. The committee will be comprised of a minimum  
3 of three members drawn from the Center's faculty, appointed by the Center Director for one-  
4 year terms that may be renewed. The chair of the committee will be a faculty member,  
5 appointed by the Center Director.  
6

#### 7 5. Investigations Committee 8

9 In alignment with Faculty Rule [3335-5-04](#), the Chase Center shall have an Investigations  
10 Committee. The Investigations Committee follows the investigations process established in  
11 Faculty Rule [3335-5-04](#). The committee will be comprised of a minimum of three members  
12 drawn from the Center's tenured and tenure-track faculty, appointed by the Center Director  
13 for one-year terms that may be renewed. The chair of the committee will be a tenure-track  
14 faculty member, appointed by the Center Director.  
15

#### 16 6. Faculty Salary Appeals Committee 17

18 In accordance with Office of Academic Affairs requirements, the Chase Center shall have a  
19 Faculty Salary Appeals Committee to review faculty salary appeals and to make  
20 recommendations to the Director concerning the disposition of such cases. The Faculty Salary  
21 Appeals Committee follows the appeals process established in the Office of Academic  
22 Affairs [Policies and Procedures Handbook](#), Chapter 4, Section 2. The committee will be  
23 comprised of a minimum of three members drawn from the Center's tenured and tenure-track  
24 faculty, appointed by the Center Director for one-year terms that may be renewed. The chair  
25 of the committee will be a tenured faculty member, appointed by the Center Director.  
26

#### 27 7. Scholarship and Awards Committee 28

29 The Scholarship and Awards Committee advises the Director on promoting a robust culture  
30 of research and scholarship at the Center, and on awards the Center should develop and offer.  
31 The Committee may be utilized to identify award recipients. It will be comprised of a  
32 minimum of three members drawn from the Center's faculty, appointed by the Center  
33 Director for terms of one year that may be renewed.  
34

### 35 VIII Faculty Meetings 36

37 The Center Director will provide to the faculty a schedule of Center faculty meetings at the beginning of  
38 each academic term. The schedule will provide for at least one meeting per semester and normally will  
39 provide for meetings at least monthly. Reasonable efforts will be made to distribute the agenda by e-mail  
40 at least two business days before the meeting. A meeting of the Center faculty will also be scheduled on  
41 written request of 25% of the faculty. The Center Director will make reasonable efforts to have the  
42 meeting take place within one week of receipt of the request. The Center Director will distribute minutes  
43 of faculty meetings to faculty by e-mail—within two days of the meeting if possible. These minutes may  
44 be amended at the next faculty meeting by a simple majority vote of the faculty who were present at the  
45 meeting covered by the minutes.  
46

47 Special policies pertain to voting on personnel matters, and these are set forth in the Center's  
48 [Appointments, Promotion and Tenure Document](#).  
49

50 Faculty meetings are in-person because they are essential to the effective operation of the Chase Center as  
51 well as key opportunities for the academic community to work well together. This is especially true of

meetings that pertain to personnel matters. Faculty should consult with the Director if he or she has a sound reason to be absent from a faculty meeting.

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

Either the Center Director 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.

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

The Center 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. Center meetings will be conducted with the goals of full and free discussion and the orderly conduct of business. Robert's Rules of Order will be utilized to serve these goals.

## **IX Distribution of Faculty Duties, Responsibilities, and Workload**

Faculty roles and responsibilities are described in the initial letter of offer. Workload assignments and expectations for the upcoming year are addressed as part of the annual performance and merit review by the Center Director based on Center needs as well as faculty productivity and career development.

During on-duty periods, faculty members are expected to be "community active." This is the quality of being a member an active member of the Center's academic community, which is necessary for the Center's and its members' academic life to flourish. Faculty members should attend every faculty meeting, workshop, weekly "coffee," major Center event. Faculty members should also be available for interaction with students, research, and Center meetings and events (even if they have no formal course assignment). Every member of the faculty who is assigned instruction is expected to establish and maintain at least three office hours per week, in addition to being readily available to students. On-duty faculty members should not be away from campus for extended periods of time unless on an approved leave (see section XII) or on approved travel.

Telework and the use of remote, virtual meetings is generally inconsistent with faculty and staff being "community active," and will be allowed at the discretion of the Center Director only if necessary to secure the Center's mission. The Center Director has the discretion to require faculty to work on campus if there are concerns that responsibilities are not being fulfilled through other means.

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

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

1  
2 In crisis situations, such as life-threatening disease or physical dangers (natural disasters, for example),  
3 faculty duties, responsibilities, and workload may be adjusted by the Center Director to take into account  
4 the impact over time of the crisis. These adjustments may include modifying research expectations in  
5 order to maintain teaching obligations. These assignment changes must be considered in annual reviews.  
6

## 7 **A Tenure-track Faculty**

8  
9 Tenure-track faculty members are expected to contribute to the University's tripartite mission of  
10 teaching, scholarship, and service. When a faculty member's contributions decrease in one of these  
11 three areas, additional activity in one or both of the other areas is expected.  
12

### 13 **Teaching**

14  
15 All tenure-track faculty are expected to contribute to the Center's teaching, including large enrollment  
16 and specialized courses in both the undergraduate and graduate curriculums. The current standard  
17 course allocation is three courses per academic year. The standard teaching workload expectation for  
18 full-time tenure-track faculty members is 40-50% time allocation to total workload according to the  
19 University [workload guideline](#). Faculty members are also expected to advise undergraduate and  
20 graduate students and supervise independent studies and thesis and dissertation work.  
21

22 Adjustments to the standard teaching assignment may be made to account for teaching a new class,  
23 the size of the class, whether the class is taught on-line or team-taught, and other factors that may  
24 affect the preparation time involved in teaching the course.  
25

26 The standard teaching assignment may also vary for individual faculty members based on their  
27 research and/or service activity. Faculty members who are especially active in research can be  
28 assigned an enhanced research status that includes a reduced teaching assignment. Likewise, faculty  
29 members who are relatively inactive in research can be assigned an enhanced teaching status that  
30 includes an increased teaching assignment. Faculty members who are engaged in extraordinary  
31 service activities (to the Center, University, and in special circumstances professional organizations  
32 within the discipline) can be assigned an enhanced service assignment that includes a reduced  
33 teaching assignment.  
34

35 The Center Director is responsible for making teaching assignments on an annual basis and may  
36 decline to approve requests for adjustments when approval of such requests is not judged to be in the  
37 best interests of the Center. All tenure-track faculty members must contribute to the mission of  
38 education (formal and/or informal instruction, student advising) over the course of the academic year.  
39

### 40 **Scholarship**

41  
42 The Chase Center is a community of faculty engaged in research and scholarship. All tenure-track  
43 faculty members are expected to be engaged in scholarship as defined in the Center's [Appointments,  
44 Promotion, and Tenure Document](#). Faculty should be "research active," which is the status of being  
45 continually engaged in research and regularly producing leading scholarship in the manner  
46 appropriate to the faculty member's field(s) of inquiry. The standard scholarship workload  
47 expectation for full-time tenure-track faculty members is 45-55% time allocation to total workload  
48 according to the University [workload guideline](#). Over a four-year rolling period a faculty member  
49 who is actively engaged in scholarship will be expected to publish regularly in high quality peer-  
50 reviewed journals as well as in other appropriate venues, such as books, and edited book chapters of  
51 similar quality and length as articles. Faculty engaged in basic or applied research are expected to

1 attract extramural funding. When appropriate to the field of inquiry, faculty members are also  
2 encouraged to seek appropriate opportunities to obtain patents and engage in other commercial  
3 activities stemming from their research.

## 4 5 **Service**

6  
7 Faculty members are expected to be engaged in service and outreach to the Center, University,  
8 profession, and community. The standard service workload expectation for full-time tenure-track  
9 faculty members is 10-20% time allocation to total workload according to the University [workload](#)  
10 [guideline](#). This will typically include service on two committees within the Center and one outside the  
11 unit. This pattern can be adjusted depending on the nature of the assignment (e.g. service as  
12 committee chair, service on a particularly time-intensive committee, organizing a professional  
13 conference, leadership in an educational outreach activity, service in an administrative position within  
14 the Center or University).

15  
16 All faculty members are expected to attend and participate in faculty meetings, recruitment activities,  
17 research workshops and seminars, weekly social gatherings, public Center events, and other Center  
18 events.

19  
20 Service loads should be discussed and agreed to during annual performance and merit reviews. When  
21 heavy service obligations are primarily volunteer in nature, the Center Director is not obligated to  
22 modify the service load of the faculty member (reduce teaching and/or scholarly obligations). If,  
23 however, a heavy service load is due to the faculty member's unique expertise, perspective, or voice,  
24 this should be noted in the annual performance review letter, considered when distributing the faculty  
25 member's other duties, and taken into account for the AMC Process. The Center Director should also  
26 consider this additional service burden in managing equity of service loads among faculty.

### 27 28 **i Special Assignments**

29  
30 Information on special assignments (SAs) is presented in the Office of Academic Affairs [Special](#)  
31 [Assignment Policy](#). The information provided below supplements this policy.

32  
33 Untenured faculty will normally be provided an SA for research for one semester during their  
34 probationary period. Reasonable efforts will be made to award SA opportunities to all other  
35 faculty members subject to the quality of faculty proposals, including their potential benefit to the  
36 Center or University, and the need to assure that sufficient faculty are always present to carry out  
37 Center work. The Director's recommendation to the Executive Vice President and Provost  
38 regarding an SA proposal will be based on the quality of the proposal and its potential benefit to  
39 the Center or University and to the faculty member as well as the ability of the Center to  
40 accommodate the SA at the time requested.

## 41 42 **B Teaching and Professional Practice Faculty**

43  
44 The Chase Center appoints teaching and professional practice faculty. These appointments exist for  
45 faculty members who focus principally on the education needs for the Center. The standard workload  
46 expectations for full-time teaching/professional practice faculty members are 65-100% teaching, 0-  
47 35% scholarship, and 0-30% service. The current standard course load for teaching faculty is six  
48 courses per academic year. Teaching/professional practice faculty members are expected to  
49 contribute to the Center's research and education missions, as reflected by participation in graduate  
50 program development and teaching. Teaching/professional practice faculty members are expected to  
51 contribute to the University's mission via teaching and service, and to a lesser extent scholarship.

## C Research Faculty

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

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

*a research faculty member 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 Center'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.*

Standard workload expectations for full-time research faculty members are 0-10% teaching (student mentoring), 90-100% research, and 0-10% service, depending on specific expectations as spelled out in the letter of offer.

## D Associated Faculty

Standard workload expectations for compensated associated faculty members are 80-100% teaching, 0-20% scholarship, and 0-20% service, depending on the terms of their individual appointments.

Faculty members with tenure-track titles and appointments <50% FTE will have reduced expectations based on their appointment level.

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

### **Guidelines for Determining Associated Faculty FTE Exceptions to [Faculty Appointments Policy](#)**

There are instances where the workload associated with a course is greater (or less) than the university-wide ratio of one 3-credit course to 0.25 FTE. In such cases, the Center should request approval for an FTE adjustment for an associated faculty member.

At other times there may be unique circumstances surrounding the specific instance the course is offered that increase the workload. In these cases, the Center should request approval for additional compensation for the faculty member teaching the course.

In all cases, the Center must provide evidence to justify requests to increase or decrease the credit-hour to FTE equivalency beyond the university-wide ratio of one 3-credit course to 0.25 FTE. Every five years, the Center will reassess whether or not any changes are warranted.

### **Activities that may warrant additional compensation include the following:**

- Faculty member assigned a course for the first time.
- Faculty member requested to simultaneously significantly revise and teach a course



- Faculty member requested to teach a class that is larger than usual

### **Circumstances that may warrant adjusting FTE**

- Three hour-credit courses that exceed an average of two additional hours/week; the FTE will be determined by assessing the average hours/week required for the course
- 3-credit courses where the faculty member provides the lecture and GTAs provide the recitation
- 4-credit courses where the faculty member provides the lecture and GTAs provide the lab supervision and grading
- Courses involving individual instruction
- Advising, curriculum development, internship oversight may replace course teaching
- Online course development
- Large enrollment courses

### **E Modification of Duties**

The Chase Center strives to be a family-friendly unit in its efforts to be an authentic human community, as well as to recruit and retain high quality faculty members. To this end, the Center is committed to providing its faculty members flexibility in meeting work responsibilities within the first year of childbirth/adoption/fostering, or care for an immediate family member who has a serious health condition, or a qualifying exigency arising out of the fact that the employee's immediate family member is on covered active duty in a foreign country or call to covered active duty status. Faculty may be eligible for additional leave under the [Family Medical Leave Policy](#) and/or the university's paid parental leave guidelines as described in its [Paid Time Off Policy](#). See the OHR [Parental Care Guidebook](#) and the Parental Leave Policy in Section XII.

A faculty member requesting a modification of duties and the Center Director should be creative and flexible in developing a solution that is fair to both the individual and the unit while addressing the needs of the University. Expectations must be spelled out in an MOU that is approved by the Office of Academic Affairs.

### **X Course Offerings, Teaching Schedule, and Grade Assignments**

The Center Director 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 Center's first obligation is to offer the courses needed by students at times and in formats, including on-line instruction, most likely to meet student needs and thereby secure the Center's mission. 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.

If an instructor of record is unable to assign grades due to an unexpected situation (i.e. health or travel), or if they have not submitted grades before the University deadline and are unreachable by all available



1 modes of communication, the Center Director may determine an appropriate course of action, including  
2 assigning a faculty member to evaluate student materials and assign grades for that class. The University  
3 Registrar will be made aware of this issue as soon as it is known and will be provided a timeline for grade  
4 submission.

## 6 **XI Allocation of Center Resources**

8 The Center Director is responsible for the fiscal and academic health of the Center and for assuring that  
9 all resources—fiscal, human, and physical—are allocated in a manner that will optimize achievement of  
10 unit goals.

12 The Center Director will discuss the Center’s budget at least annually with the faculty and attempt to  
13 achieve consensus regarding the use of funds across general categories. However, final decisions on  
14 budgetary matters rest with the Center Director.

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

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

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

## 24 **XII Leaves and Absences**

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

### 31 **A Discretionary Absence**

33 Faculty are expected to complete a travel request or a [request for absence form](#) well in advance of a  
34 planned absence (for attendance at a professional meeting or to engage in consulting) to provide time  
35 for its consideration and approval and time to assure that instructional and other commitments are  
36 covered. Discretionary absence from duty is not a right, and the Center Director retains the authority  
37 to disapprove a proposed absence when it will interfere with instructional or other comparable  
38 commitments. Such an occurrence is most likely when the number of absences in a particular  
39 semester is substantial. Rules of the University Faculty require that the Office of Academic Affairs  
40 approve any discretionary absence longer than 10 consecutive business days (see Faculty Rule [3335-  
41 5-08](#)).

### 43 **B Absence for Medical Reasons**

45 When absences for medical reasons are anticipated, faculty members are expected to complete a  
46 [request for absence form](#) as early as possible. When such absences are unexpected, the faculty  
47 member, or someone speaking for the faculty member, should let the Center Director know promptly  
48 so that instructional and other commitments can be managed. Faculty members are always expected  
49 to use sick leave for any absence covered by sick leave (personal illness, illness of family members,  
50 medical appointments). Sick leave is a benefit to be used—not banked. For additional details see  
51 OHR [Policy 6.27](#).

## C Unpaid Leaves of Absence

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

## D Faculty Professional Leave (FPL)

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

The Center Director will conduct an evaluation provide a ranked list to the Executive Vice President and Provost. The Center Director's recommendation regarding an FPL proposal will be based on the quality of the proposal and its potential benefit to the Center and to the faculty member as well as the ability of the Center to accommodate the leave at the time requested.

## E Parental Leave

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

## XIII Additional Compensation and Outside Activities

Information on additional compensation is presented in the OAA [Policy on Faculty Compensation](#). Information on outside activities is presented in the University's [Policy on Outside Activities and Conflicts](#). The information provided below supplements these policies.

This Center adheres to these policies in every respect. In particular, the Center expects faculty members to carry out the duties associated with their primary appointment with the University at a high level of competence before seeking other income-enhancing opportunities. All activities providing additional compensation must be approved by the Center Director regardless of the source of compensation. External consulting must also be approved. Approval will be contingent on the extent to which a faculty member is carrying out regular duties at an acceptable level, the extent to which the extra income activity appears likely to interfere with regular duties, and the academic value of the proposed consulting activity to the Center. In addition, it is University policy that faculty may not spend more than one business day per week on additionally compensated activities and external consulting combined.

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

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

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

#### 3 4 **XIV Financial Conflicts of Interest**

5  
6 Information on faculty financial conflicts of interest is presented in the University's [Policy on Outside](#)  
7 [Activities and Conflicts](#). A conflict of interest exists if financial interests or other opportunities for  
8 tangible personal benefit may exert a substantial and improper influence upon a faculty member or  
9 administrator's professional judgment in exercising any University duty or responsibility, including  
10 designing, conducting or reporting research.

11  
12 Faculty members with external funding or otherwise required by University policy are required to file  
13 conflict of interest screening forms annually and more often if prospective new activities pose the  
14 possibility of financial conflicts of interest. Faculty who fail to file such forms or to cooperate with  
15 University officials in the avoidance or management of potential conflicts will be subject to disciplinary  
16 action.

17  
18 In addition to financial conflicts of interest, faculty must disclose any conflicts of commitment that arise  
19 in relation to consulting or other work done for external entities. Further information about conflicts of  
20 commitment is included in section IX above.

#### 21 22 **XV Grievance Procedures**

23  
24 Members of the Center with grievances should discuss them with the Center Director who will review the  
25 matter as appropriate and either seek resolution or explain why resolution is not possible.

26  
27 If the grievance involves the Director, or if the Director is not the appropriate contact for some other  
28 reason, the faculty or staff member should bring the matter to the attention of an Associate Director..  
29 Complaints concerning Associate Directors should be brought to the attention of the Director.

30  
31 Content below describes procedures for the review of specific types of complaints and grievances.

##### 32 33 **A Salary Grievances**

34  
35 A faculty or staff member who believes that his or her salary is inappropriately low should discuss the  
36 matter with the Center Director. The faculty or staff member should provide documentation to  
37 support the complaint.

38  
39 Faculty members who are not satisfied with the outcome of the discussion with the Center Director  
40 and wish to pursue the matter may be eligible to file an appeal with the Salary Appeals Committee  
41 (see section VII.C.8), which handles salary appeals according to procedures outlined in Chapter 4,  
42 Section 2 of the Office of Academic Affairs [Policies and Procedures Handbook](#). A formal salary  
43 appeal can also be filed with the Office of Faculty Affairs in the Office of Academic Affairs.

44  
45 Staff members who are not satisfied with the outcome of the discussion with the Center Director and  
46 wish to pursue the matter should contact [Employee and Labor Relations](#) in the Office of Human  
47 Resources.

##### 48 49 **B Faculty Promotion and Tenure Appeals**

50  
51 Promotion and tenure appeals procedures are set forth in Faculty Rule [3335-5-05](#).

## C Faculty and Staff Misconduct

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

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

## D Harassment, Discrimination, and Sexual Misconduct

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

- 1 Ohio State's policy and procedures related to equal employment opportunity are set forth in the University's [policy on equal employment opportunity](#).
- 2 Ohio State's policy and procedures related to nondiscrimination, harassment, and sexual misconduct are set forth in the University's [policy on nondiscrimination, harassment, and sexual misconduct](#).

## E Violations of Laws, Rules, Regulations, or Policies

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

## F Complaints by and about Students

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

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

## G Academic Misconduct

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