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**Pattern of Administration  
for  
The Ohio State University  
College of Pharmacy**

*Approved by the Faculty: February 7, 2025*

*Approved by the Office of Academic Affairs: February 10, 2025*

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1 **I. Introduction**

2  
3 The College of Pharmacy operates as a unified college/department unit for the purposes of  
4 administering and serving its teaching, research, and service missions. This document provides a brief  
5 description of the College of Pharmacy and its guidelines and procedures. It supplements the [Rules of](#)  
6 [the University Faculty](#), and other policies and procedures of the university to which the college and its  
7 faculty are subject. The latter rules, policies and procedures, and changes in them, take precedence  
8 over statements in this document.  
9

10 This Pattern of Administration is subject to continuing revision. It must be reviewed and either  
11 revised or reaffirmed on appointment or reappointment of the dean of the College of Pharmacy.  
12 However, revisions may be made at any time as needed. All revisions, as well as periodic  
13 reaffirmation, are subject to approval by the college faculty and the Office of Academic Affairs.  
14

15 **II. College of Pharmacy Mission**

16  
17 The Ohio State University College of Pharmacy drives transformative education, research, practice,  
18 and community engagement, empowering innovators to advance health for all.  
19

20 **III. Academic Rights and Responsibilities**

21  
22 In April 2006, the university issued a [reaffirmation](#) of academic rights, responsibilities, and processes  
23 for addressing concerns.  
24

25 **IV. Faculty and Voting Rights**

26 **A. Faculty Appointments**

27  
28  
29 Faculty Rule [3335-5-19](#) defines the types of faculty appointments possible at The Ohio State  
30 University and the rights and restrictions associated with each type of appointment. For purposes of  
31 governance, the faculty of the College of Pharmacy includes tenure-track, clinical/teaching, and  
32 research faculty with compensated FTEs of at least 50% in the college, and associated faculty.  
33

34 **1. Tenure-Track Faculty**

35  
36 The College of Pharmacy makes tenure-track appointments with titles of instructor, assistant  
37 professor, associate professor, or professor.  
38

39 **2. Clinical/Teaching Faculty**

40  
41 The College of Pharmacy makes clinical appointments with titles of clinical instructor, assistant  
42 clinical professor, associate clinical professor, or clinical professor and makes teaching  
43 appointments with titles of teaching instructor, assistant teaching professor, associate teaching  
44 professor, or teaching professor. In accordance with [Faculty Rule 3335-7-03](#), the number of  
45 clinical/teaching faculty in the College of Pharmacy will be limited to no more than 40% of the  
46 total number of tenure-track, clinical/teaching and research faculty.  
47

48 **3. Research Faculty**

49  
50 The College of Pharmacy makes research appointments with titles of research assistant professor,  
51 research associate professor, and research professor. In accordance with Faculty Rule [3335-7-32](#),

1 research faculty can comprise no more than 20% of the tenure-track faculty, with research faculty  
2 positions always constituting a minority with respect to its number of tenure-track faculty.

#### 3 4 **4. Associated Faculty**

5  
6 The College of Pharmacy makes associated faculty appointments. Associated faculty titles  
7 include tenure-track faculty on less than a 50% appointment, visiting titles, adjunct titles, clinical  
8 instructor of practice, clinical assistant professor of practice, clinical associate professor of  
9 practice, clinical professor of practice, or lecturer titles. Adjunct faculty are personnel other than  
10 graduate teaching associates who are needed for teaching, usually on a part time basis. The titles  
11 of lecturer and senior lecturer shall be used for all compensated instructional appointments where  
12 other titles are not appropriate.

#### 13 14 **5. Emeritus Faculty**

15  
16 Emeritus faculty is an honor given in recognition of sustained academic contributions to the  
17 university as described by [Faculty Rule 3335-5-36](#). Full-time tenure-track, clinical/teaching, or  
18 associated faculty may request emeritus status upon retirement or resignation at the age of 60 or  
19 older with 10 or more years of service or at any age with 25 or more years of service.

20  
21 Depending on their appointment type, members of the faculty are expected to contribute to the  
22 instructional, funded research, scholarship, outreach, and administrative missions of the college. It  
23 is neither expected nor considered desirable for all faculty members to make equivalent  
24 contributions to each of these missions. Faculty assignments are described in the initial offer letter  
25 and updated during the annual review process based on the college's needs as well as faculty  
26 productivity and career development.

27  
28 Detailed information about the appointment criteria and procedures for the various types of faculty  
29 appointments made in the College of Pharmacy is provided in the [Appointments, Promotion and  
30 Tenure Document](#).

#### 31 32 **B. Voting Rights**

33  
34 Faculty members with a 50% or more compensated appointment, whose TIU is in the college,  
35 and who hold an appointment as tenure-track, clinical/teaching, research or associated faculty  
36 shall have a full vote at college faculty meetings and in faculty elections.

37  
38 Decisions that require a vote from the faculty body include new courses, course curricular  
39 revisions, new programs, academic policies, and an advisory vote on changes in the Pattern of  
40 Administration. Only the Committee of the Eligible Faculty can vote on changes in promotion  
41 and tenure requirements. Decisions are made by majority rule (majority of voting eligible faculty  
42 who are eligible to vote in person or online). Faculty must recuse themselves from voting on  
43 matters that present a conflict of interest.

44  
45 Tenure-track faculty may vote in all matters of college governance.

46  
47 Clinical/teaching faculty may vote in all matters of college governance except tenure-track  
48 faculty promotion and tenure decisions and research faculty promotion decisions.

49 Clinical/teaching faculty may participate in discussions of clinical/teaching and associated faculty  
50 matters including promotion reviews and reappointments. As defined by [Faculty Rule 3335-7-](#)

1 11(C)(2), clinical/teaching faculty may be nominated and may serve if elected as a representative  
2 of the college in the University Senate.

3  
4 Research faculty may vote in all matters of college governance except tenure-track faculty  
5 promotion and tenure decisions and clinical/teaching faculty promotion decisions. Research  
6 faculty may participate in discussions of research faculty matters including promotion reviews.

7  
8 Associated faculty, with the exception of visiting and adjunct faculty, may vote in all matters of  
9 college governance except personnel decisions. Visiting and adjunct faculty may be invited to  
10 participate in discussions on non-personnel matters, but may not participate in personnel matters,  
11 including appointment, promotion, and tenure reviews, and may not vote on any matter.

12  
13 Emeritus faculty in the college are invited to participate in discussions on non-personnel matters  
14 but may not participate in personnel matters, including promotion and tenure reviews, and may  
15 not vote on any matter.

### 16 **C. College of Pharmacy Distinguished Professor**

17  
18 Distinguished faculty members within the College of Pharmacy may be awarded the title College  
19 of Pharmacy Distinguished Professor, an honorific title, not a new faculty rank. This is awarded  
20 in recognition of excellence in teaching, practice, scholarship, and service. To be eligible,  
21 professors must not already hold a titled position, such as Eminent Scholar, Distinguished  
22 University Professor, or an endowed chair or professorship. Appointment as a College  
23 Distinguished Professor is based upon rank of professor, a minimum of five years of service in  
24 the college, and excellence in teaching, scholarship, and service.

25  
26 Eligible professors must be active and respected scholars in their field of specialization, with  
27 records of sustained and significant productivity throughout their careers, including the years at  
28 full rank. They also must have a record of excellence in teaching and outstanding service to their  
29 divisions, college, university, profession, and/or the community. In evaluating and prioritizing  
30 these areas, reviewers will keep in mind the diversity of faculty activities across the college as  
31 well as the trajectory of individual faculty members' careers and the areas in which they have  
32 focused their efforts. Within the context of this holistic review process, evidence of distinction  
33 could include, but is not limited to, the following:

- 34 • elected position in a prominent professional association or national academy
- 35 • significant external or college/university awards for teaching and mentorship, research  
36 and scholarly activity, clinical practice or outreach, and service
- 37 • leadership in establishing a nationally recognized program or initiative
- 38 • significant contributions to supporting and increasing diversity and inclusion within the  
39 university and/or within a particular field of study
- 40 • a major prize from a professional organization
- 41 • editorship of a major professional journal or book series

42  
43  
44  
45 Nominations for a College of Pharmacy Distinguished Professor title come from division chairs,  
46 who may each submit one nomination annually, and will consist of a CV and letter of nomination  
47 describing the candidate's qualifications and providing examples of the impact of the candidate's  
48 efforts in all areas of their faculty duties. Additional external and internal letters may also be used  
49 as supporting evidence. An *ad hoc* committee of five current Distinguished College Professors  
50 (supplemented if needed by Eminent Scholars or faculty with endowed chair positions) will be

1 convened annually by the dean to consider nominations. The honorific title is limited to 20% of  
2 the college's professors.

3  
4 Newly appointed distinguished professors will receive a one-time permanent \$2,500 addition to  
5 their base pay. All distinguished professors will hold the honorific title "College of Pharmacy  
6 Distinguished Professor." Subject to continued excellent performance as documented in annual  
7 reviews, faculty will retain this title until such time as they leave or retire from the university, are  
8 appointed as a distinguished university professor, or are appointed to an endowed chair or  
9 professorship. If a Distinguished Professor does not continue to demonstrate sustained and  
10 significant scholarly productivity, and a record of outstanding teaching, mentoring and service, as  
11 noted by rankings of meets or exceeds expectations on their annual review, the dean, at their  
12 discretion, can recommend the title be revoked. An *ad hoc* committee of five current  
13 Distinguished College Professors (supplemented if needed by Eminent Scholars or faculty with  
14 endowed chair positions) will be convened by the dean to consider revocation.

#### 15 16 **D. Endowed Chairs and Endowed Professorships**

17  
18 Endowed positions reflect the partnership between faculty and philanthropists in defining areas of  
19 discovery and innovation. A specific endowment agreement between the donor and the university  
20 sets the purposes of the endowed chair or professorship. Endowments are subject to review by the  
21 dean and approval by the Board of Trustees.

22  
23 In the College of Pharmacy, endowed positions are used to hire for excellence or clear evidence  
24 of potential for excellence. Such appointments are made to attract prominent hires or recognize  
25 excellence of existing faculty.

26  
27 Appointments to endowed chairs are typically made at senior tenure track rank. Appointments to  
28 named professorships can be made for early or mid-career faculty where appropriate.

#### 29 30 **1. Criteria for Appointment and Reappointment**

31  
32 Appointment to endowed positions are based on an appropriate combination of recognized  
33 distinction as a scholar, teacher, researcher, or administrator; potential and/or willingness to  
34 provide leadership in terms of the university's educational, scholarly, and service missions; high  
35 levels of collegiality and professionalism; demonstrated leadership and mentorship; and  
36 consistency with the specifications established by the donor of the position. These positions also  
37 provide opportunities for leadership through mentorship of students, postdoctoral scholars, and  
38 junior faculty. Those who receive this honor must perform as exemplary scholars, excellent  
39 mentors and colleagues, and be faculty in whose accomplishments the university and donor can  
40 rightfully take pride.

41  
42 All endowed chair and endowed professorship appointments should follow criteria established in  
43 the endowment agreement.

44  
45 Initial appointment to an endowed position should not exceed five years. The appointment, term,  
46 and specific expectations are outlined in the initial letter of offer (for new recruits) and in a  
47 separate appointment letter (for existing faculty). Renewal of endowed chairs and professorships  
48 is subject to satisfactory performance and continued faculty eminence. There should be no  
49 expectation or promise of renewal. In all cases, the university retains the right not to renew for  
50 any reason.

## 2. Process for Appointment and Reappointment

Appointments and reappointments to endowed chairs or professorships follow the procedures outlined in the [Faculty Appointments Policy](#) (see page 9 of the policy) as well as any conditions established by the endowment agreement.

To be eligible, internal faculty must not already hold a titled position, such as Eminent Scholar or Distinguished University Professor, and typically will be at the professor rank at Ohio State. External candidates recruited into this position will typically be eligible for professor rank at Ohio State, although candidates at the associate level with exceptional potential for excellence can be considered. Eligible professors must be active and respected scholars in their field of specialization, with records of sustained and significant productivity throughout their careers, including the years at full rank. They also must have a record of excellence in teaching, mentoring and outstanding service to their divisions, college, university, profession, and/or the community. In evaluating and prioritizing these areas, reviewers will keep in mind the diversity of faculty activities across the college as well as the trajectory of individual faculty members' careers and the areas in which they have focused their efforts. Within the context of this holistic review process, evidence of distinction could include, but is not limited to, the following:

- elected position in a prominent professional association or national academy
- significant external or college/university awards for teaching and mentorship, research and scholarly activity, clinical practice or outreach, and service
- leadership in establishing a nationally recognized program or initiative
- significant contributions to supporting and increasing diversity and inclusion within the university and/or within a particular field of study
- a major prize from a professional organization
- editorship of a major professional journal or book series

The dean will appoint at least a three member committee to review nominations. This committee will then forward their recommendation to the dean, who will make the appointment with input from the Associate Dean for Faculty Success. The initial appointment is for up to five years. Endowed Professors are eligible for subsequent terms of five years based on a favorable review of the committee and dean.

## V. Organization of College of Pharmacy Services and Staff

To carry out the mission of the College of Pharmacy, the college is organized and governed by principles consistent with the mission. One guiding principle is that the administration of the college should reflect the values of the profession. A second principle is that governance should be a cooperative enterprise among administrators, faculty, staff, and students. Faculty and staff share responsibility for the ongoing administration of the college through active participation in the decision-making processes of committees. The activities of the college are also governed by the rules of governance articulated in this document, which set forth the duties and responsibilities of administrators, faculty, and staff, and the purpose, composition, and duties of all college committees. It defines lines of authority and establishes policies for the participation of the entire faculty in the ongoing operation of the college, as well as in curriculum planning, policymaking, and evaluation. An updated organizational chart that reflects the present structure of the administrative units within the college is kept on the [college shared drive](#).

The College has four divisions: Medicinal Chemistry and Pharmacognosy, Pharmaceutics and Pharmacology, Pharmacy Education and Innovation, and Pharmacy Practice and Science. Each



1 division has a chair appointed by the dean for up to a four-year term, which is renewable up to a total  
2 term of service of ten years. Faculty are assigned to one division and are responsible to that division  
3 chair for overall performance, which is reviewed annually. The annual performance of faculty who  
4 are division chairs is evaluated by the dean.  
5

6 The College’s Academic Affairs unit is led by the Senior Associate Dean for Academic Affairs and  
7 Educational Innovation and oversees the educational mission of the undergraduate and professional  
8 programs within the college. This unit includes the curricular leadership of the Doctor of Pharmacy  
9 and BSPS programs (including the Assistant Dean of PharmD studies, the Assistant Dean of  
10 Experiential Education, and Director of Undergraduate Studies), the Office of Student Success (led by  
11 the Associate Dean for Student Success and including the work of the Director of Student Success,  
12 the Registrar, and staff supporting academic success, career services, and special events), and the  
13 Office of Recruitment and Admissions (including the Director of Recruitment and Admissions, the  
14 Faculty Director of Precollege Programs, and program recruiters). The Associate Dean for Student  
15 Success reports to the Senior Associate Dean for Academic Affairs and Educational Innovation and  
16 the dean.  
17

18 The Office of Graduate Studies is led by the Associate Dean for Research and Graduate Studies and  
19 oversees the educational mission of the graduate programs within the college. This office provides  
20 support for the MS and PhD programs and includes the graduate program manager and assistants.  
21

22 The Chief Administrative Officer is the senior fiscal officer and is responsible for administrative  
23 support services, and coordination with central university services including the college’s human  
24 resources business partner and facilities-related functions. The major administrative support services  
25 in the college include facilities, finance, information technology, procurement, and general  
26 operations.  
27

## 28 **VI. Overview of College Decision-Making**

29

30 Policy and program decisions are made in multiple ways: by the college faculty as a whole, by  
31 standing or special committees of the college, or by the dean. The nature and importance of any  
32 individual matter determines how it is addressed. College governance proceeds on the general  
33 principle that the more important the matter to be decided, the more inclusive participation in decision  
34 making needs to be. Open discussions, both formal and informal, constitute the primary means of  
35 reaching decisions of central importance.  
36

## 37 **VII. College Administration**

38

### 39 **A. Dean**

40

41 The primary responsibilities of the dean are set forth in Faculty Rule [3335-3-35](#). This rule  
42 provides as follows with respect to the responsibilities of the dean of each college:  
43

44 “The major responsibility of the dean of each college shall be that of providing active  
45 leadership in the promotion, direction and support of educational and research  
46 activities of the University, in the maintenance of a high level of morale among the  
47 faculty, and in the encouragement of the spirit of learning among the students. In  
48 addition, the dean shall have general administrative responsibility for the program of  
49 the college, subject to the approval of the president and the board of trustees. These  
50 administrative responsibilities shall include the following duties:

- 51 • To uphold expectations of OSU’s Leadership Philosophy:

- Uphold [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.
- 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.
- Approve courses of study for students, warn students who are delinquent in their studies, and recommend appropriate student disciplinary action to the appropriate university disciplinary body or official.
- Present candidates for degrees to the president on behalf of the college faculty and serve as a member of the Council of Deans (see [Rule 3335-3-23](#) of the Administrative Code).
- Make recommendations to the executive vice president and provost concerning the college budget, and concerning the appointments to and promotions within the staff and the membership of the college faculty, after consultation with the appropriate staff and faculty members.
- Review in consultation with the faculty the college’s pattern of administration (POA). The POA shall be consistent with the principles of faculty governance and the responsibilities of the dean. At the beginning of each five-year term, in consultation with the faculty, the dean shall either reaffirm or revise the existing POA. The existing POA shall be the starting point for the review of the POA and shall remain in effect until the process is complete. Any revisions to the existing POA shall be accomplished first with broad faculty input, obtained in a manner consistent with the college’s established practices and procedures, and second, with faculty approval, also consistent with the college’s practices and procedures. 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.”

Faculty Rule [3335-3-35](#) provides the following additional responsibilities for TIU heads. Because the dean of the College of Pharmacy is also the TIU head of the college, these additional responsibilities apply with respect to the dean of the College of Pharmacy:

- Operate the business of the college with efficiency and timeliness.
- Assign workload according to the college’s workload guidelines (see Section IX) and faculty appointment type (and rank).
- Prepare, in consultation with the faculty, a document setting forth policies and procedures pertinent to appointments, reappointments, promotion and tenure.
- Plan with the Assistant/Associate Deans and faculty a progressive program that encourages basic science, translational, clinical, and educational research.
- Appoint faculty consistent with University Rules, and consult with the faculty in the initiation process, review, and selection of new faculty members for appointment.
- Appoint and review Division Chairs.
  - 1) Division Chairs shall be selected and appointed by the dean, in consultation with the division faculty. Division Chairs will be appointed for an initial one-year term and after successful review will be eligible for appointment for an additional three years.
  - 2) During the last year of the term of a division chair, the dean will conduct a thorough review of the performance of the division chair during his/her/their term and ascertain support in the division for the chair’s continuation. If the performance review and faculty support are satisfactory, division chairs are eligible for reappointment for a term of two to four years, up to a maximum of ten years.

1           3) Division Chairs will be reviewed annually by the dean.

- 2           • Provide leadership in collaboration with the Associate Dean for Assessment for the  
3           evaluation and improvement of instructional and administrative processes on an ongoing  
4           basis and promote the improvement of instruction by providing for the evaluation of each  
5           course when offered, including written evaluation by students of the course and instructors,  
6           and periodic course review by the faculty.
- 7           • Evaluate faculty members annually, in consultation with the division chairs, in accordance  
8           with both university and college established criteria, and inform faculty members when they  
9           receive their annual performance and merit review of their right to review their primary  
10          personnel file maintained by the college and to place in that file a response to any evaluation,  
11          comment, or other material contained in the file.
- 12          • After consultation with the eligible faculty, make recommendations to the executive vice  
13          president and provost regarding appointments, reappointments, promotions, dismissals, and  
14          matters affecting the tenure of members of the college faculty, in accordance with procedures  
15          set forth in Faculty Rules [3335-6 and 3335-7](#) and this college's [Appointments, Promotion and  
16          Tenure Document](#).
- 17          • Ensure that all faculty members, regardless of their assigned responsibilities and location, are  
18          offered the privileges and responsibilities appropriate to their appointment type and rank, and  
19          in general provide leadership for maintaining a high level of college morale.
- 20          • Maintain a curriculum vitae for all personnel teaching a course in the college's curriculum.
- 21          • Ensure that adequate supervision and training are given to those members of the faculty and  
22          staff who may profit by such assistance.
- 23          • Approve annual budget recommendations submitted to the university and review salary  
24          appeals and other faculty issues in a professional and timely manner.
- 25          • Recommend changes in student tuition and fees for consideration by university leadership.
- 26          • Facilitate and participate in prescribed [academic program review](#) processes, in collaboration  
27          with the Office of Academic Affairs.
- 28          • Represent the faculty of the college in dealing with matters at the university level.
- 29          • Consult with the faculty as a whole on appropriate policy matters. Such consideration will,  
30          whenever practicable, be undertaken at a meeting of the college faculty. Majority faculty rule  
31          shall be observed on matters covered by this Pattern of Administration.

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

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

## 44           **B. Other Administrators**

### 45           **1. Senior Associate Dean for Academic Affairs and Educational Innovation**

46  
47          The Senior Associate Dean for Academic Affairs and Educational Innovation reports to the dean  
48          and leads the College of Pharmacy's professional and undergraduate educational portfolio. In  
49  
50

1 collaboration with other senior leaders, the Senior Associate Dean for Academic Affairs and  
2 Educational Innovation will identify opportunities to continually evolve and improve our current  
3 curricula, build new academic offerings aligned with the college's strategic plan, and implement  
4 strategies to attract and retain strong student classes of future pharmacists, scientists, and other  
5 clinicians. The Senior Associate Dean for Academic Affairs and Educational Innovation will  
6 provide oversight and development to the leaders of the teams facilitating the college's  
7 undergraduate and professional curricula as well as student recruitment, retention, and success.  
8 Representing the college's undergraduate and professional education programs with university,  
9 state, and national stakeholders, the Senior Associate Dean for Academic Affairs and Educational  
10 Innovation ensures our educational programs remain socially accountable, fiscally responsible,  
11 and in keeping with the college's reputation as a premier institution for pharmacy and  
12 pharmaceutical sciences education.

13  
14 **Responsibilities:**

- 15 • Oversee a team delivering a vanguard educational portfolio that aligns with the  
16 college and university's overall strategic plans.
- 17 • Envision, launch, and strategically manage new fiscally solvent educational offerings  
18 (e.g., microcredentials, combined degrees, inter-institutional pathways) with multiple  
19 targets and partners.
- 20 • Identify and implement opportunities to evolve and enhance the college's educational  
21 programming to optimize social accountability, including the recruitment and  
22 retention of minoritized students from underserved areas.
- 23 • Catalyze collaboration across the continuum of biomedical, health professions, and  
24 pharmaceutical education at Ohio State and with partner institutions (e.g., K-12  
25 schools, community colleges, etc.) to serve the workforce needs of Ohio and beyond.
- 26 • Supervise, support, develop, and mentor leaders of undergraduate and professional  
27 curricula and student success.
- 28 • Collaborate with college leaders to improve academic programs and their delivery.
- 29 • Guide the implementation of best-practice student recruitment (including scholarship  
30 disbursement strategy), advising, and retention models.
- 31 • Support data-informed curricular improvement efforts with input from faculty, staff,  
32 students, and other stakeholders.
- 33 • Ensure fiscal sustainability within the college's undergraduate and professional  
34 education programs.
- 35 • Collaborate with leaders of key systems (e.g., IT) to ensure educational technological  
36 resources are contemporary, progressive, and accessible.

37  
38 **2. Associate Dean for Research and Graduate Studies**

39  
40 The Associate Dean for Research and Graduate Studies reports to the dean and provides  
41 leadership for the research and graduate education priorities in the college.

42  
43 **Responsibilities:**

- 44 • Oversee all aspects of graduate education and graduate programming.
- 45 • Serve on the Research and Graduate Studies Committee.
- 46 • Work with the dean and chairs to strategically enhance research productivity.
- 47 • Enable the development of new internal and external research collaborations.
- 48 • Ensure that all research laboratories and research personnel operate under best practices  
49 of laboratory safety and follow all local, state and national compliance standards.

- Oversee the intellectual properties of the college and work with individual faculty to ensure that discoveries are carefully considered for their potential for patents and licensing.
- Ensure compliance with conflict of interest requirements for the college and university.
- Advise the dean on usage of college research space.
- Work with the Director of Instrumentation to provide oversight of shared instrumentation facilities in the college.
- Administer undergraduate research programs in partnership with the Director for Undergraduate Studies and Director of Undergraduate Research.

### 3. Associate Dean for Faculty Success

The Associate Dean for Faculty Success reports to the dean and serves as a resource for faculty success and professional development.

Responsibilities:

- Serve as a resource for faculty to support their success.
- Manage college policies, procedures and timelines for review of faculty for appointment, renewal, promotion and tenure.
- Develop mechanisms to enhance faculty development, including onboarding and mentoring programs.
- Serve as a resource for faculty in pursuing career development opportunities on campus and externally.
- Work with the chairs of each division to promote faculty candidacy for campus, regional and national awards.
- Work with the Associate Dean for Assessment on the planning and implementation of a system for college leadership evaluation.
- Assist the dean with complex or difficult faculty situations.
- Work with the college's Chief Inclusive Excellence Officer to develop, implement and promote policies, strategies and programs designed to foster a positive climate in the college.
- Lead the Executive Committee in maintaining the POA, including annual committee assignments.
- Serve as an *ex officio* member of the Appointments, Promotion and Tenure Committee.
- Serve on the campus Office of Academic Affairs Faculty Development Network.
- Serve as the Office of Academic Affairs policy liaison for faculty search committees.

### 4. Associate Dean for Student Success

The Associate Dean for Student Success reports to the dean and the Senior Associate Dean for Academic Affairs and Educational Innovation and will be responsible for the success of our undergraduate and professional students.

Responsibilities:

- Shared leadership in supporting student success via an integrated and holistic approach.
- Work with course directors to identify students at risk of failing and provide appropriate faculty and student support.
- Work with students to correct course failures.
- Lead the investigation of all student misconduct issues.

- Serve as the main liaison for student government.
- Identify faculty mentors for student organizations.
- Supervise the Director of Student Success.
- Shared leadership of the Academic Integrity and Progression Committee.
- Oversight of Office of Student Success staff to solicit nominations and awarding of PharmD student awards.
- Collaborate with student leaders to solicit nominations for the teachers of the year awards for the PharmD and undergraduate programs.

## 5. Associate Dean for Assessment

The Associate Dean for Assessment reports to the dean and will be responsible for all aspects of college assessment and accreditation.

Responsibilities:

- Develop instruments and techniques and implement assessment plans for all college educational programs.
- Lead all aspects of accreditation from annual monitoring to self-study and site visit.
- Lead university level evaluation of educational programs.
- Co-lead the development of the college's strategic plan and subsequent updates.
- Monitor and report progress on strategic initiatives.
- Actively participate in the Big Ten Pharmacy assessment collaborative.
- Oversee SEI distribution to the division chairs.
- Coordinate assessment procedures and reporting as required by external stakeholders (AACP, Big Ten).
- Serve as the liaison to and prepare reports for Accreditation Council for Pharmacy Education (ACPE).

## 6. Assistant Dean for PharmD Studies

The Assistant Dean for PharmD Studies reports to the Senior Associate Dean for Academic Affairs and Educational Innovation and will be responsible for the successful operations of the integrated PharmD curriculum. This includes leading the college's professional curricular efforts, including required and elective courses, and shared leadership in interprofessional education.

Responsibilities:

- Communication with course directors regarding course operations, accountability, policy implementation and faculty efforts.
- Liaise with division chairs and course directors to assign instructors for existing and new coursework.
- Leadership of a comprehensive communication strategy to keep faculty informed about the professional curriculum.
- Shared leadership for P4 NAPLEX Board preparation.
- Shared leadership for ACPE self-study around curriculum standards.
- Oversight of education coordinators.
- Respond to day-to-day situations that arise related to our professional curriculum.

## 7. Director for Undergraduate Studies

1 The Director for Undergraduate Studies reports to the Senior Associate Dean for Academic  
2 Affairs and Educational Innovation and will be responsible for the successful operations of the  
3 Bachelor of Science in Pharmaceutical Sciences (BSPS) program, the Pharmaceutical Sciences  
4 minor, and General Education instruction.  
5

6 Responsibilities:

- 7 • Develop and execute the college's undergraduate-targeted curricular plan.
- 8 • Monitor program- and course-level enrollments, identifying opportunities to build  
9 capacity as needed.
- 10 • Liaise with division chairs and course directors to assign instructors for existing and new  
11 coursework.
- 12 • Work with faculty to vision new coursework and shepherd course proposals through the  
13 approval process.
- 14 • Identify data-informed needs for course- or program-level improvement.
- 15 • Respond to day-to-day situations that arise related to undergraduate instruction.
- 16 • Collaborate with college partners to promote a seamless continuum across the  
17 undergraduate and professional student experience.
- 18 • Serve as an *ex officio* member of the Undergraduate Studies Committee.  
19

## 20 **8. Associate Dean for Outreach and Engagement**

21  
22 The Associate Dean for Outreach and Engagement (O&E) reports to the dean and leads a team that  
23 will collaborate with individuals and organizations within and external to the college to support its  
24 strategic plan. The work will align with university priorities and includes coordinating O&E efforts  
25 across the college through cohesive assessment, identifying opportunities for synergies and  
26 continued growth through innovation, and assuring O&E initiatives and activities are valued,  
27 supported, disseminated and showcased. This role will be a central resource for internal and  
28 external partners in teaching, service, and research to impact the local to global community.  
29

30 Responsibilities:

- 31 • Pioneer strategic outreach initiatives at the global, national, state, and local levels aligned  
32 with college and university missions and goals.
- 33 • Serve as a liaison for the college in outreach and engagement, including on campus, with  
34 alumni, and with professional organizations.
- 35 • Lead mentoring and training efforts for outreach and engagement.
- 36 • Assure alignment of teaching, practice, and research-related outreach initiatives with  
37 institutional and societal needs.
- 38 • Liaise with Division Chairs on faculty and staff effort and activities associated with  
39 outreach and engagement.
- 40 • Collaborate with the Office of Experiential Education and Student Services related to  
41 student involvement in community-based learning and service.
- 42 • Respond to day-to-day situations that arise related to outreach and engagement.
- 43 • Serve as *ex-officio* member of Community Engagement Committee  
44

## 45 **9. Chief Administrative Officer**

46  
47 The Chief Administrative Officer reports to the dean and has the responsibility for and oversight  
48 of the college budget, finances, information technology, legal, human resources, procurement,  
49 general operations, and facilities planning.

1  
2 Responsibilities:

- 3
- 4 • Development of a centralized budget that is clearly aligned to the priorities of the college and university.
  - 5 • Serve as senior fiscal and administrative officer for the college responsible for oversight and implementation of fiscal and facilities functions.
  - 6 • Ensure appropriate monitoring, management, and reporting of all college fiscal activities.
  - 7 • Ensure appropriate segregation of duties in the processing of all financial and payroll transactions.
  - 8 • Ensure appropriate mandatory approvals and reconciliations.
  - 9 • Administer the fiscal, human resource and administrative operations of the college.
  - 10 • Develop and implement college policies and procedures related to fiscal, payroll and risk management.
  - 11 • Prepare forecasts, projections of revenue and expense, business plans and financial analysis.
  - 12 • Participate in University fiscal committees.
  - 13 • Function as liaison on fiscal and administrative matters.
- 14  
15  
16  
17  
18

19 **C. Committees**

20  
21 Much of the development and implementation of the College of Pharmacy's policies and  
22 programs is carried out by standing and *ad hoc* committees. The dean is an *ex officio* member  
23 of all college committees and may vote as a member on all committees except the Committee  
24 of Eligible Faculty and the Promotion and Tenure Committee.

25  
26 *Operating Procedures.* Standing committees generally meet monthly, when there is business to  
27 discuss. Unless otherwise stated below, non-administrative faculty members are appointed by  
28 the dean for three-year terms with input from division chairs and the executive committee.  
29 Committee appointments are typically staggered to maintain continuity and chair positions are  
30 assigned to members with appropriate experience. Unless specifically indicated, committee  
31 appointments can be renewed. All student members of committees are voting members;  
32 however, student members do not participate in or vote on individual student-related issues.  
33 Unless specifically stated, student members are selected by the Office of Student Success.  
34 Unless otherwise stated, administrators serving in an *ex officio* capacity (e.g. assistant/associate  
35 deans) will serve in advisory roles to the committee and will not cast votes. In general, all  
36 committees may add additional non-voting members, as needed, to efficiently achieve the  
37 committee goals. For committees that require a faculty member from each division, the division  
38 chair will have discretion to choose the appointees from their respective division. The final  
39 composition of each committee, including replacement of members unable to fulfill their full  
40 term, is determined by the Executive Committee.

41  
42 **1. Admissions and Recruitment Committee**

43  
44 This committee selects for admission to the PharmD program those applicants that exhibit the  
45 greatest probability of being successful pharmacy students and qualified health professionals in  
46 the delivery of health care to the public. Additionally, committee members contribute expertise  
47 and effort as needed for the effective recruitment of PharmD and BSPS students.

48  
49 The core committee comprises twelve members, including faculty representatives from every  
50 division, two PharmD students, and the Director of Recruitment and Admissions and the PharmD



1 Admissions Recruiter in *ex officio* roles. Additionally, at least ten secondary committee  
2 ambassadors contribute to the college's admissions (i.e., student interviews) and recruitment  
3 activities but do not participate in formal committee proceedings.  
4

5 Specific functions of the committee include the following:

- 6 • Review, develop, and propose procedures and policies related to the PharmD  
7 admissions process.
- 8 • Evaluate, interview, and select applicants for PharmD admission.
- 9 • Assist in admissions/recruitment efforts for the BSPS and PharmD programs.

## 10 **2. PharmD Academic Integrity and Progression Committee**

11 This committee will administer the College's Honor System Policy and the Academic  
12 Progression Guidelines applying to the PharmD program. This committee will consist of one  
13 science-based faculty member, one teaching-based faculty member, one OSUWMC practitioner,  
14 a member of the Experiential Team, the Associate Dean for Student Success, the Director of  
15 Student Success, and five students (the Vice President of Pharmacy Council and the Vice  
16 President of each PharmD class). It will be supported by staff from the Office of Student Success.  
17  
18

### 19 **Honor System Administration**

20 The Vice President of Pharmacy Council will serve as Chair of the Honor Council. A Vice Chair  
21 will be elected from among the other students in the Honor Council by a majority vote of the  
22 Council members. The Associate Dean for Student Success will serve as the coordinator of the  
23 Honor Council but will not be eligible to vote on Honor Council matters unless it is to break a tie.  
24 Student terms of election to the Honor Council will begin on July 1<sup>st</sup> and end on June 30<sup>th</sup> of the  
25 subsequent calendar year. The Vice President of the first year PharmD Class will be an exception;  
26 their term will begin upon election in Autumn Semester and end on June 30<sup>th</sup> of the subsequent  
27 calendar year. Faculty and the practitioner serve staggered, three-year terms. The terms of  
28 appointment to the Honor Council will begin on July 1<sup>st</sup> and end on June 30<sup>th</sup> three years later.  
29 Voting members of the College's Executive Committee will not be eligible for appointment to the  
30 Honor Council. The dean will appoint a replacement if an existing member cannot complete their  
31 term of appointment. If a student member of the committee needs to be replaced, the dean will  
32 consult Pharmacy Council. If the dean determines that the Associate Dean for Student Success is  
33 unable to fulfill their Honor System-related duties in a timely manner, the dean shall appoint one  
34 of the faculty members of the committee to assume those duties.  
35  
36

### 37 **Academic Progression Guidelines Administration**

38 All non-student members will serve as the Academic Review Committee. The committee handles  
39 cases of students in academic peril and meets as needed. The one science-based faculty member,  
40 the one teaching-based faculty member, the member of the Experiential team and the OSUWMC  
41 practitioner are the voting members. For each of the four voting members of the Academic  
42 Review Committee, an alternate is named to facilitate flexibility in scheduling of meetings. The  
43 Associate Dean for Student Success will not be eligible to vote unless it is to break a tie.  
44 Recommendations for dismissals, based upon the Academic Progression Guidelines, are made to  
45 a subgroup of the academic leadership consisting of either the Pharmacy Education and  
46 Innovation or Pharmacy Practice and Science division chair, the Assistant Dean for PharmD  
47 Studies, the Senior Associate Dean for Academic Affairs and Educational Innovation, and the  
48 dean.  
49  
50  
51

1 Specific functions of the committee are:

- 2 • Keep the progression guidelines and honor system guidelines updated.
- 3 • Administer both the Academic Progression Guidelines and the Honor System in
- 4 accordance with these two policies.

### 5 **3. Awards Committee**

6  
7 This committee oversees and administers the selection processes for staff, faculty, and alumni  
8 awards, recognitions, and honors. The process of soliciting and reviewing nominations, and  
9 awardee selection is divided up by functional area with the committee having ultimate oversight  
10 to ensure that required processes are completed successfully. This committee consists of one  
11 faculty member from each division, a staff member not currently on the Staff Advisory Council,  
12 the Director of Alumni Engagement, and a pharmacy student appointed by the Pharmacy Council.  
13 The pharmacy student member will not participate in deliberations involving confidential student  
14 materials. Whenever possible, at least one emeritus faculty will be appointed as a non-voting  
15 member.

16  
17 Specific functions of the committee include:

- 18 • Staff Awards: The committee will call for staff award nominations in March of each year.  
19 Nominations will be voted on by the Staff Advisory Council and the voting members of  
20 the Awards Committee.
- 21 • Research Awards: The committee will call for research staff awards in the fall to align  
22 with annual Research Day. Nominations will be voted on by the Graduate Studies and  
23 Research Committee and the voting members of the Awards Committee.
- 24 • Alumni Awards: The Office of Advancement will solicit nominations for the alumni  
25 awards and the nominees will be reviewed by the Awards Committee. Once validated,  
26 the nominees will be forwarded to the Alumni Governing Board for final approval.
- 27 • Outreach and Engagement (O&E) Awards: The O&E team will solicit nominations for  
28 outreach and engagement awards and will forward nominations to the Awards Committee  
29 for final vote.
- 30 • The committee represents the college at all awards-related events.

### 31 32 **4. Appointments Promotion and Tenure (APT) Committee**

33  
34 Details on the Appointments, Promotion, and Tenure Committee are contained in the college's  
35 [APT](#) Document.

### 36 37 **5. Undergraduate Studies Committee**

38  
39 The Undergraduate Studies Committee comprises a faculty member from each division and two  
40 Bachelor of Science in Pharmaceutical Sciences (BSPS) students representing each program  
41 pathway (i.e., Healthcare Professions and Drug Discovery & Development Pathways). For any  
42 discussion of the Honors program, the committee will invite BSPS Honors students to provide  
43 feedback on selected topics for discussion. No student members will participate in discussions  
44 that involve confidential student matters, including petition and academic standing decisions. *Ex*  
45 *officio* members include the Director of Undergraduate Studies, Program Director of  
46 Undergraduate Studies, Assistant Director for Academic Advising, College Registrar, and the  
47 assessment Resource Planning Specialist.

48  
49 Specific functions of the committee are:

- Facilitate and support decision-making on course sequences and curricula, program admissions standards, and academic advising
- Initiate recommendations to the faculty and the Executive Committee concerning the BSPS and Pharmaceutical Sciences minor curricula.
- Provide information and procedures essential for the establishment, enhancement, and deletion of courses.
- Review and make recommendations on proposals to establish, alter substantially, or eliminate courses or programs.
- Review BSPS program learning outcomes data and recommend course changes as necessary.
- Review student petitions and academic progress, making recommendations regarding petition requests and academic standing (including dismissal).
- Solicit nominations of students for awards, review award packets and select winners.
- Monitor post-graduation student outcomes, including graduate professional school and job placement data.

## 6. College Investigation Committee

The College Investigation Committee consists of three tenured non-administrative faculty members who serve staggered three-year terms. The Associate Dean for Faculty Success serves as an *ex officio* committee member. The mission of this committee is to hear complaints referred by the dean concerning any tenure track, clinical/teaching, research, or associated faculty member. Examples of complaints brought to the committee include salary disputes, policy concerns, and interpersonal conflicts of a non-discriminatory nature. Complaints of a discriminatory nature will not be investigated and immediately referred to the campus Office of Institutional Equity.

Specific functions of the committee are:

- Meet with complainant(s) and respondent(s) in a particular case and review documentary evidence submitted by the parties.
- Seek public or confidential evidence from additional relevant individuals, as necessary.
- Typically, complete its investigation and report its findings to the dean within 45 days.
- Provide the dean recommendations for action and/or resolution.

## 7. Community Engagement Committee

The function of the Community Engagement Committee is to support community engagement efforts of the college. Community engagement is defined by The Carnegie Foundation as the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. Members required include at least three faculty and two staff members who engage with a community-based or community-engaged program, one member of the experiential team, one representative from the OSU Wexner Medical Center, one student representing the Bachelor of Science in Pharmaceutical Sciences program, and at least one student representing the Doctor of Pharmacy program. Additional members should include the program and college leads of Outreach and Engagement (*ex officio*). An alumni member (*ex officio*) may serve on the committee as appropriate.

Specific functions of the committee are:

- Assure community engagement activities are meaningful, sustainable, inclusive, and appropriate to meet the needs of the college with respect to its vision, mission, and strategic plan.
- Develop guidelines governing college community engagement programs and experiences.
- Assist the Awards Committee with nominations for college, university, local, state, national, and international awards.
- Document engagement in promotion and tenure or faculty recognition processes.
- Assist with selection of mini-grant recipients and other selections that are college-based and support students, staff, or faculty involved in community engagement.
- Provide opportunities for meaningful partnerships with internal and external collaborators.

## 8. Executive Committee

The Executive Committee shall be composed of the chairs of the divisions, the dean, Senior Associate Dean for Academic Affairs and Educational Innovation, Associate Deans of Faculty Success, Research and Graduate Studies, Student Success, Assessment, and Outreach and Engagement, Chief Administrative Officer, Director of Marketing and Communications, Senior Development Officer, and Chief Inclusive Excellence Officer. It shall generally meet monthly upon call of the dean or upon request of three of its members, for consultation on matters concerning college policy. The division chairs shall be the voting members of the committee. In cases where a split vote occurs among the chairs (two affirmative and two opposing votes), the dean shall vote to break the tie.

Division chairs shall represent the point of view of the faculty in their divisions in Executive Committee consultations. Minutes of regular meetings of the Executive Committee shall be distributed to the faculty of the college in a timely manner.

Specific functions of the committee are:

- Formulate, review, modify, and implement college policy, referring such matters to college committee and/or to the college faculty for discussion, recommendation, and decision as necessary.
- Bring before the college faculty any matter that needs the consideration or action of the college.
- Certify students who have fulfilled the requirements for professional and undergraduate degrees.
- Provide consultation to the dean in matters of new appointments to the faculty of the college.

The remaining duties below will be carried out by a subcommittee of the academic leadership defined above for the Academic Integrity and Progression Committee plus the dean. The Associate Dean for Student Success and the Director of Student Success will serve *ex officio*.

- Receive and act upon student petitions relative to courses of study and reinstatement.
- Review student academic performance and progress at the end of each semester and vote on recommendations for dismissal.

## 9. Research and Graduate Studies Committee

1 The Research and Graduate Studies Committee works to enhance research, research infrastructure  
2 and graduate education in the college. Voting members of the committee include one faculty  
3 member from each graduate specialization, a pharmaceutical sciences graduate student  
4 representative, and a postdoctoral fellow. The Associate Dean for Research and Graduate Studies  
5 serves as the chair of the committee and as the chair of the Graduate Studies Committee for the  
6 Pharmaceutical Sciences graduate program.  
7

8 Specific functions of the committee are:

- 9 • Serve as the curriculum committee for the graduate program, hear student petitions, and  
10 perform all specific functions related to the operations of the graduate program as  
11 outlined by the Graduate School and the Graduate Handbook of the College of Pharmacy.
- 12 • Oversight and maintenance of the College's Graduate Handbook. Any significant  
13 changes to the College's Graduate Handbook will be forwarded to the college's graduate  
14 faculty for approval.
- 15 • Oversight for summer undergraduate research fellowship programs.
- 16 • Administer training awards and fellowship nominations for graduate students,  
17 postdoctoral trainees, and graduate faculty at the college level. This includes Ohio State  
18 Presidential fellowships, university and college-allocated fellowships, graduate  
19 mentoring awards, and travel awards.
- 20 • Identify opportunities and encourage development of programmatic, research-focused  
21 grant proposals.
- 22 • Provide input for obtaining and managing college research resources.
- 23 • Solicit and provide nominations for college faculty for national, university-wide, and  
24 college level research and scholarly awards (e.g. AAAS, AAPS, National Academy of  
25 Medicine).
- 26 • Evaluate applications for college supported research grants.
- 27 • Organize the annual College of Pharmacy Research Day program.

## 28 **10. PharmD Program Committee**

29 This committee supports the operations of the PharmD program. Led by two co-chairs, this  
30 committee consists of one course director from each of the following course sequences:  
31 Transitions, Foundations in Pharmacy Administration, Concepts in Patient Care, Principles of  
32 Drug Action, Experiential, Integrated Patient Care Lab, Interprofessional Education, and two  
33 faculty from Integrated Pharmacotherapy (one from a science division and one from either the  
34 Pharmacy Practice and Science or Pharmacy Education and Innovation Division), an elected  
35 student from each PharmD class, and two Ohio State University-affiliated preceptors from  
36 different practice sites. *Ex officio* members include the Director of Student Success, Assistant  
37 Dean of Experiential Education, Assistant Dean for PharmD Studies, Associate Dean for  
38 Assessment, the Resource Planning Specialist, and a support staff person.  
39  
40

41 Specific functions of the committee are:

- 42 • Review program- and course-level data to recommend changes to pedagogy, policy,  
43 and/or structure within the PharmD curriculum:
- 44 • Formally review each required course every three years for depth, breadth, and  
45 consistency across the curriculum and communicate recommendations to course  
46 sequence teams.  
47

- 1 • Make recommendations to faculty and the Executive Committee for substantive changes
- 2 to the curriculum.
- 3 • Perform ongoing review of curricular themes (e.g. pharmacogenomics, drug information,
- 4 literature evaluation, wellness, etc.) and make recommendations to support strategic
- 5 integration of themes across the curriculum.
- 6 • Provide input on student success strategies from the Office of Student Services (e.g.
- 7 student early warning system, student success through SLDS accommodations,
- 8 remediation, creation of course calendar).
- 9 • Review feedback from key stakeholders (e.g. experiential preceptors, recent graduates) to
- 10 ensure the curriculum is preparing students to be both APPE- and practice-ready.
- 11 • Review, provide feedback on, and approve substantive course-level changes via a
- 12 proposed syllabus review.
- 13 • Review and provide feedback on proposed changes to program policies (including new
- 14 policies and edits to existing policies) as introduced by division chairs and/or assistant or
- 15 associate deans.
- 16 • Conduct strategic planning for elective coursework, including approval of new electives
- 17 and tracks for electives; communicate changes to registrar and faculty.
- 18 • Support preparation of accreditation self-study and monitor how accreditation changes
- 19 impact curricular operations.
- 20

#### 21 **D. Centers**

22  
23 Faculty Rule [3335-3-36](#) defines university and college academic centers and institutes and  
24 provides rules for their establishment, reporting, and oversight. This rule constitutes the  
25 framework for related procedures for the establishment and review of centers and institutes within  
26 the College of Pharmacy.

#### 27 28 **1. Establishment of Centers and Institutes in the College of Pharmacy**

29  
30 College centers and institutes will have some mix, with variable emphasis, of  
31 research/scholarship, instruction, service, clinical, or outreach missions, and should draw upon  
32 faculty from more than one division.

33  
34 Faculty members wishing to establish a college center should first consult with the dean. With the  
35 dean's support, the faculty members should submit a proposal to the dean addressing the  
36 following:

- 37  
38 • Mission: Explain the mission of the center and how it is aligned with the college's  
39 strategic plan, including:
  - 40 ○ The missions of the college (research, teaching, service, patient care or outreach)
  - 41 most relevant to the center.
  - 42 ○ The interdisciplinary nature of the center.
  - 43 ○ The goals of the center that cannot be met within existing academic units.
  - 44
- 45 • Faculty: Describe the level of faculty interest and commitment to the center, including:
  - 46 ○ The criteria for selecting the center's faculty membership.
  - 47 ○ A list of faculty expressing interest in associating with the center and accompanying
  - 48 documentation that their chairs support such involvement.
  - 49 ○ The extent to which staff and students will be involved and supported.
  - 50

- 1 • Administration: Describe the administrative structure and responsibilities of the director  
2 and oversight committee, including:  
3 ○ The name of the director or interim director of the center.  
4 ○ The proposed responsibilities of the director.  
5 ○ The function(s) and composition of the oversight committee. Center oversight  
6 committees may include faculty and professional staff members from the College of  
7 Pharmacy but must have at least a two-thirds majority faculty membership.  
8 ○ The main components of a pattern of administration for the center (to be formally  
9 completed and approved by the dean within a year of center establishment).
- 10
- 11 • Budget/Funding: Specify budget and funding sources for the center, including:  
12 ○ The expected budget for the first year of operation.  
13 ○ Funding sources and one-time and recurring costs.  
14 ○ Existing or new equipment, space and facilities needed to establish the center.  
15 ○ The sustainability of the center, including possibilities for external funding and  
16 details of related funding proposal submissions.
- 17
- 18 • Evaluative Criteria and Benchmarks: Propose and define specific criteria and benchmarks  
19 against which the center will be measured.
- 20
- 21 • Supporting Materials: Solicit and include letters of support from relevant division chairs  
22 and other leadership within the college, interested parties outside the college, and entities  
23 with similar emphases at other universities.
- 24

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

30

31 Each college center will establish an oversight committee. The center director, in collaboration  
32 with the dean, will name an oversight committee, at least two-thirds of whose members are  
33 faculty from the academic units involved in the center. The director will consult regularly with  
34 the oversight committee.

## 35

### 36 **2. Review of College Centers and Institutes in the College of Pharmacy**

37

38 College centers will be reviewed two years after initial establishment and at four-year intervals  
39 thereafter. The college Executive Committee will conduct the review using the following  
40 information (to be provided by the center director).

- 41 • Mission  
42 ○ Original mission statement  
43 ○ Proposal establishing the center  
44 ○ Annual reports  
45 ○ Description or list of all center activities, events, and initiatives that have contributed  
46 to fulfilling the center's mission and objectives. If current activities differ from those  
47 originally envisaged or articulated in the mission statement, explain this evolution.
- 48
- 49 • Faculty and student involvement and contribution
- 50

- List of current faculty and graduate student affiliates or associates.
- List of past faculty and graduate student affiliates or associates.
- 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.
- List of all student publications, lectures, grants, or other activities related to their work with the center.
- Administrative structure and responsibilities
  - Description of administrative structure.
  - Responsibilities and activities of all administrative staff, indicating their contributions to the mission of the center and its objectives.
  - Contributions made by the oversight committee to the mission of the center and its objectives.
  - Pattern of administration
- Budget
  - Current budget
  - Projected budget for next four years
  - Past budgets since last review
  - 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 linked to the functions and services articulated in the mission statement.
- Evaluative criteria and benchmarks
  - 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) stated evaluative criteria and benchmarks.
  - Identify and justify any new evaluative measures and describe the degree to which the center has met these criteria or benchmarks.
  - Provide any specific narrative information or data as appropriate and attach as appendices any documentation (letters of recommendation, awards, and 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 to the dean.

### **VIII. Faculty Meetings**

The dean will provide to the faculty a schedule of college faculty meetings at the beginning of each academic term. The schedule will provide for at least one meeting per semester and no more frequently than monthly. 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 college faculty will also be scheduled on written request of 25% of the faculty. The dean will make reasonable efforts to have the meeting take place within one week of receipt of the request. The dean will distribute minutes of faculty meetings to faculty by e-mail—



1 within seven days of the meeting if possible. These minutes may be amended at the next faculty  
2 meeting by a majority vote of the faculty present at the meeting covered by the minutes.

3  
4 Special policies pertain to voting on personnel matters, and these are set forth in the College of  
5 Pharmacy's [Appointments, Promotion and Tenure Document](#).

6  
7 For purposes of discussing College of Pharmacy business other than personnel matters, and for  
8 making decisions where consensus is possible and a reasonable basis for action, a quorum will be  
9 defined as a simple majority of all faculty members eligible to vote.

10  
11 Either the dean or one-third of all faculty members eligible to vote may determine that a formal vote  
12 conducted by electronic ballot is necessary on matters of special importance. For purposes of a formal  
13 vote, a matter will be considered decided when a particular position is supported by at least a majority  
14 of all faculty members eligible to vote. Balloting will be conducted by email when necessary to assure  
15 maximum participation in voting. When conducting a ballot by email, faculty members will be given  
16 one week to respond.

17  
18 When a matter must be decided and a simple majority of all faculty members eligible to vote cannot  
19 be achieved on behalf of any position, the dean will necessarily make the final decision.

20  
21 The College of Pharmacy accepts the fundamental importance of full and free discussion but also  
22 recognizes that such discussion can only be achieved in an atmosphere of mutual respect and civility.  
23 Normally college faculty meetings will be conducted with no more formality than is needed to attain  
24 the goals of full and free discussion and the orderly conduct of business. However, Robert's Rules of  
25 Order will be invoked when more formality is needed to serve these goals.

## 26 27 **IX. Distribution of Faculty Duties, Responsibilities, and Workload**

28  
29 The faculty of the College of Pharmacy consists of individuals whose appointments and  
30 responsibilities vary considerably. Depending on their appointment, faculty responsibilities may  
31 include teaching and mentoring, research and creative activities, clinical practice, outreach and  
32 engagement, and/or service. The dean has overall responsibility for assuring that each faculty member  
33 has appropriate duties and responsibilities assigned commensurate with the faculty appointment and  
34 that faculty workload is distributed equitably across the college. Much of the responsibility for faculty  
35 workload assignments is delegated to the division chairs. In making assignments, division chairs must  
36 balance the needs of the academic programs with the skills and expertise of the faculty member.  
37 Fluctuations in the demands and resources of the college and individual circumstances of faculty  
38 members may warrant changes in their responsibilities.

39  
40 Faculty roles and responsibilities are described in the initial letter of offer. Workload assignments and  
41 expectations for the upcoming year are addressed as part of the annual performance and merit review  
42 by the division chairs and dean and are based on the College of Pharmacy's needs as well as faculty  
43 productivity and career development. All faculty are required to teach in the undergraduate,  
44 professional or graduate curriculum, unless they have 100% effort devoted to an administrative  
45 position.

46  
47 During on-duty periods, faculty members are expected to be available for interaction with students,  
48 engaged in research or scholarship, and to attend College of Pharmacy meetings and events even if  
49 they have no formal course assignment. On-duty faculty members should not be away from campus  
50 for extended periods of time unless on an approved leave (see section XII) or on approved travel.

1  
2 Telework exception: Faculty members with responsibilities requiring in-person interaction are to  
3 work at a university worksite to perform those responsibilities. Telework and the use of remote,  
4 virtual meetings are allowed at the discretion of the dean if such work can be performed  
5 effectively, and faculty members are able to fulfill their responsibilities. Telework will be  
6 encouraged under certain circumstances if it serves the needs of the college, university, and/or  
7 community. The dean has the discretion to require faculty to work on campus if there are  
8 concerns that responsibilities are not being fulfilled through telework. All faculty telework must  
9 conform to university policies and procedures including the annual execution of a [Flexible Work](#)  
10 [Agreement](#).

11  
12 Each faculty member's roles, responsibilities, and percent effort are reviewed annually as part of the  
13 required faculty annual review process. When there are instances of changes in workload in any area  
14 of a faculty members' responsibilities (teaching, research/scholarship, clinical practice, outreach,  
15 administrative service), these are primarily addressed at the division level through review and  
16 revision of responsibilities and/or allocated percent effort (up to FTE designation). Adjustments to  
17 teaching loads take into account the needs of the college and are made in consultation with the  
18 Division Chair, the Senior Associate Dean for Academic Affairs and Educational Innovation and the  
19 Dean. These are also considered in the AMCP and are aligned with opportunities for career  
20 progression.

21  
22 The guidelines outlined here do not constitute a contractual obligation. Fluctuations in the demands  
23 and resources of the College of Pharmacy and the individual circumstances of faculty members may  
24 warrant temporary deviations from these guidelines.

25  
26 A full-time faculty member's primary professional commitment is to Ohio State University and the  
27 guidelines below are based on that commitment. Faculty who have professional commitments outside  
28 of Ohio State during on-duty periods (including teaching at another institution, conducting research  
29 for an entity outside of Ohio State, external consulting) must disclose and discuss these with the dean  
30 to ensure that no conflict of commitment exists. Information on faculty conflicts of commitment is  
31 presented in the university's [Policy on Outside Activities and Conflicts](#).

32  
33 In crisis situations, such as life-threatening disease (COVID, for example) or physical dangers  
34 (natural disasters, for example), faculty duties, responsibilities, and workload may be adjusted by the  
35 dean to consider the impact during the crisis. These adjustments may include modifying research  
36 expectations to maintain teaching obligations. These assignment changes must be considered in  
37 annual reviews.

38  
39 The College of Pharmacy embraces the university's goal to become one of the world's great public  
40 research and teaching universities. As a college within a doctoral/research intensive institution,  
41 excellence in research and mentorship is expected. The college also has stated goals of excellence in  
42 clinical practice and outreach and engagement. To advance these goals and to achieve excellence in  
43 research and creative activities, teaching and mentorship, clinical practice, and outreach and  
44 engagement, the following guidelines for workload assignments are adopted. These guidelines take  
45 into consideration the university's [Faculty Workload Guidelines](#) and the mission of the College of  
46 Pharmacy.

#### 47 48 **A. Tenure-track Faculty**

49  
50 Tenure-track faculty members are expected to contribute to the university and college's tripartite  
51 mission of teaching and mentorship, research, and service. Newly hired assistant professors

1 should gradually move toward a full teaching load over their first 3-4 years to allow for sufficient  
2 effort to build their research program. When a faculty member's contributions decrease in one of  
3 these three areas, additional activity in one or both of the other areas is expected.

### 4 5 **Teaching and Mentoring**

6  
7 All tenure-track faculty are expected to contribute to the College of Pharmacy's teaching mission  
8 through formal teaching, mentorship and advising. The standard teaching workload and  
9 mentoring expectation for full-time tenure-track faculty members is 40-50% time allocation to  
10 total workload according to the university [workload guideline](#). Formal teaching assignments will  
11 be some combination of undergraduate, professional, and graduate courses. Assignments will be  
12 based on college needs and faculty expertise and will consider the percentage of committed effort  
13 and salary recovery related to grant funding. Course teaching load will be designed, whenever  
14 possible, to reflect a balance across courses of various sizes and types and consideration of new  
15 course preparation. A balance of in-class and online teaching will be considered. Tenure-track  
16 faculty are also expected to mentor graduate students in their thesis and dissertation work, and to  
17 mentor postdoctoral fellows and research staff. Formal mentoring and student advising will be  
18 factored into teaching assignments.

19  
20 The standard teaching assignment may vary for individual faculty members based on their  
21 research and/or service activity. Teaching assignments are made annually in discussion with the  
22 division chair and input from the dean when appropriate. The dean may decline to approve  
23 requests for adjustments when approval of such requests is not judged to be in the best interest of  
24 the college.

25  
26 Adjustments to a faculty member's teaching responsibilities may be made to account for changes  
27 in research and/or service activity. Faculty members who have no extramurally funded research  
28 and/or are not covering 25% of their salary can be assigned an increased teaching allocation.  
29 However, the absence of extramural funding does not exempt a faculty member from continuing  
30 a record of productive scholarship. Typically, teaching effort for underfunded tenure-track faculty  
31 will not exceed 60% of total workload. Teaching workload can also be increased or decreased  
32 based on college wide initiatives and administrative responsibilities.

### 33 34 **Research**

35  
36 All tenure-track faculty members are expected to be engaged in research as defined in the College  
37 of Pharmacy's [Appointments, Promotion, and Tenure Document](#). The standard scholarship  
38 workload expectation for full-time tenure-track faculty members is 40-50% time allocation to  
39 total workload according to the university [workload guideline](#). Research is expected to be  
40 extramurally funded and should result in peer reviewed publications in leading journals in the  
41 field. Tenure-track faculty are expected to attract extramural funding that supports at least 25% of  
42 their annual salary (calculated over 12 months) by the time of promotion to associate professor  
43 and thereafter. Faculty members are also expected to seek appropriate opportunities to obtain  
44 patents and engage in other commercial activities stemming from their research.

45  
46 Research workload distribution may be increased or decreased as productivity fluctuates. Faculty  
47 with grant funding covering a substantial portion of their salary will have their workload adjusted  
48 to ensure the grant funded time is available for the scope of work. The maximum funded effort on  
49 research grants is 80%, to allow for sufficient effort for contributions to teaching, mentoring and  
50 service. If the threshold of 80% effort on grants is reached, a conversation with the faculty's

1 division chair will occur to discuss how teaching needs will be met. Faculty without extramural  
2 funding can have their research decreased to a minimum of 30%, to ensure adequate time for  
3 continued research productivity. In some instances, research workload can be decreased due to  
4 college wide initiatives and administrative responsibilities.

## 5 6 **Service**

7  
8 Faculty members are expected to be engaged in service and outreach to the college, university,  
9 profession, and community. The standard service workload expectation for full-time tenure-track  
10 faculty members is 10-20% time allocation to total workload according to the university  
11 [workload guideline](#). Typically, this will include service on at least one committee within the  
12 college; additional committee service at the university level is encouraged as seniority increases.  
13 In addition, national professional service is expected as demonstration of national reputation and  
14 national leadership and/or international service is expected for associate professors and  
15 professors. This pattern can be adjusted depending on the nature of the assignment (e.g. service as  
16 committee chair, service on a particularly time-intensive committee, organizing a professional  
17 conference, leadership in an educational outreach activity, service in an administrative position  
18 within the division, college, or university).

19  
20 All faculty members are expected to attend and participate in division and college faculty  
21 meetings, recruitment activities, and other division and college events. All eligible tenure-track  
22 faculty members are expected to attend and participate in appointment, promotion and tenure  
23 meetings convened by the committee chair for rank and title.

24  
25 Service loads should be discussed and agreed to during annual performance and merit reviews.  
26 When heavy service obligations are primarily volunteer, the division chair is not obligated to  
27 modify the faculty member's service load (reduce teaching and/or research obligations).

28  
29 The College of Pharmacy recognizes that some of its faculty members bear an inherent additional  
30 service burden. That burden accrues when faculty members, often women and/or  
31 underrepresented colleagues, are recognized as uniquely positioned to assist with work at the  
32 college or university levels. Such individuals may be expected to provide more service than  
33 normal because their expertise, perspective, or voice can help working groups, task forces, or  
34 students (through their mentorship of them) understand context, options, and opportunities in new  
35 ways. This additional service burden does not derive from volunteerism. Rather, it is an  
36 unwarranted and inequitable expectation. If a heavy service load is due to the faculty member's  
37 unique expertise, perspective, or voice, this should be noted in the annual performance review  
38 letter, considered when distributing the faculty member's other duties, and taken into account for  
39 the annual merit and compensation process (AMCP). The division chair and dean should also  
40 consider this additional service burden in managing equity of service loads among faculty.

### 41 42 **1. Special Assignments**

43  
44 Information on special assignments (SAs) is presented in the Office of Academic Affairs [Special](#)  
45 [Assignment Policy](#). The information provided below supplements this policy.

46  
47 Special assignments are available only to tenure-track faculty. Untenured faculty will normally be  
48 provided a SA for research for the initial year of their probationary period. Reasonable efforts  
49 will be made to award SA opportunities to all other faculty members subject to the quality of  
50 faculty proposals, including their potential benefit to the college or university, and the need to  
51 assure that sufficient faculty are always present to carry out college work. The voting members of

1 the college's Executive Committee will evaluate all SA proposals and make recommendations to  
2 the dean based on the quality of the proposal and its potential benefit to the college or university  
3 and to the faculty member as well as the ability of the college to accommodate the SA at the time  
4 requested.

## 6 **B. Clinical/Teaching Faculty**

8 The College of Pharmacy appoints clinical faculty who focus primarily on clinically focused  
9 teaching and practice and contribute to the education, practice, outreach and scholarship missions  
10 of the college. Clinical faculty members are expected to participate in classroom and practice-  
11 based teaching and to engage in and provide leadership in clinical practice. In some cases, clinical  
12 practice is replaced by outreach to the community or the profession at the local, state, or national  
13 level. Service expectations are similar to those for the tenure-track. The typical workload  
14 distribution for clinical faculty is 50-65% teaching and mentoring, 20-30% practice or outreach,  
15 10-30% scholarship, and 10% service. Clinical faculty involved in direct patient care in a clinical  
16 setting, may have practice effort ranging from 20-50% and require a reduction in expectations for  
17 teaching/mentoring, scholarship and service.

18  
19 The College of Pharmacy also appoints teaching faculty who focus primarily on education in the  
20 undergraduate and professional curricula. Teaching faculty members are expected to participate  
21 in classroom and practice-based teaching and will be involved in the scholarship of teaching and  
22 learning. Service expectations are similar to those for the tenure-track. The typical workload  
23 distribution for teaching faculty is 70-90% teaching and mentoring, 0-20% scholarship, and 5-  
24 10% service.

### 26 **Teaching**

27  
28 Clinical and teaching faculty have a primary emphasis on teaching and are expected to be  
29 actively involved in classroom and/or clinical teaching. Teaching assignments include large  
30 and small group classroom instruction, precepting experiential students and residents,  
31 advising professional students, and mentoring master's student projects.

32  
33 The standard teaching assignment may vary for individual faculty members based on their  
34 practice, scholarship and/or service activity. Teaching assignments are made annually in  
35 discussion with the division chair and input from the dean when appropriate. The dean may  
36 decline to approve requests for adjustments when approval of such requests is not judged to  
37 be in the best interests of the college.

38  
39 Adjustments to a faculty member's teaching responsibilities may be made to account for  
40 changes in clinical practice, outreach, scholarship and/or service activity. Only faculty  
41 members who have extramurally funded scholarship activities can have their teaching  
42 allocation reduced to provide adequate time for the funded project. Teaching workload can  
43 also be increased or decreased based on college wide initiatives and administrative  
44 responsibilities.

### 46 **Clinical Practice and Outreach**

47  
48 The College of Pharmacy is a nationally recognized leader in pharmacy education and  
49 clinical practice of its faculty is considered critical for experiential training of our students  
50 and to ensure that innovations in pharmacy practice are brought back to the classroom.  
51 Clinical faculty with appropriate professional degrees are expected to develop and implement

1 sustainable, innovative practices that contribute to the advancement of the profession of  
2 pharmacy, facilitate the delivery of broad-reaching educational training programs, and  
3 provide experiential training sites. Clinical practice workload can be decreased due to  
4 administrative responsibilities and any changes in practice effort and/or partner collaboration  
5 shall be done in consultation with the chair. Clinical practice assignments are expected to  
6 provide financial support for the clinical services back to the college.  
7

8 As a land grant institution, the university is committed to outreach and engagement with  
9 communities across the state. As a highly respected training site for pharmacists, we are also  
10 committed to outreach and engagement within the professional communities where our  
11 faculty, students, and alumni practice. Clinical faculty may be primarily focused on outreach  
12 and engagement, in lieu of or as part of their clinical practice. This includes engagement with  
13 state and national professional pharmacy organizations, outreach to underserved  
14 communities, and advocacy on behalf of the profession. Clinical faculty with substantial  
15 effort in outreach and engagement are also expected to provide experiential learning  
16 opportunities for our students and residents focused on these activities. Outreach and  
17 engagement workload can be increased if external funding is available for salary support and  
18 can be decreased if there are changes in partnerships or the faculty member is reassigned to  
19 administrative responsibilities.  
20

### 21 **Scholarship**

22  
23 Clinical/teaching faculty members are expected to be engaged in scholarship that results in  
24 peer-reviewed publications or other scholarly output. Clinical faculty with clinical practice or  
25 outreach assignments should be engaged in practice-based and/or outreach and engagement  
26 research. Teaching faculty should contribute to the scholarship of teaching and learning.  
27

### 28 **Service**

29  
30 Clinical/teaching faculty are expected to be engaged in service and outreach to the college,  
31 university, profession, and community. Typically, this will include service on at least one  
32 committee within the college; additional committee service at the university level is  
33 encouraged as seniority increases. In addition, national professional service and leadership is  
34 expected as demonstration of national reputation. This pattern can be adjusted depending on  
35 the nature of the assignment (e.g. service as committee chair, service on a particularly time-  
36 intensive committee, organizing a professional conference, leadership in an educational  
37 outreach activity, service in an administrative position within the division, college, or  
38 university).  
39

40 All faculty members are expected to attend and participate in division and college faculty  
41 meetings, recruitment activities, and other division and college events. All eligible  
42 clinical/teaching faculty members are expected to attend and participate in appointment,  
43 promotion and tenure meetings convened by the committee chair for rank and title.  
44

45 Service loads should be discussed and agreed to during annual performance and merit  
46 reviews. When heavy service obligations are primarily volunteer, the division chair is not  
47 obligated to modify the faculty member's service load (reduce teaching and/or research  
48 obligations).  
49

50 The College of Pharmacy recognizes that some of its faculty members bear an inherent  
51 additional service burden. That burden accrues when faculty members, often women and/or

1 underrepresented colleagues, are recognized as uniquely positioned to assist with work at the  
2 college or university levels. Such individuals may be expected to provide more service than  
3 normal because their expertise, perspective, or voice can help working groups, task forces, or  
4 students (through their mentorship of them) understand context, options, and opportunities in  
5 new ways. This additional service burden does not derive from volunteerism. Rather, it is an  
6 unwarranted and inequitable expectation. If a heavy service load is due to the faculty  
7 member's unique expertise, perspective, or voice, this should be noted in the annual  
8 performance review letter, considered when distributing the faculty member's other duties,  
9 and taken into account for the AMCP. The division chair and dean should also consider this  
10 additional service burden in managing equity of service loads among faculty.

### 11 **C. Research Faculty**

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

13  
14 In accord with Faculty Rule [3335-7-34](#),

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

24  
25 Research faculty expectations for research are similar to those for the tenure-track, albeit  
26 proportionally greater since at least 95% of effort for research faculty members is devoted to  
27 research. Specific expectations are spelled out in the letter of offer, and additional details are  
28 provided in the [Appointments, Promotion, and Tenure Document](#). The college will pay 5% of  
29 effort to support ongoing academic activities not covered by grant support, including the writing  
30 and submission of grant applications. The typical workload distribution for research faculty is  
31 95% research and 5% non grant-related activities.

32  
33 Research faculty members are able to supervise graduate students. They may apply for category P  
34 status, subject to the approval of the College's Research and Graduate Studies Committee and the  
35 Graduate School.

### 36 **D. Associated Faculty**

37  
38  
39 Compensated and uncompensated associated faculty members are expected to contribute to the  
40 college and university's missions via teaching, clinical practice, outreach, scholarship or research  
41 depending on the terms of their individual appointments.

42  
43 Faculty members with tenure-track titles and appointments <50% FTE will have reduced  
44 expectations based on their appointment level. Workload will be assigned to teaching, research  
45 and service depending on the terms of their individual appointments.

46  
47 Expectations for compensated visiting faculty members will be based on the terms of their  
48 appointment and are comparable to that of tenure-track faculty members except that service is not  
49 required.



1 Workload expectations for adjunct faculty members will be based on the terms of their  
2 appointment. Adjunct faculty are often on short-term appointments to help meet the college's  
3 teaching needs, although in some cases appointments might be longer to reflect continued service  
4 to the college.  
5

6 Lecturers, senior lecturers, clinical instructors of practice, clinical assistant professors of practice,  
7 clinical associate professors of practice, and clinical professors of practice, have a primary  
8 responsibility for teaching but may contribute to the clinical practice, outreach, service, and  
9 scholarship missions of the college, depending on the terms of their individual appointments and  
10 the needs of the college. Typically, these faculty have a workload distribution of 80-90%  
11 teaching, 5-10% scholarship, 0-10% clinical practice or outreach, and 5-10% service.  
12

### 13 **Teaching**

14  
15 Lecturers, senior lecturers, clinical instructors of practice, clinical assistant professors of  
16 practice, clinical associate professors of practice, and clinical professors of practice are  
17 expected to contribute to the college's teaching mission. Teaching assignments will be some  
18 combination of undergraduate, professional, and graduate courses. Assignments will be based  
19 on college needs and faculty expertise. Course teaching load will be designed, whenever  
20 possible, to reflect a balance across courses of various sizes and types and consideration of  
21 new course preparation. A balance of in-class and online teaching will be considered.  
22 Undergraduate and professional student advising will be factored into teaching assignments.  
23

24 The standard teaching assignment may vary for individual faculty members based on their  
25 clinical practice/outreach, scholarship and/or service activity. Teaching assignments are made  
26 annually in negotiation with the division chair, with input from the dean when appropriate.  
27 The dean may decline to approve requests for adjustments when approval of such requests is  
28 not judged to be in the best interests of the college.  
29

30 Adjustments to a faculty member's teaching responsibilities may be made to account for  
31 changes in clinical practice/outreach, scholarship and/or service activity. Faculty members  
32 who are active in scholarship can be assigned up to 10% for scholarship workload or a  
33 proportion commensurate with grant funded salary recovery.  
34

### 35 **Scholarship**

36  
37 Lecturers and clinical faculty of practice are not expected to be engaged in scholarship as  
38 defined in the college's [Appointment, Promotion, and Tenure Document](#). However, the  
39 college recognizes that some faculty may wish to engage in scholarship as part of their  
40 professional and career development. In general, faculty members with an interest in  
41 developing scholarly activity can be allocated up to 10% of their workload. In cases where  
42 the faculty member can contribute to a grant-funded project that covers a larger portion of  
43 their salary, discussion with the division chair and dean must occur to ensure the college's  
44 needs are met. Faculty may publish in peer-reviewed journals and other appropriate venues.  
45 Submission of intramural and extramural grant applications as a co-investigator is not  
46 required.  
47

48 Scholarship workload distribution may be increased or decreased as productivity fluctuates.  
49 Faculty who do not demonstrate productivity commensurate with expectations will have their  
50 teaching workload increased appropriately. In some instances, scholarship workload can be



1 increased or decreased based on other productivity measures, such as college-wide initiatives  
2 or administrative responsibilities.

### 3 4 **Clinical Practice and Outreach**

5  
6 Clinical faculty of practice with appropriate professional degrees can contribute to an  
7 established clinical site engaged in innovative practices that contribute to the advancement of  
8 the profession of pharmacy. Clinical practice workload can be decreased due to  
9 administrative responsibilities, changes at the practice site, or the teaching needs of the  
10 college. Clinical practice assignments are expected to provide financial support for the  
11 clinical services back to the college. Some clinical faculty of practice might be assigned  
12 outreach and engagement activities that involve community education. Outreach and  
13 engagement assignments may be increased if external funding is available for salary support  
14 and may be reassigned to teaching if opportunities change and there is no benefit to the  
15 college.

### 16 17 **Service**

18  
19 Lecturers and clinical faculty of practice are expected to be engaged in service and outreach  
20 to the college, university, profession, and community. Typically, this will include service on  
21 at least one committee within the college. Some faculty members may choose to be involved  
22 in national professional service for their personal career development. Service assignments  
23 can be adjusted depending on the nature of the assignment (e.g. service as committee chair,  
24 service on a particularly time-intensive committee, organizing a professional conference,  
25 leadership in an educational outreach activity, service in an administrative position within the  
26 division, college, or university).

27  
28 All faculty members are expected to attend and participate in division and college faculty  
29 meetings, recruitment activities, and other division and college events.

30  
31 Service loads should be discussed and agreed to during annual performance and merit  
32 reviews. When heavy service obligations are primarily volunteer, the division chair is not  
33 obligated to modify the faculty member's service load (reduce teaching and/or research  
34 obligations).

35  
36 The College of Pharmacy recognizes that some of its faculty members bear an inherent  
37 additional service burden. That burden accrues when faculty members, often women and/or  
38 underrepresented colleagues, are recognized as uniquely positioned to assist with work at the  
39 college or university levels. Such individuals may be expected to provide more service than  
40 normal because their expertise, perspective, or voice can help working groups, task forces, or  
41 students (through their mentorship of them) understand context, options, and opportunities in  
42 new ways. This additional service burden does not derive from volunteerism. Rather, it is an  
43 unwarranted and inequitable expectation. If a heavy service load is due to the faculty  
44 member's unique expertise, perspective, or voice, this should be noted in the annual  
45 performance review letter, considered when distributing the faculty member's other duties,  
46 and taken into account for the AMCP. The division chair and dean should also consider this  
47 additional service burden in managing equity of service loads among faculty.

## 48 49 **Guidelines for Determining Associated Faculty FTE Exceptions to [Faculty Appointments](#)** 50 **[Policy](#)**

1  
2 University guidelines linking course credit hours to FTE are generally not representative of  
3 the teaching methods in the College of Pharmacy. Much of the instruction in the college  
4 utilizes a team-teaching and/or integrated approach and may also include significant  
5 laboratory or clinical teaching for undergraduate, graduate, professional, and post-graduate  
6 learners. In determining faculty contributions, the contribution to the overall course credit  
7 hours and the nature of the teaching are considered.

8  
9 There are instances where an associated faculty member's instructional workload may need  
10 to be adjusted, including:

- 11 • Courses where the contact hours exceed a conventional credit hour conversion (e.g.,  
12 laboratory courses with multiple sections)
- 13 • Courses where the faculty provides the lecture and engages others (faculty/GTAs) to  
14 provide the laboratory or clinical support.
- 15 • Courses involving individual instruction or precepting, including but not limited to  
16 PhD/PharmD/master's student or resident trainee mentoring.
- 17 • Instructional assignments of advising, curriculum development or internship  
18 oversight
- 19 • Development of a newly approved course
- 20 • Serving as the course director or having a significant teaching assignment in large  
21 enrollment courses.

22  
23 Note this list is not exhaustive and is meant only to serve as examples  
24

## 25 **E. Modification of Duties**

26  
27 The College of Pharmacy strives to be a family-friendly unit in its efforts to recruit and retain  
28 high quality faculty members. To this end, the college is committed to adhering to a modification  
29 of duties to provide its faculty members flexibility in meeting work responsibilities within the  
30 first year of childbirth/adoption/fostering, or care for an immediate family member who has a  
31 serious health condition, or a qualifying exigency arising out of the fact that the employee's  
32 immediate family member is on covered active duty in a foreign country or call to covered active  
33 duty status.

34  
35 Faculty may be eligible for additional leave under the [Family Medical Leave Policy](#) and/or the  
36 university's paid parental leave guidelines as described in its [Paid Time Off Policy](#). See also the  
37 OHR [Parental Care Guidebook](#) and the Parental Leave Policy in Section XII.

38  
39 A faculty member requesting a modification of duties and the dean should be creative and  
40 flexible in developing a solution that is fair to both the individual and the unit while addressing  
41 the needs of the college and university. Expectations must be spelled out in a MOU approved by  
42 the dean.

## 43 44 **X. Course Offerings, Teaching Schedule, and Grade Assignments**

45  
46 The dean will annually develop a schedule of course offerings and teaching schedules in consultation  
47 with the faculty, both collectively and individually. While every effort will be made to accommodate  
48 the individual preferences of faculty, the dean's first obligation is to offer the courses needed by  
49 students at times and in formats, including on-line instruction, most likely to meet student needs. To

1 assure classroom availability, reasonable efforts must be made to distribute course offerings across  
2 the day and week. To meet student needs, reasonable efforts must be made to assure that course  
3 offerings match student demand and that timing conflicts with other courses students are known to  
4 take in tandem are avoided. A scheduled course that does not attract the minimum number of students  
5 required by Faculty Rule [3335-8-16](#) will normally be cancelled and the faculty member scheduled to  
6 teach that course will be assigned to another course for that or a subsequent semester. Finally, to the  
7 extent possible, courses required in any curriculum or courses with routinely high demand will be  
8 taught by at least two faculty members across semesters of offering to assure that instructional  
9 expertise is always available for such courses.

10  
11 If an instructor of record is unable to assign grades due to an unexpected situation (i.e. health or  
12 travel), or if they have not submitted grades before the university deadline and are unreachable by all  
13 available modes of communication, then the Senior Associate Dean for Academic Affairs and  
14 Educational Innovation and the curricular administrator (i.e., the Assistant Dean for PharmD Studies  
15 or Director for Undergraduate Studies) will determine an appropriate course of action, including  
16 assigning a faculty member to evaluate student materials and assign grades for that class. The  
17 University Registrar will be made aware of this issue as soon as it is known and will be provided a  
18 timeline for grade submission.

## 19 20 **XI. Allocation of College of Pharmacy Resources**

21  
22 The dean is responsible for the fiscal and academic health of the College of Pharmacy and for  
23 assuring that all resources - fiscal, human, and physical - are allocated to optimize achievement of  
24 college goals. The dean will allocate resources to support the college's mission after consultation with  
25 the executive committee; however, final decisions on resource allocation rest with the dean.

26  
27 The dean will discuss the college budget at least annually with the faculty and attempt to achieve  
28 consensus regarding the use of funds across general categories. The dean also provides periodic  
29 information about fiscal matters at monthly meetings of the executive committee, and division chairs  
30 communicate this information to their faculty at division meetings. However, final decisions on  
31 budgetary matters rest with the dean.

32  
33 Research space shall be allocated based on research productivity, including external funding, and will  
34 be reallocated periodically as these faculty-specific variables change. The allocation of faculty and  
35 staff office space will include considerations such as achieving proximity of faculty in subdisciplines,  
36 productivity, and grouping staff functions to maximize efficiency. Recommendations related to space  
37 allocation are made in consultation with the Chief Administrative Officer, the division chairs, and the  
38 Associate Dean for Research and Graduate Studies. The final decision on such matters, however, rests  
39 with the dean.

40  
41 The allocation of salary funds is discussed in the [Appointments, Promotion and Tenure Document](#).

42  
43 Division chairs have access to discretionary resources to benefit division faculty. Assuming financial  
44 resources are available, the college provides professional development funds annually to tenure-track,  
45 clinical/teaching, research and associated faculty with at least a 0.70 FTE and one year of service.  
46 Special requests to fund travel, equipment, or other academic pursuits are considered individually by  
47 petitioning the dean.

## 48 49 **XII. Leaves and Absences**

50

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

5  
6 **A. Discretionary Absence**  
7

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

18 **B. Absence for Medical Reasons**  
19

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

28 **C. Unpaid Leaves of Absence**  
29

30 The university's policies with respect to unpaid leaves of absence and entrepreneurial leaves of  
31 absence are set forth in OHR [Policy 6.45](#). A faculty or staff member desiring an unpaid leave of  
32 absence should submit a written request for the absence as far in advance as possible of the  
33 proposed leave. Approval will be based on the request's nature, the extent to which the person's  
34 responsibilities can be covered or deferred during the proposed absence, and the impact on the  
35 college. Unpaid leaves of absence require the approval of the dean.  
36

37 **D. Faculty Professional Leave (FPL)**  
38

39 Faculty professional leave is only available to tenure-track faculty with at least seven years of  
40 service in a tenure-track position at Ohio State and may be granted for up to one year. FPL is  
41 granted for enhancement of research skills and knowledge and provides uninterrupted time to  
42 invest in professional development. Information on faculty professional leaves is presented in the  
43 OAA [Policy on Faculty Professional Leave](#) and the information below supplements this policy.  
44

45 Faculty members should discuss their professional leave plans with their division chair before  
46 submitting a formal proposal. The College of Pharmacy's Appointments, Promotions, and Tenure  
47 Committee will review all requests for faculty professional leave and make a recommendation to  
48 the dean based on the following criteria:

- 49 • Overall quality and impact of the planned activities.
- 50 • Potential of the planned activity to enhance the faculty member's research program.
- 51 • Relevance of the planned activity to the mission and goals of the College of Pharmacy.

- The ability of the college to accommodate the leave at the time requested.

### E. Parental Leave

The university and the 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.

The College of Pharmacy 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 dean 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 supplementally compensated activities and external consulting combined.

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

Should a college faculty member wish to use a textbook or other material that is authored by the faculty member and the sale of which results in a royalty being paid to him/her/them, such textbook or material may be required for a course by the faculty member only if (1) the faculty member's dean and/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 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.

### XIV. Financial Conflicts of Interest

Information on faculty financial conflicts of interest is 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

1 possibility of financial conflicts of interest. Faculty who fail to file such forms or to cooperate with  
2 university officials in the avoidance or management of potential conflicts will be subject to  
3 disciplinary action.  
4

5 In addition to financial conflicts of interest, faculty must disclose any conflicts of commitment that  
6 arise in relation to consulting or other work done for external entities. Further information about  
7 conflicts of commitment is included in section IX above.  
8

## 9 **XV. Grievance Procedures**

10 Faculty or staff members of the college with grievances should discuss them with the dean who will  
11 review the matter as appropriate and either seek resolution or explain why resolution is not possible.  
12 If the grievance involves the dean or the dean is not the appropriate contact, the faculty or staff  
13 member should bring the matter to their supervisor's attention. Complaints concerning the supervisor  
14 should be brought to the attention of the dean. Content below describes procedures for the review of  
15 specific types of complaints and grievances.  
16  
17

### 18 **A. Salary Grievances**

19 A faculty or staff member who believes that his/her/their salary is inappropriately low should  
20 discuss the matter with their supervisor. The faculty or staff member should provide  
21 documentation to support the complaint.  
22  
23

24 Faculty members who are not satisfied with the outcome of the discussion with their supervisor  
25 and wish to pursue the matter may be eligible to file an appeal with the College Investigation  
26 Committee. A formal salary appeal can also be filed with the Office of Faculty Affairs (see  
27 Chapter 4, Section 2 of the Office of Academic Affairs [Policies and Procedures Handbook](#)).  
28

29 Staff members who are not satisfied with the outcome of the discussion with the supervisor and  
30 wish to pursue the matter should contact [Employee and Labor Relations](#) in the Office of Human  
31 Resources.  
32

### 33 **B. Faculty Promotion and Tenure Appeals**

34 Promotion and tenure appeals procedures are set forth in Faculty Rule [3335-5-05](#).  
35  
36

### 37 **C. Faculty and Staff Misconduct**

38 Complaints alleging faculty misconduct or incompetence should follow the procedures set forth  
39 in Faculty Rule [3335-5-04](#). The College Investigation Committee (see section VII.C.6) handles  
40 cases of faculty misconduct according to procedures outlined in Faculty Rule [3335-5-04\(B\)](#).  
41  
42

43 Any student, faculty, or staff member may report complaints against staff to the dean. The [Office](#)  
44 [of Employee and Labor Relations](#) in the Office of Human Resources can provide assistance with  
45 questions, conflicts, and issues that arise in the workplace.  
46

### 47 **D. Harassment, Discrimination, and Sexual Misconduct**

48 The [Office of Institutional Equity](#) exists to help the Ohio State community prevent and respond to  
49 all forms of harassment, discrimination, and sexual misconduct.  
50  
51



1 Ohio State’s policy and procedures related to affirmative action and equal employment  
2 opportunity are set forth in the university’s [policy on affirmative action and equal employment](#)  
3 [opportunity](#).

4  
5 Ohio State’s policy and procedures related to nondiscrimination, harassment, and sexual  
6 misconduct are set forth in the university’s [policy on nondiscrimination, harassment, and sexual](#)  
7 [misconduct](#).

#### 8 9 **E. Violations of Laws, Rules, Regulations, or Policies**

10  
11 Concerns about violations of laws, rules, regulations, or policies affecting the university  
12 community should be referred to the [Office of University Compliance and Integrity](#). Concerns  
13 may also be registered anonymously through the [Anonymous Reporting Line](#).

#### 14 15 **F. Complaints by and about Students**

16  
17 Normally student complaints about courses, grades, and related matters are brought to the  
18 attention of individual faculty members. In receiving such complaints, faculty should treat  
19 students with respect regardless of the apparent merit of the complaint and provide a considered  
20 response. When students bring course complaints and instructors to the dean, they will ascertain  
21 whether they require confidentiality. If confidentiality is not required, the dean will investigate  
22 the matter as fully and fairly as possible and provide a response to both the students and any  
23 affected faculty. If confidentiality is required, the Senior Associate Dean for Academic Affairs  
24 and Educational Innovation will explain that it is not possible to fully investigate a complaint in  
25 such circumstances and will advise the student(s) on options to pursue without prejudice as to  
26 whether the complaint is valid or not. See Faculty Rule [3335-8-23](#).

27  
28 Faculty complaints regarding students must always be handled strictly in accordance with  
29 university rules and policies. Faculty should seek the advice and assistance of the Senior  
30 Associate Dean for Academic Affairs and Educational Innovation and others with appropriate  
31 knowledge of policies and procedures when problematic situations arise.

#### 32 33 **G. Academic Misconduct**

34  
35 Board of Trustees Rule [3335-23-15](#) stipulates that the [Committee on Academic Misconduct](#) does  
36 not hear cases involving academic misconduct in colleges having a published honor code,  
37 although allegations against all undergraduate and some graduate students fall under the  
38 committee’s jurisdiction. Accordingly, faculty members of undergraduate and graduate students  
39 will report any instances of academic misconduct to the Director for Undergraduate Studies or  
40 Associate Dean for Research and Graduate Studies, who will involve the Committee on  
41 Academic Misconduct, if appropriate.

42  
43 For the professional program, faculty members follow the college’s procedures for alleged  
44 violations of the PharmD honor code, which is described in the PharmD [student manual](#).

45