

Pattern of Administration for The Ohio State University SCHOOL OF EARTH SCIENCES

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Table of Contents

I	Introduction	3
II	School Mission	3
III	Academic Rights and Responsibilities	3
IV	Faculty and Voting Rights	4
	A. Teaching Faculty Appointment Cap	4
	B. Research Faculty Appointment Cap	4
V	Organization of School Services and Staff	5
VI	Overview of School Administration and Decision-Making	7
VII	School Administration	7
	A School Director.....	7
	B Other Administrators	8
	C Committees	9
VIII	Faculty Meetings	14
IX	Distribution of Faculty Duties and Responsibilities	15
	A Tenure-track Faculty	16
	i Special Assignments	20
	B Teaching Faculty	20
	C Research Faculty	20
	D Associated Faculty	21
	E Modification of Duties	21
X	Course Offerings and Teaching Schedule	21
XI	Allocation of School Resources.....	22
XII	Leaves and Absences	22
	A Discretionary Absence	23
	B Absence for Medical Reasons	23
	C Unpaid Leaves of Absence.....	23
	D Faculty Professional Leave (FPL)	23
	E Parental Leave	24
XIII	Supplemental Compensation and Paid External Consulting	24
XIV	Financial Conflicts of Interest	24
XV	Grievance Procedures	25
	A Salary Grievances	25
	B Faculty Promotion and Tenure Appeals	25
	C Faculty Misconduct	25
	D Harassment, Discrimination, and Sexual Misconduct	25
	E Violations of Laws, Rules, Regulations, or Policies	26
	F Complaints by and about Students	26
	G Academic Misconduct	26
	Appendix A: Selection of Division Chairs	27
	Appendix B: Selection of School Director	28

I Introduction

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

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

II School Mission

The School of Earth Sciences aims to be a globally preeminent program in Earth and Geodetic Sciences at the forefront of knowledge creation and dissemination, education, and training focused on humanity's greatest problems (e.g., climate change, adaptation & evolution, sustainable energy, water, mineral, & elemental resources).

Our mission is to:

- Advance understanding of Earth as a dynamic and complex system of interconnected physical, chemical, and biological processes that shape the evolution of past and present life forms and landscapes;
- Collect and assimilate geospatial measurements across time with high levels of accuracy and precision;
- Act on scientific data, in our educational and research endeavors, in ways that promote environmental stewardship, social justice, and sustainability of the Earth's resources;
- Assess human impact on the Earth system, and the implications of climate change adaptation on the biosphere, society, and the economy;
- Develop and implement strategies and technologies that mitigate or solve humanity's grand challenges (e.g., climate change, water supply, energy security, resources) with an eye towards helping underserved populations and communities most vulnerable to these grand challenges;
- Educate the next generation of scientists, researchers, teachers, policy makers, entrepreneurs, and professionals through the use of practices that encourage and promote participation of students and professionals from all groups;
- Promote scientific literacy and data-driven, evidence-based decisions within the diverse populace of the state of Ohio, our nation, and worldwide.

Collegiality, civility, mutual support, and respect for others are strongly held values within the School of Earth Sciences. At the heart of our mission, is a [Code of Conduct](#) to ensure that all members of the School of Earth Sciences (faculty, staff, students, alumni, etc.) feel welcome and included in all School activities regardless of location (e.g., on campus, off campus conferences, in the field, etc.). The School of Earth Sciences rejects all forms of discrimination, harassment, and bullying. We affirm support for diverse beliefs, academic freedom of expression, and the free exchange of ideas (including critical discussion of ideas) as long as these are respectful, constructive, and professional.

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 school includes tenure-track, teaching, and research faculty with compensated FTEs of at least 50% in the School of Earth Sciences, and associated faculty.

The School of Earth Sciences makes tenure-track appointments with titles of assistant professor, associate professor, or professor. Tenure-track faculty for whom the School of Earth Sciences is their TIU may vote in all matters of school governance.

The School of Earth Sciences makes teaching appointments. Teaching faculty titles are assistant teaching professor, associate teaching professor, and teaching professor.

Teaching faculty may vote in all matters of school governance except tenure-track faculty appointment, promotion and tenure decisions and research faculty promotion decisions. Any teaching faculty member appointed by the school may stand for election to serve as a representative in the University Senate subject to representation restrictions noted in [Faculty Rule 3335-7-11\(C\)\(2\)](#).

A. Teaching Faculty Appointment Cap

The appointment cap on teaching faculty in relation to the total of tenure-track, teaching and research faculty is established in the [college pattern of administration](#).

In accordance with [Faculty Rule 3335-7-03](#), unless an exception is approved by the University Senate and the Board of Trustees,

- in the School of Earth Sciences teaching faculty will follow the same limits as the College of Arts and Sciences, and may comprise no more than 20% of the tenure-track, teaching, and research faculty in the College of Arts and Sciences;
- the number of teaching faculty members must be fewer than the number of tenure-track faculty members.

B. Research Faculty Appointment Cap

In accordance with Faculty Rule [3335-7-32](#), unless otherwise authorized by a majority vote of the tenure-track faculty, research faculty must comprise no more than 20% of the number of tenure-track faculty in the school. In all cases, however, the number of research faculty positions must constitute a minority with respect to the number of tenure-track faculty in the unit.

The School of Earth Sciences makes research faculty appointments. Research faculty titles are research assistant professor, research associate professor, and research professor.

Research faculty may vote in all matters of school governance except tenure-track faculty appointment, promotion, and tenure decisions and teaching faculty promotion decisions. Research faculty may participate in discussions of research faculty matters including promotion reviews.

The School of Earth Sciences makes associated faculty appointments. Associated faculty titles include tenure-track faculty on less than a 50% appointment, adjunct titles, lecturer titles, and visiting titles.

With the exception of visiting faculty, associated faculty may vote in all matters of school governance except personnel decisions. Visiting faculty may be invited to participate in discussions on non-personnel matters, but may not participate in personnel matters, including appointment, promotion and tenure reviews, and may not vote on any matter.

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

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

V Organization of School Services and Staff

The governance structure of the School of Earth Sciences is shown in **Figure 1**. Tenure-track faculty, led by the Director, constitute the governing body of the School of Earth Sciences. The presumption is that the Director functions as the first among equals and to the fullest extent possible leads the School of Earth Sciences by consensus. Specific duties and responsibilities of the Director are described below.

The School of Earth Sciences is composed of four Divisions as approved by the university's Board of Trustees on July 7, 2006. The names of these divisions, which may be changed by a majority vote of the faculty, are

- Division of Earth History,
- Division of Geodetic Sciences,
- Division of Solid Earth Dynamics,
- Division of Water, Climate, and the Environment,

Each Division is led by a Chair selected by division members according to procedures described in **Appendix A**. These Division Chairs are part of the Advisory Committee (described below). The School of Earth Sciences provides formal status for its divisions by assigning them certain academic and administrative responsibilities along with commensurate authority. Faculty members, including faculty on the regional campuses, choose their primary divisional affiliation. Faculty members may choose to associate themselves with an additional division. The purposes of the divisions are (i) to support natural synergies among component sub-disciplines, both in terms of research and education, promoting technical competence within that body of knowledge and activity, and an awareness of how these core techniques and competencies are being applied in trans-disciplinary research agendas; (ii) to promote bottom-up thinking and some degree of self-organization within the School of Earth Sciences (e.g., to generate ideas that enjoy widespread support within a division and have the divisional chair bring them to the school director and/or the Advisory Committee); (iii) divisions can propose new courses, tracks or educational programs or shared facilities to the school director, the Advisory Committee and the faculty as a whole; (iv) if the School of Earth Sciences, as a whole, determines that a graduate program (i.e., Earth Sciences or Geodetic Science graduate programs), an undergraduate major or track, or a certificate program is closely associated with the core interests and techniques of a given division, that division should take the lead on ensuring that the associated curriculum is up- to-date, as complete as possible, and assess if it has the necessary resources.

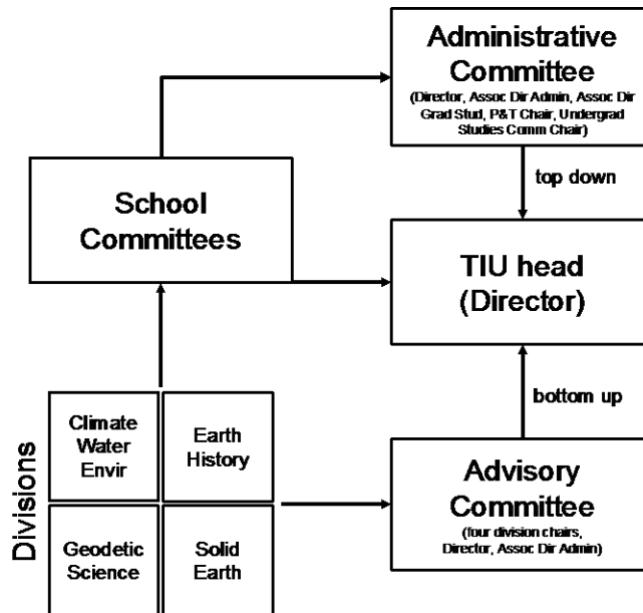


Figure 1. Organizational structure of the School of Earth Sciences. The Director is the TIU Head. There are two Associate Directors selected by the Director and four Divisional Chairs selected by divisional members. Faculty are also appointed to various committees by the Director in consultation with the Division Chairs.

The Administrative Committee (see **Fig. 1**; duties described below) is charged with carrying out College and School related tasks such as scheduling of P&T meetings, staffing of courses (faculty, instructors, and grad students), logistics and planning of mentoring/teaching evaluation, etc.

An Administrative Manager assists the Director in all aspects of School administration within the university and college polices. The principal duties of the Administrative Manager include the following: prepares and advises the Director on the annual budget; track spending patterns; forecasts resource changes based on enrollment fluctuations; documents and analyzes spending including faculty grants and contracts; monitors earnings funds; advises the Director on the AMCP process for staff; develops fiscal and office support policies and procedures; manages associated support staff (e.g. classified civil service staff and administrative and professional staff); assists the Director and Associate Director of Administration with the instructional program; review and approve travel, expense reports and requisitions for the school; serves as liaison with College provided HR.

An Office Associate serves as the Coordinator of the two Graduate Studies programs in the School of Earth Sciences. The principal duties of the Office Associate include gathering and organizing graduate student admissions materials; processing all graduate student-related requests related to hiring; maintaining the main office and supervise undergraduate student administrative assistants; assisting the Administrative Manager with school administration.

A Fiscal Associate assists the Administrative Manager with day to day departmental fiscal and administrative operations; acts as the purchasing manager and assists/initiates travel, expenses report and requisition for the school; maintain school vans (e.g., required maintenance, reservations, etc.).

Student Administrative Assistants provide secretarial support for the regular staff and faculty as directed by the Office Associate. Their duties include answering telephones; greeting visitors to the main office; copying materials for faculty and students; providing secretarial support for the Director; other administrative duties as needed.

The College of Arts and Sciences may also provide a Grants Coordinator and Human Resources Consultant. These staff are hired and supervised by the College of Arts & Sciences. Their duties may include the following: assist faculty with hiring students and staff via Workday, assist faculty and students with the preparation of sponsored research budgets, monitor spending on faculty grants and contracts.

VI Overview of School Administration and Decision-Making

Policy and program decisions are made in a number of ways: by the school faculty as a whole, by standing or special committees of the school, or by the school director. The nature and importance of any individual matter determine how it is addressed. School 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.

VII School Administration

A School Director

The school is led by a Director selected according to procedures described in **Appendix B**. The primary responsibilities of the school Director, are set forth in Faculty Rule [3335-3-35](#). This rule requires the director 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 director to prepare, in consultation with the faculty, a document setting forth policies and procedures pertinent to appointments, reappointments, promotion and tenure.

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

- To have general administrative responsibility for school programs, subject to the approval of the dean of the college, and to conduct the business of the school efficiently. This broad responsibility includes the acquisition and management of funds and the hiring and supervision of faculty and staff.
- To plan with the members of the faculty and the dean of the college a progressive program; to encourage research and educational investigations.
- To evaluate and improve instructional and administrative processes on an ongoing basis; to 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.
- To evaluate faculty members annually in accordance with both university and school established criteria; to inform faculty members when they receive their annual performance and merit review of their right to review their primary personnel file maintained by the

school and to place in that file a response to any evaluation, comment, or other material contained in the file.

- After consultation with the eligible faculty, to make recommendations to the dean of the college regarding appointments, reappointments, promotions, dismissals, and matters affecting the tenure of members of the school faculty, in accordance with procedures set forth in Faculty Rules [3335-6](#) and [3335-7](#) and the school's Appointments, Promotion and Tenure Document.
- To see that all faculty members, regardless of their assigned location, are offered the privileges and responsibilities appropriate to their rank; and in general, to lead in maintaining a high level of morale.
- To maintain a curriculum vitae for all personnel teaching a course in the school's curriculum.
- To see that adequate supervision and training are given to those members of the faculty and staff who may profit by such assistance.
- To prepare, after consultation with the faculty, annual budget recommendations for the consideration of the dean of the college.
- To facilitate and participate in prescribed [academic program review](#) processes, in collaboration with the dean of the college and the Office of Academic Affairs.
- To assess, review and reallocate space associated with the School of Earth Sciences (e.g., spaces of Mendenhall Laboratory, Orton Hall, and storage facilities on Kenny Road).

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

Operational efficiency requires that the director exercise a degree of autonomy in establishing and managing administrative processes. The articulation and achievement of school academic goals, however, are most successful when all faculty members participate in discussing and deciding matters of importance. The director will therefore consult with the faculty on 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 director will explain to the faculty the reasons for the departure, ideally before action is taken.

B Other Administrators

Associate Directors – The School of Earth Sciences has two Associate Directors who are appointed by the school director and report to the director. The Associate Director of Administration is primarily responsible for administering the undergraduate and GE teaching program. This Associate Director is typically the Chair of the Curriculum Committee (see below). The Associate Director of Graduate Studies oversees the graduate programs in the School of Earth Science and chairs the Graduate Studies Committee (see below). When necessary, either of these two Associate Directors or one of the Division Chairs can be selected by the school director to act on behalf of the director.

POA for the School of Earth Sciences

Division Chairs – As noted above, the university’s Board of Trustees established the School of Earth Sciences with a divisional structure. Each division is led by a Division Chair who will be selected by division members as outlined in **Appendix A**. The responsibility of the Division Chair includes:

- organize a meeting of the division members once per semester (e.g., if possible, in the time slot of a full faculty meeting), or more often as circumstances dictate. Additional communications between the division chair and the members may occur via email.
- serve as a member of the Advisory Committee.
- coordinate meetings and/or seminars focused on building individual and shared scientific capacity via awareness of new datasets, mathematical tools, software, analytical systems and/or instrumentation, with some consideration given to resource sharing.
- advise the director on School committee assignments, both standing and *ad hoc*, so to ensure that all division members contribute in some way to the governance of the School of Earth Sciences.
- advise the director on extended leave of absence requests, especially in terms of possible impacts on teaching, the ability of students to move through their course requirements, and compatibility with OAA and College guidelines for Faculty Professional Leave (FPL).
- formulate with division members the division’s priorities for hiring new faculty and staff, and prepare documentation about the need for new faculty in specific areas; advise the director on the composition of search committees.
- advise the director on divisional representatives to serve on the Faculty Annual Evaluation Committee.
- work with division members to establish a policy on voting on divisional business.

Other administrative assignments may include Building Coordinator(s), Colloquium Coordinator, Health and Safety Officer, Bownocker Lecture Chairperson, Earth Sciences Club Advisor, Sigma Gamma Epsilon Advisor, Social Events Coordinator, and Undergraduate Major Student Coordinator/Advisor.

C Committees

Much of the development and implementation of the school’s policies and programs is carried out by standing and ad hoc committees. The school director is an ex officio member of all school committees and may vote as a member on all committees except the Committee of Eligible Faculty and Faculty Annual Evaluation Committee.

The School of Earth Sciences shall maintain the following committees: Administrative Committee, Advisory Committee, Alumni Committee, Awards Committee, Committee of the Eligible Faculty, Communications Committee, Curriculum Committee, Faculty Annual Evaluation Committee, Field Camp Committee, Friends of Orton Hall Committee, Graduate Studies Committee, Mentor Subcommittees, Orton Museum Committee, Space Committee, and Undergraduate Committee. Search committees are appointed, as needed, to conduct reviews of faculty and staff applications and make recommendations on appointments to the school faculty and Director. Other committees will be appointed as needed.

All School committees are advisory to the Director. The Director shall appoint all School committee chairpersons and committee members for one-year terms or longer, usually commencing in the Autumn Semester. Committee members are selected by the Director based on input from the Associate Directors and Division Chairs.

POA for the School of Earth Sciences

Committees will ideally have representation from each division, but the size of Divisions may preclude this in some years. Regional campus faculty with their TIU in the School of Earth Sciences may be appointed to standing committees.

All committees shall execute their duties following standard parliamentary procedures (Robert's Rules of Order) to the best of their ability with decisions based on majority voting by members. Students are permitted to serve and vote on committees as outlined below. While there is nothing that prohibits students from voting on school committees, it is good practice to exclude students from sessions that involve student confidentiality.

Administrative Committee – This committee is charged with administering School, College, and University related tasks such as scheduling of P&T meetings, setting faculty meeting agendas, staffing of courses (faculty, instructors, and grad students), logistics and planning of mentoring/teaching evaluation. The Director chairs this committee. Other members include Associate Director of Administration, Associate Director of Graduate Studies, Director of Undergraduate Studies, and P&T Chair. These committee members are appointed as Chairs of their respective committees by the director, as described below.

Advisory Committee – Members of this committee include the four Division Chairs as well as the school director and Associate Director of Administration. Division Chairs are selected by faculty in each division as described in **Appendix A**. The scheduling of and agenda for the Advisory Committee meetings are set by an elected Division Chair ('head' of the Advisory Committee), in consultation with other Division Chairs and their Division members, and the school director. The Advisory Committee has a 'bottom-up' charge aimed towards development and implementation of ideas from faculty constituents in the School of Earth Sciences.

Alumni Committee – This committee will focus on Alumni relations, including advising the school director on the 'Orton Award' for a distinguished alum. The main duty of this committee will be to oversee the Alumni Advisory Board, which shall meet once in the Spring Semester (preferably at the same time as the Spring Awards Banquet) and ideally also one time during the Autumn semester. The Chair of the Alumni Committee will identify Alumni who may be able to work the recruitment booths at the annual meetings of AGU and GSA, and help the Communications Committee create the monthly News Notes, which are distributed to all alums of the School of Earth Sciences. At least two faculty (one as Chair) will be appointed by the director to serve on this committee.

Awards Committee - This committee will nominate School of Earth Sciences faculty and staff for college, university, national and international awards. At least two faculty (one as Chair) will be appointed by the director to serve on this committee.

Committee of the Eligible Faculty –The Committee of Eligible Faculty (CEF), including its responsibility, is defined in the [Appointments Promotion and Tenure \(APT\) document](#). This committee includes faculty whose TIU is the School of Earth Sciences. This committee does not include the Director. The Promotion & Tenure (P&T) Committee Chair is the chief administrator of the CEF and appointed by the director with the advice of the Advisory Committee. The committee also has a [Procedural Oversight Designee \(POD\)](#) selected from the CEF to provide oversight for assuring that reviews are procedurally correct, fair, and free of bias for all faculty members. The P&T Committee Chair duties are also defined in the APT document and include the following additional duties:

- make recommendations to the school director on Mentor assignments annually in the summer
- ensure the Mentor Policy is implemented as defined in the Appendix of the APT document

- oversee the electronic archiving of all dossier documentation of each candidate
- solicit the external letters for Promotion and Tenure cases according to the procedures outlined in the EXTERNAL EVALUATIONS section of the APT document.

Communications Committee – Facilitate communication between faculty, alumni, the university community, the broader Earth Sciences community, and the general public. Promote the School of Earth Sciences via a monthly newsletter, social media channels, national/international meetings, and the School’s website. Interface with other committees, including but not limited to the Alumni committee (e.g., announcements regarding events), Undergraduate committee (e.g., recruiting prospective students), and the Museum Director, about promotional material. At least two faculty (one as Chair) will be appointed by the school director to serve on this committee. This committee may also include non-voting student members appointed by the director based on recommendations from the Director of Undergraduate Studies and the Associate Director of Graduate Studies.

Curriculum Committee – This committee will provide a School perspective, integration, and approval of courses and programs that impact Earth Science and Geodetic Science courses, including College concurrence and GE Assessment. This committee will consist of up to four faculty representing the breadth of educational and programmatic duties and a chair, who are appointed by the school director. The chair of this committee will usually be the Associate Director of Administration. The Chair of the Curriculum Committee is responsible for coordinating new course proposals, facilitating the drafting of documentation for proposed, deleted, or modified courses and programs; for transmittal of these materials and details of degree requirements to the appropriate College Curriculum Committee; for preparation and proof corrections of University Course Offering OAA Approval, and University Bulletin text; and for reporting all curricular matters to the faculty of the School of Earth Sciences. The Chair of this committee does not vote except to break a tie vote. The Chair of the Curriculum Committee will also serve as the Faculty Curricular Contact for the College. The Chair of the Curriculum Committee will assign a Faculty Assessment Contact for the College of Arts & Sciences.

Faculty Annual Evaluation Committee – This committee shall consist of four faculty members, one from each division, as well as the school director who will chair the committee. The Division Chairs will develop the process for selecting the faculty members on the committee from their divisions and provide the names of those selected to the Director. Committee members will typically serve three-year terms. During Spring Semester, the committee (Director only observing) reviews all faculty Annual Activity Reports and curriculum vitae, and advises the Director of their perception of job performance by individual faculty in terms of teaching, research, and service, including contributions to a positive workplace climate. Performance is judged relative to duties and responsibilities outlined in section IX below. Scores include no significant activity, below expectations, met expectations, above expectations, greatly exceeding expectations.

Faculty Search Committees – These committees, appointed as needed, will consist of at least four faculty members, and ideally at least one faculty member from each division. Committee members and the committee Chair will be appointed by the school director. The director will seek advice from the Advisory Committee on the members. Ohio State faculty from outside of the School of Earth Sciences may be appointed by the director to serve on Faculty Search Committees. Undergraduate and/or graduate students (non-voting) from the School of Earth Sciences may be appointed to faculty search committees.

Field Camp Committee – This committee will focus on management of field camp, including logistics, number of instructors and GTAs necessary to maintain the course in the field. This committee will advise the school director on the use of the Field Camp Endowment Fund, including selection of recipients for scholarships and purchase of equipment. This committee will also advise the director on best use of the Field Camp Endowment Fund by communication with major donors, and coordinate fundraising for Field Camp Endowment including organization of reunions. This committee also organizes communications to donors by the student recipients (notes of thanks) of scholarships or awards. At least two faculty (or one faculty and one instructor) will be appointed by the director to serve on this committee.

Friends of Orton Hall Committee – The Friends of Orton Hall Fund, established by the Board of Trustees on June 2, 2006, is used to support students in the School of Earth Sciences. Funds are typically awarded to support fieldwork, costs of laboratory studies, or attendance at professional meetings. The award may be used by undergraduate students conducting research or by graduate students for their thesis and dissertation work. A committee comprised of a chairperson and at least two additional faculty members will be responsible for deciding the annual distribution of this fund based on applications submitted by a student and a recommendation from the student's advisor.

Graduate Studies Committee – This committee will prepare and revise graduate studies handbooks for both the Earth Science and Geodetic Science graduate programs, prepare recruiting materials including materials for the School of Earth Sciences' website, process applications from prospective graduate students, consult with relevant faculty on candidate's suitability for recruitment, decide on admission to the program, coordinate offers of financial support, help graduate students (e.g., liaisons) organize the one weekend campus visit for prospective students, oversee teaching assistant class assignments (e.g., GTA or undergraduate assistants), review graduate student thesis/dissertation proposals, award internal fellowships, nominate students in external fellowship competitions, and create opportunities for the interaction of students between the two graduate programs (Earth Sciences and Geodetic Science). An important part of the Graduate Studies Committee's duties include the monitoring of progress by all graduate students and adherence to School of Earth Sciences and Graduate School regulations. Student progress and reporting thereof will follow procedures established in the school's graduate student handbook. The Committee also oversees the Graduate School Category status of faculty for the School. In executing its duties, the Graduate Studies Committee follows regulations set forth in the Graduate School Handbook. The Graduate Studies Chair should hold at least one graduate student town hall meeting each academic year. This meeting will be open to School of Earth Sciences graduate students and perhaps other members of the Graduate Studies Committee. The purpose of the town hall meeting is to provide information and/or communicate with graduate students about topics of interest to them. The Graduate Studies Chair and/or School of Earth Sciences staff members may wish to hold orientations at the beginning of each academic year (e.g., new student orientations or GTA orientations). These orientations may be optional or mandatory to graduate students. This committee will consist of four faculty members (one from each division), four student liaisons (one from each division), and a Chair, who is appointed by the school director. The Division Chair, in counsel with the director, will develop the process for selecting the faculty members on the committee, and develop the process to select student members (typically by a vote of students in the Graduate Student Club). A staff member in the School of Earth Sciences assists the committee. The Chair of the committee does not vote except to break a tie vote. The student members are non-voting.

Health and Safety Committee – This committee is constituted to include at least two faculty and/or research staff involved in the types of activities for which there may be associated health and safety hazards. The committee and its Chair are appointed by and report to the school director.

The role of the Health and Safety Committee is to promote healthful and safe conduct of teaching and research activities and compliance with applicable regulations. The Chair of this committee is designated the School Safety Officer. The Health and Safety Committee Chair notifies the director about noncompliance problems and other health and safety concerns and promptly reports any issue/concern to the appropriate Safety Officer, Coordinator, or Director within the university's office of Environmental Health & Safety until the issue has been resolved.

Mentor committees – Two mentors from the CEF will provide advice toward promotion for assistant professors, assistant teaching professors, associate professors, and associate teaching professors (see Mentor Policy as defined in the Appendix of the APT). Mentors are chosen by the P&T Chair and school director in consultation with the advisee and relevant faculty. The Mentor Committee may be maintained unchanged from year to year, or substitutions may be made. The responsibilities of the Mentor Committee include an assessment of research productivity and teaching observations that are detailed in a completed Annual Mentor Report Form signed by the mentors and mentee (see Mentor Policy as defined in the Appendix of the APT) in conjunction with an annual meeting. If concerns are noted by the mentors, it is recommended that they consult with the advisee on a more frequent basis until such corrective action has been taken.

Orton Museum Committee – This committee consists of at least two faculty and/or staff. The school director appoints a Museum Director from the tenure-track faculty in the School of Earth Sciences. The Museum Director reports to the school director, and is responsible for the operation and maintenance of the research, teaching, and public relations aspects (displays, outreach, data curation). In some instances, an Emeritus Professor may serve as the acting Museum Director (e.g., the Museum Director goes on FPL). An Associate or Assistant Director (depending on professorial rank) may be appointed by the school director, and shares in the operation of the museum, and may take the lead on some museum activities, like public education. A Curator is primarily responsible for collections management and managing museum outreach.

Space Committee - This committee will be chaired by the school director and include at least two faculty and one staff (e.g., Administrative Manager). The section on Allocation of School Resources (see below) describes the charge of this committee. Briefly, research space shall be allocated on the basis of research productivity and group size (undergraduate, graduate, postdoc numbers), and may be reallocated periodically as these faculty-specific variables change. This committee will also oversee the allocation of office space for all faculty (including Emeritus faculty), staff, and students. The allocation of space will include consideration of the best overall use of space to enhance efficiency, communication, and morale.

Undergraduate Committee – This committee shall consist of up to four faculty members in addition to as many as two (non-voting) student members. One of the committee members, usually the Chair, will serve as Director of Undergraduate Studies. The school director, in consultation with the Advisory Committee, will appoint other members of this committee and student members. This committee oversees the selection of undergraduate scholarship/award recipients. The committee conveys constructive suggestions to the Curriculum Committee regarding undergraduate requirements. The members of this committee, especially the Chair, will work closely with the undergraduate advisor to coordinate undergraduate major advising and recruitment.

VIII Faculty Meetings

The school director will provide to the faculty a schedule of school faculty meetings at the beginning of each academic semester (Autumn, Spring). The schedule will provide for at least one meeting per semester and normally will provide for monthly meetings. In some instances, a Division meeting may be substituted for a faculty meeting. A call for agenda items and completed agenda will be delivered to faculty by e-mail before a scheduled meeting. Reasonable efforts will be made to call for agenda items at least seven days before the meeting, and to distribute the agenda by e-mail at least three business days before the meeting. A meeting of the school faculty will also be scheduled on written request of 25% of the faculty. The director will make reasonable efforts to have the meeting take place within one week of receipt of the request (assuming it is not received during the Summer semester). The school director (or Associate Director of Administration) will distribute minutes of faculty meetings to faculty electronically, within seven days of the meeting, if possible. These minutes may be amended at the next faculty meeting by a simple majority vote of the faculty who were present at the meeting covered by the minutes. Other School or Division meetings will be scheduled on an as-needed basis.

Regional campus faculty are encouraged to participate in person or by videoconference/telephone. All Columbus-campus faculty who are not on an approved leave of absence or travel are expected to attend faculty meetings in person or by videoconference if available. Those faculty members who are unable to attend the upcoming meeting (e.g., due to approved travel) should provide notice to the school director, the Administrative Manager, and their respective Division Chair at least one week before the meeting.

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

For purposes of discussing school 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 60% of all faculty members eligible to vote. This policy holds for meetings within Divisions and standing committees.

Either the school 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 business decision (other than personnel matters) will be considered decided when a particular position is supported by at least a majority (>50%) of all faculty members eligible to vote. Balloting will be conducted electronically when necessary to assure maximum participation in voting. When conducting an electronic ballot, faculty members will be given 24 hours to respond. The Administrative Manager (Office Associate or Fiscal Associate) will collect and count votes. Results will be announced during the next business week by the director and reported in the minutes of the next faculty meeting.

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 school director will necessarily make the final decision.

The school 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 school 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.

The director may invite others, including faculty with courtesy appointments, emeritus faculty, or staff, administrators, and guests from other departments to participate in a faculty meeting or a portion thereof. However, these visitors may not vote on school business.

IX Distribution of Faculty Duties and Responsibilities

Faculty assignments are described in the initial letter of offer. Some faculty (e.g., with joint appointment, administrative service within another unit at Ohio State) may also have a College-approved Memorandum of Understanding (MOU) that modifies these assignments for a set period of time. Assignments and expectations for the upcoming year are addressed as part of the annual review by the school director based on school needs as well as equity, faculty productivity and career development. If requested by the director, individual faculty must provide a copy of the original offer letter and/or college-approved MOU.

During on-duty periods, faculty members are expected to be available for interaction with students, research, and school meetings and events even if they have no formal course assignment. The school policy regarding holding office hours will be at least one hour per week per course, and may be increased based on a formal vote at a faculty meeting. 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.

Depending on their appointment type, faculty members within the School of Earth Sciences are expected to conduct research, teach, and/or provide service (e.g., to students, the School, college, and university). Among these categories, there are no simple weighting formulas. Indeed, the performance and activities in the three areas are clearly interrelated. Among the three, there will be somewhat different expectations in quantity, but not quality, for faculty members at the Columbus campus and at the regional campuses.

The Director is responsible for ensuring that every faculty member has duties and responsibilities commensurate with his or her appointment and that the school workload is distributed equitably among faculty. While faculty members are expected to exercise “self-determination” in conducting their research, or other scholarly activity, the school director and Associate Director of Administration, in consultation with the faculty member, determine teaching arrangements and, in most cases, service to the School of Earth Sciences. On the regional campuses, the dean/director determines teaching and service assignments.

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

The guidelines outlined here do not constitute a contractual obligation. Fluctuations in the demands and resources of the school and the individual circumstances of faculty members may warrant temporary deviations from these guidelines. Assignments and expectations for the upcoming year are addressed as part of the annual performance and merit review by the school director.

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 school director in order to ensure that no conflict of commitment exists. Information on faculty conflicts of commitment is presented in the [Policy on Outside Activities and Conflicts](#).

In crisis situations, such as life-threatening disease (COVID, for example) or physical dangers (natural disasters, for example), faculty duties and responsibilities may be adjusted by the school director 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. Tenure-track Faculty

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

Teaching

All tenure-track faculty are expected to contribute to the school's teaching, including large enrollment and specialized courses in both the undergraduate and graduate curriculums. The standard teaching assignment for full-time tenure-track faculty members is at least two courses (at least six total credits) per academic year, as outlined below. Faculty members are also expected to advise undergraduate and graduate students and supervise independent studies and thesis and dissertation work.

Adjustments to the standard teaching assignment may be made to account for an OAA-approved MOU (that is provided to the school director), teaching a new class, teaching a class for the first time, the size of the class, whether the class is taught on-line or team-taught, and other factors that may affect the preparation time involved in teaching the course.

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

The school director is responsible for making teaching assignments on an annual basis, and may decline to approve requests for adjustments when approval of such requests is not judged to be in the best interests of the school. All faculty members whose TIU is the School of Earth Sciences are expected to do some formal instruction and advising over the course of the academic year, unless otherwise noted in an MOU approved by OAA.

Within the School of Earth Sciences, teaching is considered an essential role for all faculty members. Indeed, promotion through the ranks requires a dedicated commitment to our educational enterprise. Faculty members are expected to present high quality courses that are characterized by enthusiasm, innovation, and mastery of material. Factors upon which the teaching contribution of a faculty member is judged include the design and content of any

courses taught, contributions to curricular development, ability to motivate and stimulate students to perform at the limit of their abilities and dedication to class activities, e.g., meeting the class on time, being available for student questions and discussions, effectively supervising students in independent studies and research. The evaluation of teaching performance considers: peer and student (SEI) evaluations; review of syllabi, examinations, assignments, and student work products. As noted above, teaching assignments are made by the school director and Associate Director of Administration in consultation with individual faculty members.

Teaching expectations for faculty (and instructors) on the Columbus Campus are as follows:

1. High quality teaching as indicated by the following:
 - Provide up-to-date content at an appropriate level in every instructional situation and demonstrate continuing growth in subject matter knowledge
 - Organize and present class material effectively with logic and enthusiasm
 - Creatively use various modes of instruction, classroom technology, and other teaching strategies to create an optimal learning environment
 - Actively engage students in the learning process and encourage independent thought and creativity
 - Provide appropriate and timely feedback to students throughout the instructional process
 - Treat students with respect and courtesy
 - Improve curriculum through revision or new development of courses and/or academic programs
 - Engage in documentable efforts to improve teaching.
 - Meet classes on time, be available for student questions and discussions, and hold regular weekly office hours
 - Favorable Student Evaluation of Instructor (SEI) scores
 - Favorable peer-teaching evaluations where applicable
2. Teach
 - 2 courses per year that sum to a minimum of 6 total credit hours AND have a minimum number of students required by Faculty Rule [3335-8-16](#) AND at least one of the courses is a general education course or a major course of need in the School of Earth Sciences
 - AND in alternate years, teach either a team taught course with a minimum of 3 credits OR a graded seminar/graded fieldtrip with minimum enrollment, defined above
 - This load applies to all tenured and tenure-track professors except new Assistant Professors who may have a reduced course load during the first phase of their position as stipulated in their offer letter.
 - However, total annual teaching load (excluding Summer semester) can range from 0.5 to 6 courses under the following circumstances:
 - Can be reduced by 1 course for major service or administrative obligation to the School of Earth Sciences as determined by the school director in consultation with the faculty member
 - Can be reduced for approved leaves and absences
 - Can be reduced due to documented teaching reductions in offer letter or OAA-approved MOU
 - Can be increased to 6 courses if a faculty is conducting no research and has no graduate students or undergraduate students as determined by the school director in consultation with the faculty member.
3. Teach and advise undergraduate and/or graduate students

4. Mentor/advise/supervise teaching assistants and/or graders assigned to faculty member's courses

In addition, 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. The other course will be assigned by the school director in consultation with the Associate Director of Administration.

Faculty with compensated joint appointments in another academic unit have teaching loads proportional to their percent appointment in the School of Earth Sciences.

Teaching expectations for Regional Campus faculty are established by the respective regional campus dean/directors.

Scholarship

All tenure-track faculty members are expected to be engaged in scholarship as defined in the school's [Appointments, Promotion, and Tenure Document](#). Faculty members within the school should distinguish themselves by exceptional accomplishments in scholarly pursuits. Faculty members are expected to achieve national and international prominence and be among the leaders within a given area of scientific inquiry.

Research expectations for faculty on the Columbus Campus are as follows:

1. Conduct original independent research on important scientific issues and communicate the results to the scientific community. Contribute substantively to knowledge in one or more areas of focus and be favorably cited or otherwise show evidence of influence of the work in the field. Achieve a position of national (pre-tenure) and eventually international prominence (post-tenure) and be among the leaders within a given area of scientific inquiry.
2. Publications – both quantity and quality are considered below:
 - Tenure track faculty: 2 peer-reviewed publications per year in ISI or Scopus listed journals (i.e., journal articles, monographs) or one book or monograph
 - Faculty with contractually reduced teaching loads to permit higher research productivity (i.e., most Eminent Scholars, some Distinguished University Professors): 4 peer-reviewed publications per year (i.e., peer-reviewed journal articles, books, monographs)
 - The following attributes of published works are considered:
 - Quality, impact, and citation metrics.
 - Unique contribution to a line of inquiry.
 - A rigorous peer review process and affording a degree of dissemination.
 - Publications where students are first author are equivalent to first-author publication by the faculty member; postdoc publications are also given more credit than simply being a co-author on a non-student publication
3. Maintain active research program and engage in collaborative research as appropriate to each discipline.
4. Obtain external grants to support research or actively seek funding. Grant support includes federal, state, local, or international grants, or industrial grants or contracts.

Competitive peer-reviewed grants (e.g., from DOD, DOE, EPA, NASA, NIH, NSF) may be weighted more favorably than other types (e.g., contracts or industry grants), since it serves as a quality indicator of research.

5. Demonstrate a high degree of ethics in the conduct of research, including but not limited to full and timely adherence to all regulations relevant to the research program, and ethical treatment of students, postdoctoral researchers, and collaborators. See *Office of Research Compliance* for policies on ethical research practices.

Invention disclosures, provisional patent applications, and copyrights will be considered equivalent to a professional meeting abstract or conference proceeding; patents, non-provisional patent applications (converted utility patent) will be considered equivalent to an original peer-reviewed manuscript, licensing activities that generate revenue for the unit will be considered equivalent to extramural contract, and materials transfer activities may be considered evidence of national (or international) recognition and impact.

Additional non-peer reviewed scholarly works may include, editing prestigious volumes, guidebooks, reports.

Expectations for Regional Campus faculty are the same with the following modifications:

1. One peer-reviewed publication every other year
2. Seek internal or external support for research.
3. Expected to make scholarly contributions of the same high quality as Columbus campus faculty

Service

Faculty members are expected to be engaged in service and outreach to the school, university, profession, and community. Typically, this will include service on two committees within the school and one outside the unit. This pattern can be adjusted depending on the nature of the assignment (e.g., service as committee chair, service on a particularly time-intensive committee, organizing a professional conference, leadership in an educational outreach activity, service in an administrative position within the school, college, or university) and general assessment of equity-minded workload.

All faculty members are expected to attend and participate in faculty meetings, recruitment activities, and other school events.

Service expectations for the Columbus Campus are as follows:

- Make substantive contributions to the governance of the University, College, and School in a collegial manner that facilitates positive contributions by others
- Contribute to the university (School and/or college and/or university)
- Contribute to the public (i.e., press releases, K-12 outreach, public lectures, interviews, etc.)
- Contribute to the profession (i.e., professional society committees, editorial or review responsibilities, peer-review manuscripts and proposals, organize symposia/special events, work on panels or society governance)
- Engage in School level activities that support student learning (e.g., seminars, student poster sessions, and other similar events)
- Professors mentor Assistant and Associate Professors

- Service involvement evolves from participant (Assistant Professor) to leadership role (Full Professor) with rank
- Service expectations are higher if teaching reduction has been granted to complete that service
- Service expectations are lower in a year with approved leaves or absences as described in Section XII.

i Special Assignments

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

Untenured faculty will normally be provided an SA for research for one semester during their probationary period. Reasonable efforts will be made to award SA opportunities to all other faculty members subject to the quality of faculty proposals, including their potential benefit to the school or university, and the need to assure that sufficient faculty are always present to carry out school work. The school's Advisory and/or Administrative committees will evaluate all SA proposals and make recommendations to the school director. The director's recommendation to the dean regarding an SA proposal will be based on the quality of the proposal and its potential benefit to the school or university and to the faculty member as well as the ability of the school to accommodate the SA at the time requested.

B Teaching Faculty

The School of Earth Sciences uses the title teaching faculty and will include Assistant Teaching Professor, Associate Teaching Professor, and Teaching Professor. These appointments exist for faculty members who focus principally on the education needs for the school. Teaching faculty members may contribute to the school's research and education missions, as reflected by participation in graduate program development and teaching. Teaching faculty members are expected to contribute to the university's mission via teaching and service, and to a lesser extent scholarship. Service expectations are similar to those for the tenure-track.

The standard teaching assignment for full-time Teaching faculty members is at the discretion of the school director and School faculty. Generally, it is expected to be at least six courses per year.

C Research Faculty

Research faculty members are expected to contribute to the university's mission 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 TIU's tenure-track faculty. Under no circumstances may a member of the research faculty be continuously engaged over an extended period of time in the same instructional activities as tenure-track faculty.

Research faculty expectations for research are similar to those for the tenure-track (e.g., publications in peer-reviewed journals, research grants, etc.), albeit proportionally greater since 100% of effort for research faculty members is devoted to research. Specific expectations are spelled out in the letter of offer and/or MOU, and should include expectations on research grants

and/or extramural funding to cover a significant percentage, in some cases up to 100%, of their own annual salary.

D Associated Faculty

Compensated associated faculty members are expected to contribute to the university's mission via teaching or research depending on the terms of their individual appointments.

Faculty members with tenure-track titles and appointments <50% FTE will have reduced expectations of scholarly activity, teaching, and service based on their appointment level.

Associated Faculty who have a split faculty-staff appointment and a professorial title, where the faculty portion of the appointment cannot be more than 40%, are expected to demonstrate excellence in teaching. They are also expected to engage in scholarly activity, and participate in School, College, and/or University level service activity commensurate with their faculty appointment percentage.

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.

The standard teaching assignment for full-time lecturers ranges from six to nine courses per academic year.

E Modification of Duties

The School of Earth Sciences strives to be a family-friendly unit in its efforts to recruit and retain high quality faculty members. To this end, the school is committed to adhering to the College of Arts and Sciences' guidelines on parental modification of duties to provide its faculty members flexibility in meeting work responsibilities within the first year of childbirth/adoption/fostering, or care for an immediate family member who has a serious health condition, or a qualifying exigency arising out of the fact that the employee's immediate family member is on covered active duty in a foreign country or call to covered active duty status. See the OHR [Parental Care Guidebook](#) and the [college pattern of administration](#) for details.

The faculty member requesting the modification of duties and the school 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 dean or divisional dean.

See also Leaves and Absences Policy in Section XII.

X Course Offerings and Teaching Schedule

The Associate Director of Administration, in consultation with the school 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 school'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. 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.

XI Allocation of School Resources

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

As a general rule, budgetary matters will be made transparent by the school director to all faculty of the School of Earth Sciences. The director will discuss the school at least annually with the faculty and/or Advisory Committee. The school director (or Administrative Manager) will present a school budget summary to the faculty and attempt to achieve consensus regarding the use of funds across general categories. However, final decisions on budgetary matters rest with the school director.

With respect to space, the goal is to ensure that all space is actively utilized. Thus, the school director may reassign under-utilized space and/or space that is utilized may have to be exchanged with other space in order to optimize the total space usage.

Departmental space must never be used for long-term storage of apparatus or personal effects. When assignments or reassessments of space are contemplated, the faculty member or other persons who will be affected by the proposed changes will be consulted prior to the final decision, which will be made by the school director.

Research space shall be allocated on the basis of research productivity, including external funding, and will be reallocated periodically as these faculty-specific variables change. The Space Committee (see above) will provide guidance on research space, however final decisions on space rests with the school director.

The allocation of office space will include considerations such as achieving proximity of faculty in subdisciplines and productivity and grouping staff functions to maximize efficiency. The Space Committee (see above) will provide guidance on office space, however final decisions on space rests with the school director.

The school director, in consultation with the entire faculty, will also outline criteria for space allocation for emeritus faculty.

The allocation of salary funds is discussed in the .

XII Leaves and Absences

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

A Discretionary Absence

Faculty are expected to complete a travel request or a [request for absence form](#) well in advance of a planned absence (for attendance at a professional meeting or to engage in consulting) to provide time for its consideration and approval and time to assure that instructional and other commitments are covered. Discretionary absence from duty is not a right, and the school director retains the authority to disapprove a proposed absence when it will interfere with instructional or other comparable commitments. Such an occurrence is most likely when the number of absences in a particular semester is substantial. [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 [33355-08](#)).

B Absence for Medical Reasons

When absences for medical reasons are anticipated, faculty members are expected to complete a [request for absence form](#) as early as possible. When such absences are unexpected, the faculty member, or someone speaking for the faculty member, should let the school director 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 (FPL)

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

Faculty members who desire an FPL should discuss the matter with their Division Chair. The Division Chair will consult with the school director as to whether submission of a full proposal is appropriate. Because FPL proposals must be approved by the College, the Office of Academic Affairs, and the Board of Trustees before they are implemented, faculty should submit FPL proposals for a particular year no later than the end of Autumn Semester of the preceding year, except when the development of an unexpected opportunity precludes such timing.

The school's Advisory Committee will review all requests for faculty professional leave and make a recommendation to the school director by the end of January. The review is based on the following criteria modelled on College guidelines:

- clarity of the project description, the specific objective for the leave, and the purpose of the project being undertaken
- evidence that the project will make a significant contribution to the field involved
- evidence that the applicant will be able to make substantial progress on the project or in the area of study during the requested leave period
- the qualifications of the applicant to undertake the proposed study and the importance of the project to their professional development

The director's recommendation to the dean or divisional dean regarding an FPL proposal will be based on the quality of the proposal and its potential benefit to the school and to the faculty member as well as the ability of the school to accommodate the leave at the time requested.

E Parental Leave

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

XIII Supplemental Compensation and Paid External Consulting

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

This school adheres to these policies in every respect. In particular, this school expects faculty members to carry out the duties associated with their primary appointment with the university at a high level of competence before seeking other income-enhancing opportunities. All activities providing supplemental compensation must be approved by the school 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 school. In addition, it is university policy that faculty may not spend more than one business day per week on supplementally compensated activities and external consulting combined.

For purposes of Supplemental Compensation and Paid External Consulting, a permitted honorarium for external professional activities is that which is considered "usual and customary" in higher education and the specific field of study.

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

Should a school 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 school director 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 school (e.g., Curriculum Committee) or college reviews and approves the use of the textbook or material for use in the course taught by the faculty member. In the event the selected textbook is authored by the instructor, royalties will be paid directly to a School fund.

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

XIV Financial Conflicts of Interest

Information on faculty financial conflicts of interest is presented in the university's [Policy on Faculty Financial Conflict of Interest](#). 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 to cooperate with university officials in the avoidance or 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

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

A Salary Grievances

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

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

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

B Faculty Promotion and Tenure Appeals

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

C Faculty Misconduct

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

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 school 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 school 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](#).

Appendix A: Selection of Division Chairs

Division Chairs are selected by the membership of each division in accordance with policies developed by each individual Division.

The **Earth History Division** and **Water, Climate, and Environment Division** have adopted the following procedures for Electing a Division Chair.

When selecting a new division chair, division members will be informed of the meeting date, typically by email, at least seven days in advance of a meeting.

Quorum: At least 60% divisional faculty attendance is required to conduct business. Teleconference, phone, and videoconference are acceptable ways to participate in meetings.

Selection of Chair: Nominations are requested by the current chair and self-nominations are permitted. The current chair presents the name(s) of the nominee(s) to the division members. If necessary, nominees are ranked by each division member. The top two candidates are identified from the ranked lists of nominees. Each member votes for one candidate by submitting her or his vote to the Administrative Manager by the end of the next business day. At least 60% of the members must participate. The candidate with 60% positive votes is elected chair (abstaining votes do not count in the tally). While faculty are permitted to be in more than one division, each faculty member may vote only once a year for a division chair within their primary division (Earth History or Water, Climate, Environment).

If fewer than 60% of the members participate in the election or neither candidate receives 60% of the vote (e.g., the Division of Earth History has a total of six members, two members abstain and each candidate receives two votes) then the school director selects the Division chair from the list of the top two candidates.

This election process may proceed annually during the spring semester. The term of a Chair begins in the autumn semester. The length of the term is generally two years. Special elections will be triggered when a Division Chair announces that he or she is stepping down, the current Division Chair goes on FPL, or when the majority of the membership of a division desires an election.

The other two divisions (**Geodetic Science, Solid Earth Dynamics**) will meet at the end of each academic year (Spring semester) to reaffirm the current Division Chair or select a new Division Chair for the upcoming academic year. As noted in Section VII (B), a Division Chair will work with division members to establish a policy on voting on divisional business. In terms of voting, the Division of Geodetic Science gives one full vote to each faculty member who belongs only to Geodetic Science, and 0.5 vote for any faculty who is a member of Geodetic Science + one other division.

Appendix B: Selection of School Director

During the last year of the term of the director, the divisional dean will conduct a thorough and transparent review of the performance of the director during her or his term (e.g., using an anonymous survey to collect feedback from faculty, staff and students), ascertain whether or not the director desires to serve another term, and assess the level of support in the School for the director's continuation. If the director agrees to serve another term and his/her/their performance review is satisfactory, the dean will consider feedback from the unit and then choose whether to reappoint the Director to another term.

If, based on a data-driven decision, a new director is to be selected, the dean will meet with the faculty of the School to discuss the selection of a new director. After that meeting, the dean, in consultation with the School, will form a search advisory committee composed of faculty, staff and students from the School. The committee will include at least one member from a unit outside the School (e.g., TIU head from another unit). The dean will appoint a chair from the members of the committee. Typically, the committee chair will be the member from the unit outside of the School.

Working with the search committee, the School will identify candidates for the director position. It is expected that faculty, students and staff will be involved in the selection process.

For external searches, normal faculty search procedures will be followed with the director search committee serving as the search committee. TIU heads must be members of the faculty of the unit they administer. Therefore, appointment of an external TIU head at senior rank requires approval by the eligible faculty, the college dean, and OAA.

After the selection procedure has been conducted, the search committee will provide a recommendation to the College concerning the appointment of the director. Specifically, the dean expects to receive a list of potential Director candidates, an evaluation of the candidates by the search committee, and a sense of the degree of overall support by the School for each candidate. The list of candidates may be ranked or unranked. The dean will appoint a Director, taking into consideration the recommendations made by the search committee and input received from the School (faculty, staff, and students).

The dean determines the terms of appointment in light of the needs of the school, circumstances of the person to be appointed, and any other relevant considerations. Directors are normally appointed for a four-year term. Mid-year appointments terminate at the end of the third full academic year of appointment. A shorter appointment period may occasionally be specified in special circumstances.