PATTERN OF ADMINISTRATION

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COLLEGE OF EDUCATION AND HUMAN ECOLOGY
PATTERN OF ADMINISTRATION

I. INTRODUCTION

This document provides a brief description of the structure of the College of Education and Human Ecology, as well as a description of its policies and procedures. Its purpose is to facilitate the orderly conduct of the business of the faculty of the College of Education and Human Ecology. College policies will be consistent with university policies; this document supplements the Rules of the University Faculty, the Office of Academic Affairs Policies and Procedures Handbook, and any additional policies and procedures established by the university to which the college, schools/departments and faculty are subject. In turn, departmental policies and procedures will be consistent with those of the college as described in this document. The Rules of the University Faculty and policies and procedures promulgated by the Office of Academic Affairs take precedence over statements in this document.

This pattern of administration (POA) is subject to continuing revision and structured to meet the goals and mission of the university as a whole and the interests of the college as outlined in its mission, vision, and strategic goals. In keeping with Faculty Rule 3335-3-29(B)(5), within the first year of their appointment or reappointment, the dean shall review the POA in consultation with the faculty. Any revisions shall be made with broad faculty input, obtained in a manner consistent with the college's established practices and procedures. The College of Education and Human Ecology receives broad faculty input by first communicating proposed changes to the POA to all faculty and staff in EHE. Second, the faculty and staff in EHE are provided the opportunity to provide feedback and comments for two weeks via an electronic survey. Finally, feedback and comments from the faculty and staff are reviewed at the college level and incorporated into the revised POA document when appropriate and possible. Faculty approval, sought in a manner likewise consistent with the college's practices and procedures, is required for adoption. If faculty approval is not achieved, the dean shall explain the rationale in writing for the departure in order to enhance communication and facilitate understanding. At other times, revisions may be proposed by the dean or recommended to the dean by college committees or members of the faculty. The process of adoption is the same as above. All revisions are subject to approval by the Office of Academic Affairs.

A secondary purpose of the POA is to communicate to faculty, staff and students what the college offices do and how they function. As such, it is but one piece in overall college communication. That is, the dean also holds an open college meeting or convocation at least once a year with faculty and staff, department chairs and center directors to communicate major research and teaching initiatives, along with numerous other channels of communication. The College reserves the right to hold other open college meetings during the academic year. Simultaneously, it is the responsibility of faculty and staff to communicate awards, patents and copyrights, leaves, consults, and all other major initiatives and accomplishments to their department chairs, center directors or supervisors and the Advancement Office. Further description of college office roles are described herein.

II. COLLEGE MISSION, VISION, AND CORE VALUES

The Ohio State University is among the world's truly great universities—advancing the well-being of the people of Ohio and the global community through the creation and dissemination of knowledge. Four core elements are critical components in terms of achieving the university's goals:

- To provide unsurpassed, student-centered learning experience led by engaged world-class faculty and staff, and enhanced by a student body from around the globe;
- To create distinctive and internationally recognized contributions to the advancement of fundamental knowledge and scholarship and toward solutions of the world's most pressing problems;
- To advance a culture of engagement and collaboration involving the exchange of knowledge and resources in a context of reciprocity with the citizens and institutions of Ohio, the nation, and the world;
- To be an affordable public university, recognized for financial sustainability, unparalleled management of human and physical resources, and operational efficiency and effectiveness.

The College of Education and Human Ecology defines its mission within those guidelines and with the intent of continuing its position nationally and internationally as one of the premiere colleges of its kind.

Mission

The mission of the College of Education and Human Ecology is consistent with the land-grant mission to build upon a tradition of excellence in promoting outstanding teaching, research, and service/engagement that significantly and positively impacts individuals, families, schools and consumers within our global communities. Research informs our teaching and service/community engagement activities linking discovery, creativity, and practice, and is itself a specialized form of teaching that guides students and faculty in their search for new knowledge. Outstanding teaching is expected and highly valued in this college.

The undergraduate mission, centered on education and other applied human sciences, focuses on building and maintaining high-quality undergraduate majors that prepare students for their selected professions. The graduate mission is focused upon achieving national and international distinction in research and training for each of the specialty areas offered by the college. The service/community engagement and extension mission is informed by our own and other peer-reviewed research.

Vision

The College of Education and Human Ecology seeks to be a preeminent scholarly community. By recruiting and retaining the best faculty and staff, and through an innovative and challenging curriculum, we will offer the students in our college an unparalleled academic

experience that equips them to serve both local and national communities with dignity and integrity.

Core Values

The college derives its mission, vision, core values and practices from Ohio State's Shared Values. The College further derives its mission and vision from a set of four core college values that were voted on by faculty and staff in EHE. These values influence college decisions as they relate to faculty, staff, and student appointments and reviews, policy formation and implementation, resource allocation, and overall decision making.

1) *Excellence* in transformative research, teaching, and service that impacts the lives of our students and community.
2) *Integrity* in ethical behavior and accountability in our actions while demonstrating respect in the absence of agreement.
3) *Innovation* in a continuous process of discovery that is solution-based.
4) *Internationalization* in developing a climate that builds a global community and perspective

In addition to these core values, collegiality, civility and mutual respect are cross cutting themes in EHE. The College supports diverse beliefs and the free exchange of ideas and opinion and expects that administrators, faculty, staff, and students promote these values and apply them in a professional manner in all academic endeavors and interactions within and representing the College.

Taken together, the College of EHE shall implement the mission, vision and core values through the practice of collaborative and interdisciplinary work across perspectives and areas of expertise. Our focus shall be on solving the problems that plague so many children, families, schools and communities. We do this through our focus on five key areas: early childhood education and development, urban and rural education, health and economic vitality, STEAM education, and internationalization and global engagement. We shall bring to bear the promises of education sciences and the human sciences for creating a better life for all. Our aim is to foster excellence in all areas of effort and to move this outstanding college to greater national eminence.

III. ACADEMIC RIGHTS AND RESPONSIBILITIES

In April 2006, the university issued a reaffirmation of academic rights, responsibilities, and processes for addressing concerns.

IV. COLLEGE FACULTY

A. Faculty Appointments

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 the College of Education and Human Ecology is

composed of tenure-track faculty members, clinical faculty members, research faculty members, and associated faculty members as defined by the Rules of the University Faculty.

1. Tenure-track Faculty

The tenure-track faculty within the College of Education and Human Ecology is comprised of all persons with the title of professor, associate professor, assistant professor, and instructor who have at least 50 percent salaried appointments in the College of Education and Human Ecology. *These are the tenured or probationary tenure-track faculty.* Details concerning tenured and probationary tenure-track faculty can be found in the EHE APT document.

2. Clinical Faculty

The clinical faculty within the College of Education and Human Ecology is comprised of all persons with the title of Clinical Professor, Associate Clinical Professor, and Assistant Clinical Professor who have at least a 50 percent salaried appointment in the College of Education and Human Ecology. Clinical faculty serve under fixed term, multi-year contracts and are not eligible for tenure. Details concerning the appointment and review process for clinical faculty can be found in the EHE APT document. Clinical faculty appointments are capped at a maximum 20 percent of the tenure-track faculty in the College.

3. Research Faculty

The research faculty within the College of Education and Human Ecology is comprised of all persons with the title of Research Professor, Research Associate Professor, and Research Assistant Professor who have at least a 50 percent salaried appointment in the College of Education and Human Ecology. Research faculty serve under fixed term, multi-year contracts and are not eligible for tenure. Details concerning the appointment and review process for research faculty can be found in the EHE APT document. Research faculty appointments are capped at a maximum 20 percent of the tenure-track faculty in the College.

4. Associated Faculty

The associated faculty is comprised of all persons with adjunct titles, visiting titles, lecturer, and part-time (less than 50 percent service to the college and university) professors, associate professors, assistant professors, and instructors. Members of the associated faculty provide vital contributions to the university. Their responsibilities to the academic units are determined by the Department Chair in consultation with the dean. Associated faculty do not accrue or hold tenure in the college.

5. Emeritus Faculty

Full-time tenure-track, clinical, research, or associated faculty may request emeritus status upon retirement or resignation at the age of sixty or older with ten or more years of service or at any age with twenty-five or more years of service. Office space is provided at the discretion of the department or college as appropriate and reviewed on an annual basis. See the college APT Document for additional detail.

6. Courtesy Faculty

Non-salaried, courtesy joint appointments can be extended to tenure-track or clinical faculty from other tenure-initiating units at The Ohio State University to one or more departments outside his/her TIU. This type of appointment should be reserved for those faculty who make a substantive contribution to the academic unit. The appointment is made with the rank and title the faculty member has in his/her TIU.

7. Joint Faculty Appointments

A joint faculty appointment is defined as one in which a faculty member has a compensated FTE appointment in two or more TIUs. See the college APT Document for additional detail.

Faculty roles and responsibilities are defined by each TIU in accordance with university rules. Depending on their appointment type, members of the faculty are expected to contribute to the instructional, funded research, scholarship, outreach, and administrative missions and roles of the college. It is neither expected nor considered desirable for all faculty members to make equivalent contributions to each of these missions. Faculty assignments are described in the initial letter of offer and updated during the annual review process based on TIU needs as well as faculty productivity and career development.

Detailed information about the appointment criteria and procedures for the various types of faculty appointments made in this college is provided in the APT Document.

B. Voting Rights

Faculty members with a 50% or more compensated appointment, whose TIU is in the college, and who hold an appointment as tenure-track faculty, clinical faculty, or research faculty shall have a full vote at college faculty meetings and in faculty elections.

Tenure-track faculty may vote in all matters of TIU governance.

As indicated by Faculty Rule 3335-7-11, and if a TIU has voted to extend governance rights to clinical faculty as specified in individual unit Pattern of Administration documents, clinical faculty may vote on ~~a~~ll matters of TIU governance except personnel matters involving tenure-track faculty promotion and tenure decisions and research faculty promotion decisions. Clinical faculty located at regional campuses have the same voting privileges as Columbus-located clinical faculty.

In accordance with Faculty Rule 3335-7-32, and if a TIU has voted to extend governance rights to research faculty, the research faculty may vote in all matters of TIU governance except personnel matters involving tenure-track faculty promotion and tenure decisions

and clinical faculty promotion decisions. Research faculty located at regional campuses have the same voting privileges as Columbus-located clinical faculty.

Associated, emeritus, and courtesy faculty do not have voting privileges.

Joint-appointed faculty may vote on promotion and tenure cases only in their TIU.

As defined by Faculty Rule 3335-7-11, tenure-track and clinical faculty may be nominated and may serve if elected on the University Senate as a representative of the college.

C. Education and Human Ecology Distinguished Professor

Distinguished faculty members within the College of Education and Human Ecology may be awarded the title of Education and Human Ecology Distinguished Professor in recognition of excellence in teaching, scholarship, and service. The Dean may appoint an existing tenured faculty member as an EHE Distinguished Professor for a period of five (5) years. Distinguished Professors may be eligible for reappointment to subsequent terms by the Dean every five years. The appointment as an Education and Human Ecology Distinguished Professor comes with an initial one-year award of $5,000 that can be used either for professional development or salary supplementation. The criteria for appointment to the position of Education and Human Ecology Distinguished Professor is based on a record of distinguished scholarship through which the faculty member has become nationally or internationally recognized as among the premier intellectual leaders in the faculty member's field; and, the faculty member must also have a strong record in teaching and service. Faculty must hold the rank of professor and have a minimum of five years' service in the college. The dean will solicit nominations annually from TIU chairs who each may submit one nomination every 1-3 years. Nomination materials include a cover letter from the TIU chair or TIU chair's designee that includes a documentation of accomplishments by the nominee, the nominee's current CV, and three external evaluation letters. The dean will appoint a three-member selection committee from among current EHE Distinguished Professors who will recommend up to one recipient annually. The committee is chaired by the EHE Associate Dean for Faculty Affairs. This honorific is limited to 10% of the EHE's professors.

D. Endowed Chairs and Endowed Professorships

Endowed positions illustrate the powerful partnership between faculty and philanthropists in defining areas of discovery and bringing them to life. A specific endowment agreement between the donor and the university sets the purposes of the endowed chair or professorship.

In the College of Education and Human Ecology, endowed positions are used to hire for excellence or clear evidence of potential for excellence. Such appointments are made to attract prominent hires or recognize excellence of existing faculty. Endowments are subject to review by the dean and approval by the Board of Trustees.

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

1. Criteria for Appointment and Reappointment

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

All endowed chair and endowed professorship appointments should follow criteria established in the endowment agreement.

Initial appointment to an endowed position should not exceed five years. The appointment, term, and specific expectations are outlined in the initial letter of offer (for new recruits) and in a separate appointment letter (for existing faculty). Successive renewals will be considered throughout the appointee's remaining productive career. Renewal of endowed chairs and professorships is subject to satisfactory performance and continued faculty eminence. There should be no expectation or promise of renewal. In all cases, the university retains the right not to renew for any reason.

2. Process for Appointment and Reappointment

Appointments and reappointments to endowed positions in EHE are determined by the Dean of the College. All appointments must be consistent with the endowment agreement creating the chair or professorship. Endowed appointments can be made to existing faculty or can be used to attract a prominent senior hire to EHE. Endowed chairs and professors are expected to generate a report of their activity annually which will be incorporated into a stewardship report that the Dean will share with the donor. This report should coincide with the Annual Review process.

Faculty holding endowed positions are expected to demonstrate outstanding ethical behavior and departmental citizenship, perform at a high level in research/scholarship/teaching/outreach/engagement and service commensurate with the status and importance of these positions. Importantly, these positions also provide opportunities for leadership through mentorship of students, postdoctoral scholars, and junior faculty. Endowed chair and professorship holders within EHE will be evaluated for possible reappointment no later than the final year of the term of

appointment (terms generally vary from 3-5 years) and in no case later than five years, unless as specified in the endowment agreement creating the chair or professorship. If warranted, based on a positive recommendation from the review committee and Dean, endowed chair and professorship holders may be reappointed to a second term. *Appointments will be for no longer than two terms so that these endowed positions can be used to recruit prominent new faculty to positions in EHE. Exceptions will be handled on a case-by-case basis.*

The evaluation for renewal after serving a first term will be guided by the following principles:

- The chair holder and department chair will be notified by letter of the upcoming review no later than one year before the expiration of the chair holder's appointment by the Associate Dean for Faculty Affairs within the college.
- The chair holder will be permitted approximately one semester to prepare the materials for review.
- Responsibility for conducting the review rests with the Dean and the Associate Dean for Faculty Affairs. The Dean or their designee shall consult with the department chair and/or unit head to appoint an ad hoc review committee comprised of members representing the department, college and/or the university. Typically, the Associate Dean for Faculty Affairs will chair the review committee and include the department chair, a senior faculty from outside the department, and a senior faculty from outside the college who is familiar with faculty member's work. The Associate Dean for Faculty Affairs will consult with the Office of Advancement as needed.
- The review will include an examination of the chair holder's dossier. The dossier shall include at a minimum a period of the previous ten years (or from date of hire at OSU, whichever is most recent):
    - A current curriculum vitae;
    - All annual reports documenting their work related to their endowed position;
    - A listing of grants received, completed, in process and submitted, indicating upon which the chair holder is PI, co-PI, or co-investigator;
    - A listing of publications with number of citations and an indication of journal quality (e.g., impact factor, acceptance rate)
    - A collection of SEI's with means for each class taught and a listing of graduate student advisees completed and in progress, and service upon other student committees;
    - A listing of places of employment for their completed graduate students;
    - Evidence of leadership and service to the university, the department, EHE, the community, and the discipline as deemed appropriate by the holder of the endowed position and per the terms of the endowment
    - A letter of evaluation from the department chair
    - An explanation of how the funds were used to further the work described in the MOU

    - Any other relevant material to evaluate productivity, impact or other terms that may be specified in the gift agreement
- The review committee will complete their review within three months of receiving the material and submit their recommendation for or against reappointment along with any comments to the Dean. The Dean may meet with the ad hoc committee to discuss the recommendation.
- The Dean will consider the ad hoc committee's recommendation and will make a recommendation to the Provost and the Vice Provost of Academic Affairs. Once approved by the Provost, and the Board of Trustees, as applicable, the decision will be communicated in writing to the chair holder.

Information about appointment letters and use of funds, including the process for annual review of fund balances, and other details about endowed positions may be found in the documents linked here.

V. ORGANIZATION OF THE COLLEGE

The college is composed of three academic departments. These departments, or tenure initiating units (TIUs), are:

- The Department of Educational Studies (ES),
- The Department of Human Sciences (HS), and
- The Department of Teaching and Learning (T&L).

The academic leaders of departments are department chairs, who report directly to the dean, and all are expected to work together as One College.

Each department is required to have a pattern of administration. The college POA clarifies the academic responsibilities and decision-making authority of the dean as the administrative head of the college. It also clarifies the relationship of the dean's office to the departments and their leadership. The POA documents of the departments and College of Education and Human Ecology are intended to align, complement, and support each other, i.e., they should be consistent with the mission, values, vision, and strategic plan of EHE and the university at large.

VI. OVERVIEW OF COLLEGE DECISION MAKING

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

The college recognizes the concept of shared governance with the presumption favoring faculty leadership on those matters in which faculty have primary responsibility, including curriculum, subject matter and methods of instruction, faculty status (type of appointment, promotion and tenure of faculty), and those aspects of student life related to the educational process, e.g., living and learning. This includes annual departmental oversight of curriculum and learning outcomes.

Consistent with the concept of shared governance, the dean consults with faculty about strategic planning and major college initiatives. Similarly, the faculty consults with the dean on matters related to degrees and programs.

VII. COLLEGE ADMINISTRATION

A. Dean

The dean serves as the executive and chief academic officer of the college. The dean is responsible for the exercise of the powers and responsibilities vested in the office by The Ohio State University Board of Trustees, the president of the university, and by the executive vice president and provost as per University Faculty Rule 3335-3-29. This rule requires the dean to develop, in consultation with the faculty, a Pattern of Administration with specified minimum content. The rule, along with Faculty Rule 3335-6, also requires the dean to prepare, in consultation with the faculty, a document setting forth policies and procedures pertinent to appointments, reappointments, promotion and tenure.

The dean develops a vision and strategic plan for the college in consultation with faculty and staff and is responsible for developing an office administrative structure to assist in carrying out the programs of the college. The dean is furthermore responsible for the fiscal and academic health of the college and for assuring that all resources—human, fiscal, and physical—are allocated in a manner that will contribute to the achievement of college goals. The dean may develop advisory bodies to make recommendations on any issue requiring a decision; however, the dean must retain authority and responsibility for the final decision or recommendation to a higher level of administration. Final decisions on budgetary matters rest with the dean. The dean may also delegate operational decisions impacting resources to members of the executive leadership of the college (e.g. chairs, associate deans) but does so with the understanding that accountability to the university remains with the dean.

The dean also has the primary responsibility for leading and coordinating all activities pertaining to fund raising in the college including the identification of fund-raising priorities and potential donors as well as cultivation and stewardship of donors in concert with the college's advancement office and the university's central office for development. The dean shall consult with department chairs as appropriate in all the aforementioned activities and may also delegate responsibility to these individuals in specific instances.

The dean shall be a voting member of the faculty of each department per University Rule 3335-3-29-4(c). As per University Faculty Rule 3335-3-29-B1-4 (quoted in italics):

Each dean … shall be appointed and re-appointed by the Board of Trustees upon nomination of the President. Before making this nomination or recommendation for reappointment, the President shall confer with members of the faculty of the College [of Education and Human Ecology] and shall give substantial weight to faculty recommendations in reaching a decision. The President shall also consider the recommendations of the Chairs of departments … in that College.

The major responsibility of the dean … shall be that of providing active leadership in the promotion, direction and support of educational and research activities of the university, in the maintenance of a high level of morale among faculty, and in the encouragement of a spirit of learning among students. In addition, the dean … shall have general administrative responsibility for the program of the college, subject to the approval of the President and the Board of Trustees. These administrative responsibilities include the duty:

(1) To preside at meetings of the college faculty and appoint all college committees unless their membership has been designated by faculty rule or by the college faculty.

(2) To approve courses of study for students in [the] college, to warn students who are delinquent in their studies and to recommend appropriate student disciplinary action to the appropriate university disciplinary body or official.

(3) To present candidates for degrees to the President on behalf of the college faculty and to serve as a member of the Council of Deans (see rule 3335-3-22 of the Administrative Code).

(4) After consultation with the chairs of the departments … within the College to make recommendations to the executive vice president and provost concerning the college budget, the appointments to and promotions within the staff and the membership of the college faculty.

The dean shall discuss the college budget and the use of funds across general categories with the department chairs and directors at least annually. The dean of the college will also meet with the general faculty at least twice per year presenting the State of the College that shall include a financial report as well as a summary of accomplishments and plans for the future.

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

1. Uphold expectations of the Leadership Philosophy:
   - Uphold Ohio State's Shared Values and engender trust through words and actions.
   - Care for people and create conditions for well-being and productivity.
   - Set clear direction and goals for their teams and align to the mission of the college.
   - Solve problems and support their teams to adapt to changing contexts.
   - Drive cross-functional collaborations to advance goals of the college.
   - Demonstrate commitment to continuous growth for themselves and their teams.
2. Review salary appeals and other faculty issues in a professional and timely manner.
3. Facilitate and participate in prescribed academic program review processes, in collaboration with the Office of Academic Affairs and TIU heads.

4. Appoint and review TIU heads.
    - TIU heads shall be selected and appointed by the dean, in consultation with the faculty of the department and subject to approval by the president and the Board of Trustees. Each TIU head shall be appointed for a term of four years and shall be eligible for reappointment. TIU heads will be reviewed annually by the dean.
    - During the last year of the term of a TIU head, the dean will conduct a thorough review of the performance of the TIU head during his/her/their term, ascertain whether or not the TIU head desires to serve another term, and assess the level of support in the department for the TIU head's continuation. If the TIU head agrees to serve another term and his/her/their performance review is satisfactory, the dean will consider feedback from the faculty and staff in the unit. The associate dean for faculty affairs will chair an internal review committee that will consult with the TIU faculty and other stakeholders in the College and submit a recommendation report to the dean. The Dean shall give substantial weight to faculty and staff recommendations in reaching a decision regarding a nomination or recommendation for reappointment. The final decision on TIU head reappointment rests with the dean.
    - If a new TIU head is to be selected, the dean or associate dean for faculty affairs will meet with the faculty of the TIU to discuss the selection of a new head. After that meeting, the dean or associate dean for faculty affairs, in consultation with the TIU, will form a search advisory committee. The committee will include at least one member from a unit outside the TIU. The dean will appoint a chair who will lead the committee.
    - The decision to hire an internal or external head will be made by the dean after input from the faculty and staff in the department is considered.
    - Working with the search committee and following any additional procedures detailed in its POA, the unit will identify candidates for the TIU head position. It is expected that faculty, students, and staff will be involved in the selection process.
    - For external searches for a TIU head, normal faculty search procedures will be followed in accordance with OSU's SHIFT guidelines.
    - After the selection procedure has been conducted, the search committee will provide the dean with a list of potential TIU head candidates, an evaluation of the candidates strengths and weaknesses by the search committee, and a sense of the degree of overall support by the department for each candidate. The list of candidates must be unranked and indicate if the search committee finds each candidate acceptable or unacceptable for the position. The dean will appoint a TIU head, taking into consideration the recommendations made by the search committee and input received from the faculty and staff department.
    - Interim TIU head appointments may be made by the dean in consultation with associate deans and department faculty. Interim Chairs have the same authority as non-interim chairs. For example, interim TIU heads may revise the department POA document.
    - Reappointment of chairs will follow a review in the final year of the contract that will include input from faculty and staff and the dean's Executive Committee.

Day-to-day responsibility for specific matters may be delegated to others, but the dean 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 dean exercise a degree of autonomy in establishing and managing administrative processes. The articulation and achievement of college academic goals, however, is most successful when all faculty members participate in discussing and deciding matters of importance. The dean will therefore consult with the faculty on all educational and academic policy issues and will respect the principle of majority rule. When a departure from majority rule is judged to be necessary, the dean will explain to the faculty the reasons for the departure, ideally before action is taken.

B. Other Administrators

1. Associate Deans

The number of associate deans (or FTE) is determined by the dean as needed to carry out the functions of the college. These persons are appointed pursuant to the procedures outlined in University Faculty Rule 3335-5-02, serve a four-year term subject to reappointment, and report to the dean. Each has responsibilities and authorities as delegated to him or her by the dean to include faculty affairs, engagement and discovery and internationalization, academic affairs, and research. The duties distributed among these areas, and the number of individuals carrying appointments may be configured differently, as long as all responsibilities are covered effectively. All associate deans are expected to help carry out the vision and strategic plan of the college. These appointments are subject to continuing satisfactory performance and funding availability. During the last year of each associate dean's term, a formal review is conducted in consultation with the appropriate faculty and staff.

All associate deans serve as members of the Executive Committee and report to the dean. In addition, they work with appropriate unit leaders and faculty committees, fostering collaboration among different units internal and external to the university. Finally, they perform other duties as assigned.

a. Senior Associate Dean

The Senior Associate Dean is responsible for the coordination and implementation of the college mission and strategic initiatives. The senior associate dean represents the college in the dean's absence and acts on behalf of and represents the Dean on college and university issues and on selected internal and external committees and organization as designated by the Dean. The senior associate dean collaborates with the other associate deans, department chairs, center directors, the director of finance and business services and other key senior staff to implement the college strategic plan.

b. Associate Dean for Faculty Affairs

The Associate Dean for Faculty Affairs is responsible to ensure that college and unit level structures are in place to support all college faculty members through the promotion

and tenure process, and he/she also provides leadership for their related career advancement. The position assists the dean and department chairs in faculty hiring, promotion and tenure processes, and in all other faculty affairs, including faculty grievances. The associate dean for faculty affairs facilitates the negotiation of all faculty offers, in collaboration with the dean and department chair. The associate dean of faculty affairs shall also work closely with faculty search committees to enhance the quality of applicant pools, attend designated meetings and serve as ex-officio on the college Investigation committee.

The associate dean for faculty affairs convenes and chairs the College P&T committee but does not vote. The Associate Dean for Faculty Affairs ensures that committee members are informed of pertinent college-level and university-level policies, as needed, ensures communication and coordination between the College P&T Committee and departments, college offices, and university offices. (Additional details regarding the College P&T Committee are found in the section on College Committees).

c. Associate Dean for Academic Affairs

The Associate Dean for Academic Affairs is the chief curricular officer of the college and provides leadership regarding undergraduate academic programs and related activities of the college, including advising and undergraduate student grievances. This position has responsibility for coordinating undergraduate academic programs, curriculum development and implementation, e-learning and distance education, instructional quality, the College Honors Program, and academic support services for faculty and students. The associate dean for academic affairs supports the College Curriculum Committee for undergraduate course approval and curricular alterations. The associate dean for academic affairs and his/her staff collaborates with department chairs to recruit undergraduate students, including students from under-represented groups, follow up on undergraduate student graduation outcomes, and enhance undergraduate student leadership. The associate dean for academic affairs maintains an awareness of undergraduate student experiences in EHE, manages the process of student grievances and complaints, and meets with prospective undergraduate students at EHE student recruitment events.

The associate dean for academic affairs directly supervises the directors of the sub areas in the EHE Office of Academic Affairs and others (Director of Undergraduate Student Services, Director of Undergraduate Student Recruitment, Director of Career Services, Director of Assessment and Curriculum, Senior Academic Affairs Administrative Assistant), and assists these direct reports with overall personnel and organizational management in the office.

The associate dean for academic affairs works with department chairs to ensure the high- quality provision of undergraduate academic advising and assistance to prospective students and their families, the availability of career and placement services for undergraduate students and alumni, the Student Council, and college programming to support student needs and achievements.

The associate dean for academic affairs works with the deans of the Regional campuses to ensure appropriate policies are established and effective communications occur with regard to all undergraduate academic affairs issues and procedures (as noted in the paragraphs above).

d. Associate Dean for Graduate Education

The Associate Dean for Graduate Education provides overall leadership regarding EHE's graduate programs. This position has responsibility for coordinating academic programs, curriculum development and implementation, recruitment and retention efforts, instructional quality and academic support services for graduate students. The associate dean for graduate education supports the College Curriculum Committee for course approval and curricular alterations of graduate courses. The associate dean for graduate education collaborates with department graduate studies programs to recruit graduate students, including students from under-represented groups, enhances collaboration across graduate programs where appropriate, implement key initiatives for improving graduate education in EHE, and implements strategies to increase funding resources to support graduate student education. The associate dean for graduate education maintains an awareness of the graduate student experiences in EHE, manages the process of graduate student grievances and complaints, and helps facilitate EHE graduate student recruitment events. The associate dean for graduate education works with the other associate deans and department chairs where appropriate to enhance the graduate programs in EHE.

e. Associate Dean for Research

The Associate Dean for Research leads the EHE Office of Research, Innovation and Collaboration (ORIC) and in this role provides leadership to the college's research programs and serves as a liaison to campus research administration and activities. This individual creates and supports a research culture and environment to enable faculty, research personnel, centers, staff, and graduate students to expand their research, scholarship, and grant success. The position is responsible for increasing external funding, supporting and improving research productivity, enhancing the college's research rankings and visibility, and promoting communication and dialogue concerning research. The associate dean for research has the responsibility to oversee and maintain a full-service support system for internal and external grants and contracts to support the college mission with specific emphasis on proposal development and submission as well as human/animal subjects Institutional Review Board (IRB) approvals (the Proposal and Research Management Core). The associate dean for research serves as liaison with the university's Office of Research and the Office of Sponsored Programs.

In addition to the Proposal and Research Management Core, the AD-Research also oversees the activities of the Data Access and Analysis Core (DAAC) and the School and Community Research Engagement Core. The directors of the Proposal and Research Management Core, DAAC and School/Community Research Core report directly to the associate dean for research. DAAC coordinates Institutional Research, the data archive hub, and statistical/methodological consulting and professional development for the

college. The Research in Schools/Community Engagement Core engages faculty, staff and students in research activities, including external funding efforts around innovative urban education and health initiatives.

f. Associate Dean for Engagement, Discovery, and Global Engagement (EDGE)

The Associate Dean for Engagement, Discovery and Global Engagement provides leadership for and creates and facilitates the implementation and assessment of strategies to strengthen engagement, discovery, and global and community engagement in the college. This includes engagement with international and community groups and global outreach; faculty, staff and student recruitment and outreach; professional development; and community partnerships. The AD-EDGE articulates a clear link between initiatives and the impact to the College's overall operation.

The AD-EDGE also establishes a sustainable infrastructure around current and future initiatives including those that strengthen College-wide functions, policies and communications around inclusion; develops and implements College-wide programming; designs educational materials, and other initiatives designed to enhance the college climate for faculty, staff and students of all backgrounds.

2. Chief of Staff/Director of Strategic Operations

The Chief of Staff/ Director of Strategic Operations in the College of Education and Human Ecology serves as an advisor to the dean, assists with resolution of college issues, build bridges with college, university and community personnel/partners; assesses function and operational efficiency of the College; serves as K-12 community liaison and related projects; supervise unit personnel; assist with on-line program development, facilitates college mission centric priorities; work with alums and development partners; works closely with the senior executive assistant to the dean; and represents the dean as requested.

3. College Administrative Offices

College offices support the mission of the college with first, a service-oriented focus and second, a responsibility to ensure compliance. These offices are organized to facilitate the professional and personal successes of faculty, staff, students, and external constituents. The organization and leadership of central support is determined by the dean in consultation with the Leadership Team.

Associate deans may also label their operations as “offices.” The associate deans each will have authority over the structure of their offices and operations in consultation with the dean.

a. Office of Advancement

The Office of Advancement oversees all initiatives, as coordinated by the dean, that are related to external fundraising or development including all gifts and donations as well as the cultivation, presentation to, and stewardship of donors. The chief advancement officer will consult with each of the academic unit leaders at least annually about priorities, proposals and prospective ideas; however, all gift prospects, donors and donations shall be identified and prioritized by the college. The College Office of Advancement also

supports and works closely with the University Office of Advancement. The chief advancement officer reports to the dean and the vice president for advancement and is a member of the Executive Council.

The Office of Advancement also leads all initiatives pertaining to internal and external communications, alumni relations, and special events. This office works closely with central administration and college units to support their external relations goals with a primary focus on press releases and other forms of publicity, but also in any event planning that targets or includes audiences external to the college.

b. Office of Accreditations, Placement and Licensure

The College Office of Accreditations, Placement and Licensure is a support unit to assist the university, the dean's office and academic departments within the college to fulfill teacher and other academic requirements, and to assist our students with education licensure, certification and endorsements. The director of this unit will oversee this office and work in consultation with relevant department chairs, faculty, and the dean's office, including the associate deans as needed, to promote excellence and accomplish mutual goals.

c. Office of Finance and Business Services

The Office of Finance and Business Services provides fiscal and business administrative services and support for the college, its departments, centers, and outreach operations. Its primary purpose is to facilitate the work of college, department, center, and outreach administrators. The office also supports stewardship of college funds, and compliance with university internal controls and the State of Ohio legal provisions. Policies and procedures related to the use of fiscal resources secured are administered, but not determined by, this office.

The Office of Finance and Business Services also supports college and department administrators and staff in the development of service centers and business plans for program changes, earnings operations and planning. The office oversees the collection, analysis, and reporting of institutional fiscal data that specifically supports the strategic planning efforts of the college and its units. The chief financial officer for the college reports to the dean, but also has a dotted line relationship with the Senior Vice President for Business and Finance just as the financial officers in the departments have a dotted reporting line to the director of the college Office of Finance and Business Services.

d. Office of Human Resources

The Office of Human Resources provides quality human resource services and support to faculty, staff, and students of the college, departments, and college center operations. The EHE Human Resources team strives to ensure that all our employees have positive experiences throughout their careers at OSU. The EHE Office of Human Resources offers proactive HR services and solutions that foster an environment of pride and accountability, while engaging faculty and staff in our core mission. The strategic talent and culture framework is designed to inspire employees, promote student success, and

contribute to global solutions. The EHE HR Business Partner reports to the Senior HR Business Partner with the university's Human Resources Office.

e. Office of Information Technology

The Office of Information Technology (OIT) provides strategy and operational support for office, classroom, research, and center operation technologies. Asset management, computing purchases, software licenses, web site implementation, digital accessibility, technology personnel considerations, IT security, and privacy are all managed by OIT, including strategic consultation, purchase requests, and compliance efforts. The office focuses on efficiency and supporting unique solutions to meeting the college's critical goals. Computing, software, and audio-visual standards are set by the Office of Information Technology, and the overall university asset management process (computing and other assets) is administered from OIT. All web sites, data services, computing devices, databases, and servers must remain compliant with university and Office of Information Technology security, privacy, and digital accessibility standards.

f. Facilities Management

The Facilities Management department develops and administers policies related to physical spaces used by EHE operations, coordinates on and off campus rental agreements and represents college and university interests for safety. Facilities management is responsible for maintaining updated records related to EHE space usage, forecasting space needs, and providing input on college capital planning. Support services related to building conditions, maintenance, furniture, and space assignments are covered by Facilities Management. Local building coordinators, with specific responsibilities overseen by the college facilities manager, provide oversight regarding communication, building access, and space assignments. College laboratory managers also have safety and space usage responsibilities overseen by the college facilities manager.

C. COLLEGE COMMITTEES

Much of the development and implementation of the college's guidelines and programs is carried out by standing and ad hoc committees. The college has four standing committees, and the College Council. The dean is an ex officio member of all college committees and may vote as a member on all committees except the Promotion and Tenure Committee.

1. Standing Committees

a. Executive Committee

Per Faculty Rule 3335-5-15, the college executive committee is chaired by the dean. The Executive Committee advises the dean on administrative matters, assists with coordination of activities in the college, and serves as the primary liaison between the dean and the departments. Membership includes the senior associate dean, associate deans, department chairs and associate chairs, lead college advancement officer, senior fiscal officer, chief of staff and strategic operations, and CIO for EHE. The chair and/or chair elect of the College Council may be invited to attend meetings of the EHE

Executive Committee. Others may be invited to join the committee at the dean's discretion. The Dean may meet with various subgroups of the Executive Committee as deemed appropriate.

b. College Promotion and Tenure Committee

In accordance with Faculty Rule 3335-6-04(C), the College of Education and Human Ecology shall have a standing Promotion and Tenure Committee. The College Promotion and Tenure Committee, with its constitution, procedures, and policies, is described fully in the College Appointments, Promotion and Tenure document, section III.B, Promotion and Tenure Committee.

The purposes of the college Promotion and Tenure Committee are:

a. To ensure that high standards of excellence are maintained in the college promotion and tenure process;

b. To serve as an advisory body to the dean on matters concerning faculty promotion and/or tenure;

c. To determine whether the college's departments have conducted a rigorous promotion and/or tenure review and reached a recommendation consistent with college and departmental policies, procedures, practices, and standards;

d. To determine and advise the dean where the weight of the evidence lies in promotion and/or tenure cases in which there is not a clear or consistent recommendation from the review conducted in the department.

c. Curriculum Committee

EHE Faculty have the primary privilege of and responsibility for implementing and maintaining the college's curriculum. Voting faculty members of College Curriculum Committee oversee the adoption, alteration, or abolishment of courses and curricula subject to the approval of the Council on Academic Affairs, the President, and the Board of Trustees. The College Curriculum Committee is a standing committee working with the associate dean for academic affairs (ex officio member). The associate dean for academic affairs acts in an advisory capacity to the committee and oversees efforts to seek concurrence for curriculum changes within and across colleges. Two voting faculty from each department shall serve on the committee with selection per departmental policy. Each year a committee chair is elected by the voting members of the committee. Each department may also appoint an associate/vice chair to serve in an ex officio capacity on the College Curriculum Committee. The EHE College Council may appoint a representative to serve in an ex officio capacity on the College Curriculum Committee. A report of College Curriculum Committee activity will be given by the chair or representative of said committee at each College Council meeting.

d. Investigation Committee

The purpose of the College Investigation Committee (as per University Faculty Rule 3335-5-04 (E), is to review formal complaints against faculty. The dean shall appoint, after consultation with the Executive Committee, two tenured faculty members from each of the departments, one as a committee member and the other as alternate, to the Investigation Committee. The associate dean for faculty affairs chairs this committee. Each of these members shall serve three years, appointed on staggered terms. No member shall serve more than two consecutive terms. Another member of the committee and an alternate shall be appointed from another professional college for a term of one year. Appointees must be at the rank of associate professor or professor. The Investigation Committee follows the investigations process established in Faculty Rule 3335-5-04(B).

The College Investigation Committee shall also serve as the Faculty Salary Appeals Committee and will be called into action as needed to review faculty salary appeals that cannot be settled at the TIU level, and to make recommendations to the dean concerning the disposition of such cases. The committee will follow the appeals process established in the Office of Academic Affairs *Policies and Procedures Handbook*, Chapter 4, Section 2.

2. College Council

The College Council members are chosen in the manner detailed in the College Council By Laws. The council may advise the dean on issues in the college related to a supportive environment for conducting teaching, research/scholarship and outreach/professional service and develop an academic community to address the mission of the college. The College Curriculum Committee is expected to provide a report to the College Council at their monthly meetings. The College Council may appoint standing committees or ad hoc committees within the College Council as deemed appropriate.

3. Staff and Student Advisory Committees

a. Staff Advisory Committee (SAC)

The purpose of the Staff Advisory Committee is to act as a liaison between the staff and college administration, to present concerns of the staff to college administration, and to participate as a partner in broad college functions such as providing campus campaign representatives, operation feed representatives, etc. Additionally, it keeps staff informed of current issues and decisions; provides opportunities for professional development; and encourages staff to participate in professional development activities. Members are representative of staff across the college. The EHE Staff Advisory Committee consists of 12 members who are selected in a manner detailed in their by-laws. The Chief of Staff/Director of Strategic Operations works as a liaison with this committee and also oversees staff development efforts on behalf of the college.

b. Graduate Student Advisory Council (GSAC)

The GSAC is recognized by the college as the primary organization representing all graduate students enrolled in the College of Education and Human Ecology. The GSAC is composed of representatives from the different programs within the college and the leadership of student organizations within the college. There are 12 members, 4 from each Department in the College. Members are selected via a combination of recruitment, nomination and appointment. The members typically serve 2-year terms. The members of the GSAC annually elect a committee chair.

The GSAC builds community as it promotes communication between the college administration and students as well as with the university community. Through the GSAC, students provide feedback to the faculty and administration of the college, and initiate, organize, and promote activities and events that enrich the experiences of all students in the college.

c. Ad Hoc and Other Committees and Subcommittees

Ad hoc committees and subcommittees may be constructed by the dean, associate deans, department chairs, the College Council, standing committee chairs, or advisory committee chairs. These committees may function to advise, implement, or evaluate activities consistent with the college mission and vision.

D. College Centers

The college has four centers: the Schoenbaum Family Center (SFC); the Crane Center for Early Childhood Research and Policy (CCEC); the Center on Education and Training for Employment (CETE) and the Dennis Learning Center (DLC). The centers promote interdisciplinary research and outreach across the college and beyond. Each center is devoted to a particular focus engaging both faculty and staff; the focus of each should support the academic mission and strategic plan for the college. Each center is also expected to generate significant externally funded support for operational expenses. Center directors report to the dean or dean's designee.

1. Establishment of College Centers

College centers will have some mix, with variable emphases, of research/scholarship, training, instruction, service, clinical, or outreach missions; and should draw upon faculty from more than one college.

Faculty members wishing to establish a college center should first consult with their TIU heads. With their TIU heads' support, the faculty members should create proposal to the dean addressing the following:

a) Mission: Explain the mission of the center and how it is aligned with the college's strategic plan, including:
   i. The missions of the college (research, teaching, service, or outreach) most relevant to the center.

ii. The interdisciplinary nature of the center.
iii. The goals of the center that cannot be met within existing academic units.

b) Faculty: Describe the level of faculty interest and commitment to the center, including:
   i. The criteria for selecting the center's faculty membership.
   ii. A list of faculty expressing interest in associating with the center and accompanying documentation that their TIU heads support such involvement.
   iii. The extent to which staff and students will be involved and supported.

c) Administration: Describe the administrative structure and responsibilities of the director and oversight committee, including:
   i. The name of the director or interim director of the center.
   ii. The proposed responsibilities of the director.
   iii. The function(s) and composition of the oversight committee. Center oversight committees within the College of Education and Human Ecology must have a majority faculty membership.
   iv. The main components of a pattern of administration for the center (to be formally completed and approved by the dean within a year of center establishment).

d) Budget/Funding: Specify budget and funding sources for the center, including:
   i. The expected budget for the first year of operation.
   ii. Funding sources and one-time and recurring costs.
   iii. Existing or new equipment, space and facilities needed to establish the center.
   iv. The sustainability of the center, including possibilities for external funding and details of related funding proposal submissions.

e) Evaluative Criteria and Benchmarks: Propose and define specific criteria and benchmarks against which the center will be measured.

f) Supporting Materials: Solicit and include letters of support from relevant TIU heads within the college, interested parties outside the college, and entities with similar emphases at other universities.

A college academic center shall be administered by a director who shall be appointed by and report to the dean for a four-year term. The director is eligible for reappointment after undergoing formal reappointment review conducted in the fourth year of the director's term by the faculty members of the center oversight committee. The recommendation of the review committee is advisory to the dean.

2. Review of College Centers

College centers will be reviewed two years after initial establishment and at four-year intervals thereafter. The college executive committee will conduct the review using the following information.

a) Mission.

i. Original mission statement.
ii. Proposal establishing the center.
iii. Annual reports.
iv. Description or list of all center activities, events, and initiatives that have contributed to fulfilling the mission and objectives of the center. If current activities differ from those originally envisaged or articulated in the mission statement, explain this evolution.

b) Faculty and Student Involvement and Contribution.
i. List of current faculty and graduate student affiliates or associates.
ii. List of past faculty and graduate student affiliates or associates.
iii. List of all faculty publications, lectures, grants, or other activities related to their work with the center, focusing on those that contribute most centrally to the mission of the center.
iv. List of all student publications, lectures, grants, or other activities related to their work with the center.

c) Administrative Structure and Responsibilities.
i. Description of administrative structure.
a Responsibilities and activities of all administrative staff, indicating their contributions to the mission of the center and its objectives.
b Indicate the contributions made by the oversight committee to the mission of the center and its objectives.
ii. Pattern of administration.

d) Budget.
i. Current budget.
ii. Projected budget for next four years.
iii. Past budgets since last review.
iv. Description of the budgetary context for the center, outlining specific information regarding those expenses charged to the university's general funds. Externally generated funds produced by the center should be itemized and inked to the functions and services articulated in the mission statement.

e) Evaluative Criteria and Benchmarks.
i. List of evaluative criteria and benchmarks articulated in the original center proposal, identifying and describing the degree to which the center has met (or failed to meet) its stated evaluative criteria and benchmarks.
ii. Identify and justify any new evaluative measures and describe the degree to which the center has met these criteria or benchmarks.
iii. Provide any specific narrative information or data as appropriate and attach as appendices any documentation (letters of recommendation, awards, news releases) that demonstrate how the center has met its criteria or benchmarks.

After discussing these materials with the center director and the oversight committee, the college executive committee will make an advisory recommendation to continue or discontinue the center.

VIII. COLLEGE FACULTY MEETINGS

Per University Faculty Rule 3335-5-16, the college faculty shall meet upon call of the dean or by the rules established by the College. The dean schedules faculty meetings at least once every academic year. The agenda for College faculty meetings is set by the dean and communicated to the faculty at least a week in advance of the meeting. Minutes will be taken by the Dean's assistant and will be posted on the EHE internal web site for faculty and staff. Any votes taken at these meetings will be determined by a simple majority of those present. 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 dean will necessarily make the final decision. Votes on policy matters are usually completed by electronic or paper ballot by all members of the faculty with voting rights. Special policies pertain to voting on personnel matters, and these are set forth in the college's Appointments, Promotion and Tenure Document.

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

IX. DISTRIBUTION OF FACULTY DUTIES, RESPONSIBILITIES, AND WORKLOAD

The faculty of the College of Education and Human Ecology consists of individuals whose appointments and responsibilities vary considerably. Depending on their appointment, college faculty members' responsibilities may include teaching, research, outreach/engagement, and/or service. Fluctuations in the demands and resources of a TIU and individual circumstances of faculty members may warrant changes in their responsibilities. Initial faculty assignments are described in the initial letter of offer. Assignments and expectations for the upcoming year are addressed as part of the annual review by the TIU head based on TIU needs as well as faculty productivity and career development.

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 TIU head in order to ensure that no conflict of commitment exists. Information on faculty conflicts of commitment is presented in the OAA Policy on Outside Activities and Conflicts.

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

A. Guidelines on Teaching Assignments

Teaching principles established by the college will guide teaching expectations and assignments in each department. Specific faculty teaching assignments will be determined at the TIU level according to processes developed and approved by that unit. All tenured, tenure-track, and clinical faculty are expected to contribute to their unit's teaching, including large enrollment, specialized courses and distance learning. In order to establish equitable teaching workloads for all faculty, and meet the teaching needs of the College, EHE has adopted a Teaching Workload Policy that outlines typical teaching loads, enrollment expectations, conditions for offering a course release for faculty, and options for buying out of courses. Additional guidelines with respect to faculty teaching load are found in the Office of Academic Affairs Policies and Procedures Handbook, Chapter 2, Sections 1.4.3 and 1.4.3.1.

B. Special Assignments

Information on Special Assignments (SAs) is presented in the Office of Academic Affairs Special Assignment Policy.

Faculty may request a SA, consistent with their TIU's requirements for SA proposals. The TIU head shall make a recommendation to the dean regarding a SA proposal. Award of the SA will be based on the quality of the proposal and its potential benefit to the TIU or university and to the faculty member as well as the ability of the TIU to accommodate the SA at the time requested.

C. Guidelines for Determining Associated Faculty FTE Exceptions to Faculty Appointments Policy

The College of Education and Human Ecology recognizes that associated faculty are professionals committed to educating Ohio State students. They provide a valuable service to their units and must be compensated and treated fairly.

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 unit 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 unit should request approval for additional compensation for the lecturer teaching the course.

In all cases, units 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, units will reassess and report to the college whether or not any changes are warranted.

Activities that may warrant additional compensation include the following:

- Lecturer assigned a course for the first time.
- Lecturer requested to simultaneously significantly revise and teach a course
- Lecturer 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 lecturer provides the lecture and GTAs provide the recitation
- 4-credit courses where the lecturer 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

D. Modification of Duties

The College of Education and Human Ecology strives to be a family-friendly unit in its efforts to recruit and retain high quality faculty members. To this end, the college is committed to a modification of duties to provide its faculty members flexibility in meeting work responsibilities within the first year of childbirth/adoption/fostering, or care for an immediate family member who has a serious health condition, or a qualifying exigency arising out of the fact that the employee's immediate faculty member is on covered active duty in a foreign country or call to covered active duty status.

The faculty member requesting a modification of duties and the TIU head 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.

Faculty may be eligible for additional protective 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 also the OHR Parental Care Guidebook and the Parental Leave Policy in Section XII.

X. COURSE OFFERINGS AND TEACHING SCHEDULE

TIU heads are expected generally to manage their unit's course offerings and individual faculty teaching schedules. However, the dean is ultimately responsible for course offerings and teaching schedules and ensuring that courses needed by students are being offered, that class availability is distributed across the day and week, and that minimum class sizes are maintained as required by Faculty Rule 3335-8-16.

XI. ALLOCATION OF COLLEGE RESOURCES

The dean is responsible for the fiscal and academic health of the college and for assuring that all resources—fiscal, human, and physical—are allocated in a manner that will optimize achievement of college goals. The dean will allocate resources in support of the mission of the college after consultation with the executive committee. However, final decisions on resource allocation rest with the dean.

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

XII. LEAVES AND ABSENCES

The university's policies and procedures with respect to leaves and absences are set forth on the Office of Human Resources Policies and Forms website.

A. Discretionary Absence

Faculty are expected to complete a travel request or a request for absence well in advance of a planned absence (for attendance at a professional meeting or to engage in consulting) to provide time for its consideration and approval and time to assure that instructional and other commitments are covered. Discretionary absence from duty is not a right, and the college retains the authority to disapprove a proposed absence when instruction or other activities are negatively impacted by the leave. Such an occurrence is most likely when the number of absences in a particular semester is substantial. Rules of the University Faculty require that the Office of Academic Affairs approve any discretionary absence longer than 10 consecutive business days (see Faculty Rule 3335-5-08).

B. Absence for Medical Reasons

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

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

Information on faculty professional leaves is presented in the OAA Policy on Faculty Professional Leave.

Applications for FPL, which must follow the format determined by the Office of Academic Affairs, must be peer-reviewed in the TIU using procedures detailed in each unit's Pattern of Administration.

E. Parental Leave

The university and this college 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 paid external consulting is presented in the university's Policy on Outside Activities and Conflicts. The information provided below supplements these policies.

This college adheres to these policies in every respect. In particular, this college 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 TIU head 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 college. In addition, it is university policy that faculty may not spend more than one business day per week on supplemental compensated activities and external consulting combined.

Faculty with an administrative position (for example, chair, associate 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 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 or her, such textbook or material may be required for a course by the faculty member only if (1) the faculty member's TIU head and dean or designee have approved the use of the textbook or material for the course taught by the faculty member, or (2) an appropriate committee of the TIU or college reviews and approves the use of the textbook or material for use in the course taught by the faculty member.

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

University policies represent upper limits on what is possible, and individual departments are encouraged to consider whether amendments to these are appropriate to their circumstances). The department chair recommends approval of these requests and forwards them to the associate dean for faculty affairs, or in the case of additional compensation for research, to the associate dean for research, for review and approval prior to the beginning of service. All additional compensation and paid external consulting require a final sign-off from the dean's office.

XIV. FINANCIAL CONFLICTS OF INTEREST

Information on faculty financial conflicts of interest are presented in the University's Policy on Outside Activities and Conflicts.

A conflict of interest exists if financial interests or other opportunities for tangible personal benefit may exert a substantial and improper influence upon a faculty member or administrator's professional judgment in exercising any university duty or responsibility, including designing, conducting, or reporting research.

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

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

XV. GRIEVANCE PROCEDURES

Complaints and grievances initiated by faculty or staff should be settled at the local level. The first attempt to resolve concerns should be with the faculty or staff member and other faculty or staff directly involved, followed by the program leader and department chair. If the grievance is against the department chair, the faculty member may bring the concerns directly

to the Associate Dean for Faculty Affairs. If issues are not resolved at the department level, then they should be brought to the Associate Dean for Faculty Affairs for resolution. If the issue is still unresolved, then the associate dean for faculty affairs shall consult with the dean and/or human resources and refer the case as necessary to the appropriate offices authorized to address them. Faculty may also consult with the University Ombudsman. Allegations of sexual misconduct, sexual harassment or other violations of law shall be reported immediately per university policy and state or federal law. Faculty at regional campuses should follow procedures described in each regional campus's pattern of administration and other appropriate documents.

Procedures for review of specific types of grievances and complaints are below.

A. Salary Grievances

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

In cases that cannot be resolved at the TIU level, a faculty member may file a salary grievance with the dean. The Salary Appeals Committee (see section VII.C) handles salary appeals according to procedures outlined in the OAA *Policies and Procedures Handbook*, Chapter 4, Section 2.

Staff members who are not satisfied with the outcome of the discussion with the chair and wish to pursue the matter should contact Employee and Labor Relations in the Office of Human Resources.

B. Faculty and Staff Misconduct

Complaints alleging faculty misconduct or incompetence should follow the procedures set forth in Faculty Rule 3335-5-04. The Investigation Committee (see section VII.C) handles cases of faculty misconduct according to procedures outlined in Faculty Rule 3335-5-04.1(B).

Any student, faculty, or staff member may report complaints against staff to the TIU head. The Office of Employee and Labor Relations in the Office of Human Resources can provide assistance with questions, conflicts, and issues that arise in the workplace.

C. Faculty Promotion and Tenure Appeals

Promotion and tenure appeals procedures are set forth in Faculty Rule 3335-5-05.

D. Harassment, Discrimination, and Sexual Misconduct

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

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 TIU head, he/she/they will first ascertain whether or not the students require confidentiality. If confidentiality is not required, the TIU head 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 TIU head 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.

The Graduate and Professional Student Ombudsperson can serve as a resource for graduate students with a grievance or complaint. Complaints and grievances initiated by graduate students should be settled at the local level. In all areas, graduate students should first attempt to resolve their concerns with the faculty member, fellow student or staff member involved, followed by the program leader and department chair. Grievances that have not been resolved at these levels may then proceed as follows:

1) The Graduate School is authorized to review two specific kinds of grievances: those related to graduate examinations and to graduate associate appointments. Grievances in these areas may proceed to the Graduate Studies Committee, who may consult with the associate dean for research and graduate education, and eventually to the Graduate School. Graduate associates should also consult their appointment documents.
2) Grievances that are not academic in nature, including but not limited to complaints of harassment or allegations of scholarly misconduct may proceed to the associate dean of academic affairs and then, as necessary, to the appropriate offices authorized to address

them. Allegations of sexual misconduct, sexual harassment, or other violations of law shall be reported immediately per university policy and state and federal law.

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 TIU head 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.

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H. Activities and Programs with Minor Participants

The work of EHE faculty, staff and students often involves working with minors. All EHE faculty, staff, volunteers and students who work directly with minors must follow the university's policy on activities and programs with minor participants as set forth in the Office of Institutional Equity's Policy on Youth Activities and Programs.