

PATTERN OF ADMINISTRATION

The Ohio State University College of Public Health

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Note: Throughout this document references are made to the [Rules of the University Faculty](#) and University Office of Academic Affairs [Policies and Procedures Handbook](#), as found on The Ohio State University web site. These documents establish a general policy setting within which additional or more specific college guidelines are applied.

I. INTRODUCTION

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

This Pattern of Administration is subject to continuing revision. It must be reviewed and either revised or reaffirmed on appointment or reappointment of the Dean. However, revisions may be made at any time subject to approval by the University Office of Academic Affairs. See the Appendix for a description of the revision process.

II. COLLEGE MISSION

We protect and champion the health of the people of Ohio, the nation, and the world. Through education, influential research, and community engagement, The Ohio State University College of Public Health shapes and enhances public health, advances equity, and impacts the delivery and effectiveness of health care. We prepare the next generation of public health practitioners, health care administrators, and academic scholars. We work collaboratively to make discoveries that help address existing and emerging public health threats. We advance the public health conversation and foster a culture of engagement for our students, faculty, staff, alumni, and the broader community.

Values

We believe in **equity for all people**, that everyone should live in an environment that optimizes health and have access to affordable, high-quality health care and evidence-based knowledge of how individual behavior contributes to health.

We maintain high levels of academic and scientific **integrity**, pursuing innovative research that is **scientifically rigorous and relevant**.

We value **dedicated service and leadership** and seek partnerships that provide opportunities to stand in **solidarity** with communities, helping them to flourish.

We believe that **diversity is excellence**, that inclusivity promotes innovation and enriches our college and our society. We respect and embrace all forms of diversity. We are committed to increasing the diversity of our students, faculty and staff and to preparing graduates to bring their wide array of voices and experiences to the public health workforce.

Inclusive Excellence

Promoting inclusive excellence requires deliberate, intentional, and sustained engagement with diversity in ways that achieve and maintain a respectful, participatory, and emotionally and intellectually safe climate for faculty, staff, and students, that deepen our understanding of and ability to work successfully with a diversity of populations and perspectives, and that promote faculty, staff, and student involvement and success in the Institution.

Impact

Our publications and citations represent our contributions to the academic debate, grants fund our activities, but our most important achievement is for our scholarship, teaching, and service to lead to change and improved public health. Impact in public health often involves shaping not only broad scholarly

understanding of our approaches to the field, but also public health practice. Impact on the field may take the form of scholarship that advances or develops conceptual or theoretical frames, methodology, or relevant questions and lines of inquiry. Impact may take the form of either research or service commitments that develop community or private sector partnerships that promote health; contribute to solving critical problems; contribute to policy analysis, development, or change; shape the public conversation; or generate evidence that transforms or has the potential to transform practice. As faculty progress through their careers and faculty ranks, they must document their increasing impact and contributions to change and improved public health. Promotion to associate professor and professor recognizes this demonstrated and increasing impact on the science of public health and a broader impact on the health of the people of Ohio, the nation, and world.

Inclusive Excellence in Evaluation of Impact

The college is committed to principles that are core to the fair evaluation of all faculty. First, we are committed to ensuring that clearly articulated criteria are applied consistently and are grounded in evidence of impact. This commitment, however, demands flexibility if we are to overcome tendencies to prioritize evidence that confirms preexisting ideas. Because faculty members in public health often cross disciplinary boundaries, work can depart markedly from established patterns in our different disciplinary areas. Flexibility also requires explicit recognition that workloads, both formal and informal, are not always equitable and not always reflected in a candidate's dossier. This is particularly true for women and individuals of color. While flexibility does not mean a relaxation of high standards, it does require care in avoiding a rigid approach to evaluation. Second, we are committed to a transparent review process in which all faculty are aware of the steps involved, criteria applied, and evidence considered. Both positive and negative assessments must be clearly linked to criteria and evidence and explained in writing as part of all evaluations. Transparency also requires a commitment to strict confidentiality when it comes to searches and the thoughtful and respectful discussion of candidates. Respect for candidates should be evident in both confidential discussions and written feedback. Finally, we understand the evaluation of faculty as both a responsibility and a privilege that requires not only academic knowledge and skill, but knowledge and skill regarding best practices for equitable evaluation. Accordingly, it requires ongoing training to make us aware of sources of bias and best practices in candidate evaluation in recruitment, retention, and promotion.

III. ACADEMIC RIGHTS AND RESPONSIBILITIES

In 2005, the university issued a [reaffirmation](#) of academic rights, responsibilities, and processes for addressing questions and/or concerns.

IV. FACULTY

Faculty Rule [3335-5-19](#) defines the types of faculty appointments possible at The Ohio State University and the rights and restrictions associated with each type of appointment.

For purposes of governance, the faculty of the college include tenure-track, clinical/teaching, and research faculty, with compensated FTEs of at least 50% in the college, plus associated faculty with at least 50% compensated FTE. Clinical/teaching, research, and associated faculty who hold appointments of 50% or more shall make up less than 50% of the total faculty in the college.

The college makes tenure-track faculty appointments. Tenure-track faculty appointments are Instructor, Assistant Professor, Associate Professor, and Professor. Tenure-track faculty may vote in all matters of college governance.

The college makes clinical/teaching faculty appointments with the titles of Clinical Instructor, Teaching Instructor, Assistant Clinical Professor, Assistant Teaching Professor, Associate Clinical Professor, Associate Teaching Professor, Clinical Professor, and Teaching Professor. Under university rule [3335-7-03](#), the number of clinical/teaching faculty may not exceed 40% of the total number of tenure-track, clinical/teaching, and

research faculty combined. On June 5, 2014, the college tenure-track faculty voted to extend governance rights to clinical/teaching faculty. Clinical/teaching faculty with at least a 50% compensated FTE appointment may vote in all matters of the college governance except tenure-track appointment, promotion and tenure decisions, and research appointment and promotion decisions.

The college makes research faculty appointments. Research faculty are Research Assistant Professor, Research Associate Professor, and Research Professor. Research faculty can comprise no more than 20% of the tenure-track faculty. On June 5, 2014, the college tenure-track faculty voted to extend governance rights to research faculty. Research faculty with at least a 50% compensated FTE appointment may vote in all matters of the college governance except tenure-track appointment, promotion, and tenure decisions and clinical/teaching appointment and promotion decisions.

The college makes associated faculty appointments including Clinical Practice faculty, Visiting faculty, Adjunct faculty, and Lecturer. Clinical Practice faculty titles are Clinical Instructor of Practice, Clinical Assistant Professor of Practice, Clinical Associate Professor of Practice, and Clinical Professor of Practice. Visiting faculty titles are Visiting Assistant Professor, Visiting Associate Professor, and Visiting Professor. Adjunct faculty titles are Adjunct Instructor, Adjunct Assistant Professor, Adjunct Associate Professor, and Adjunct Professor. Lecturer titles are Lecturer and Senior Lecturer.

The college makes joint (partial FTE) and courtesy (0% FTE) appointments to tenure-track, clinical/teaching, or research faculty members from other colleges at the university. Courtesy and joint appointments are made at the individual's current rank, with promotion in rank recognized.

The college makes Emeritus faculty appointments. Emeritus faculty may not vote at any level of governance and may not participate in promotion and tenure matters but may have such other privileges as the office of human resources may provide. The role of Emeritus faculty with regard to advising graduate students is specified in the [Graduate School Handbook](#), section 12.1.

All associated and emeritus faculty and all joint appointees with FTEs below 50% in the college, may be invited to participate in discussions about non-personnel matters but may not participate in personnel matters, including promotion and tenure reviews, and may not vote on any matter, at any level within the college.

As defined by Faculty Rule [3335-7-11](#), tenure-track and clinical/teaching faculty may be nominated and may serve if elected to the University Senate as a representative of the college.

Detailed information about the appointment criteria and procedures for the various types of faculty appointments made in this college is provided in the Appointments, Promotion, and Tenure document.

Distinguished faculty members within the College of Public Health may be awarded the title of Distinguished Professor of Public Health in recognition of excellence in teaching, research, and service. The honorific title of Distinguished Professor of Public Health is limited to 20% of the college's full-time faculty at the rank of professor.

Criteria for consideration of this honorific include:

- Rank of professor
- Excellence in teaching, research, and service for a minimum of five years

The Dean will accept nominations from Division Chairs in the form of a letter describing the nominee's qualifications and will appoint an ad-hoc committee to evaluate the candidate that will make a recommendation on the nomination.

V. ORGANIZATION OF COLLEGE

The daily operations of the college are overseen by the Dean. These functions include strategic planning, budgeting, fiscal services, human resources administration, information technology, faculty affairs, facility management, research administration, marketing and communications, and advancement. The Office of Academic Programs and Student Services is led by the Associate Dean of Academic and Student Affairs. The Research Support Team is led by the Associate Dean for Research. The Business Office and Central Support Team are led by the Assistant Dean for Finance and Administration. Division activities are led by division chairs, and center activities are led by Center Directors.

- A. Current administrative structure
The college administrative structure lends itself to flexibility, allowing for the addition or change of divisions, etc. as needed.
- B. Creation and Alteration/Dissolution of new academic units
Creation of new academic units (for instance, divisions) within the college will follow procedures outlined in Chapter [3335-3-34](#) of the *Rules of the University Faculty*. Alteration/dissolution of college academic units will be guided by Rule [3335-3-37](#) in the *Rules of the University Faculty*.
- C. Creation, Alteration, or Dissolution of new college centers
Creation of new centers will be pursuant to Rule [3335-3-36](#) of the *Rules of the University Faculty* and will follow the procedures outlined in Section VII.D.

VI. OVERVIEW OF COLLEGE DECISION-MAKING

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

VII. COLLEGE ADMINISTRATION

We strive to promote diversity, equity, and innovation, understanding that embracing all forms of diversity is foundational to administrative excellence and integrity. We are committed to bringing a wide array of voices and experiences to the operation of the college. We aim to foster a sense of belonging through policies and procedures that encourage active, meaningful engagement by all who are part of our college community.

A. Dean

The Dean is appointed (and reappointed) by the Board of Trustees upon nomination of the President and shall have a faculty appointment as Professor with tenure in the college. Day-to-day responsibility for specific matters may be delegated to others, but the Dean retains final responsibility and authority for all matters covered by this Pattern of Administration, subject when relevant to the approval of the Office of Academic Affairs and Board of Trustees. Operational efficiency requires that the Dean exercise a degree of autonomy in establishing and managing administrative processes. The articulation and achievement of college academic goals, however, are most successful when all faculty members participate in discussing and deciding matters of importance. The dean will therefore consult with the faculty on all educational and academic policy issues and will respect the principle of majority rule. When a departure from majority rule is judged to be necessary, the Dean will explain to the faculty the reasons for the departure, ideally before action is taken. The Dean is also responsible for promoting a positive climate and culture among faculty, staff, and students. Leadership positions may be appointed by the Dean as deemed necessary for the benefit of the college and implementing its strategic plan.

The Dean will perform the functions as required in Rule [3335-3-29](#) of the *Rules of the University Faculty*. This rule provides as follows with respect to the responsibilities of the dean of each college:

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

1. Uphold expectations of the Leadership Philosophy:
 - Uphold Ohio State’s [Shared Values](#) and engender trust through words and actions.
 - Care for people and create conditions for well-being and productivity.
 - Set clear direction and goals for their teams and align to the mission of the college.
 - Solve problems and support their teams to adapt to changing contexts.
 - Drive cross-functional collaborations to advance goals of the college.
 - Demonstrate commitment to continuous growth for themselves and their teams.
2. Preside at meetings of the college faculty and to appoint all college committees unless their membership has been designated by faculty rule or by the college faculty.
3. Approve courses of study for students in their college, to warn students who are delinquent in their studies and to recommend appropriate student disciplinary action to the appropriate University disciplinary body or official.
4. Present candidates for degrees to the president on behalf of the college faculty and to serve as a member of the council of Deans (see rule [3335-3-23](#) of the Administrative Code).
5. 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.
6. 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 Public Health is also the TIU head of the college, these additional responsibilities apply with respect to the Dean of the College of Public Health:

1. Operate the business of the college with efficiency and timeliness.

2. Assign workload according to the college's workload guidelines (see Section IX) and faculty appointment type (and rank).
3. Prepare, in consultation with the faculty, a document setting forth policies and procedures pertinent to appointments, reappointments, promotion and tenure.
4. Plan with the members of the faculty the regular evaluation of the instructional and administrative processes and methods for their improvement, and to develop a plan for ensuring that students progress toward timely program completion.
5. Evaluate faculty members periodically in accordance with criteria approved by the Board of Trustees and subject to instructions from the executive vice president and provost, and also according to such supplemental criteria as may be set up by the college.
6. Inform faculty members when they receive their annual review of their right to review their primary personnel file maintained by their tenure initiating unit and to place in that file a response to any evaluation, comment or other material contained in the file.
7. Recommend to the executive vice president and provost, after consultation with the eligible faculty, appointments, promotions, dismissals, and matters affecting the reappointment and tenure of members of the college faculty.
8. Encourage research and educational investigations.
9. Maintain a curriculum vitae for all personnel teaching a course in the college's curriculum.
10. Facilitate and participate in prescribed [academic program review](#) processes, in collaboration with the Office of Academic Affairs.
11. See that all faculty, regardless of their assigned location, are offered the college privileges and responsibilities appropriate to their rank.
12. Lead in maintaining a high level of morale among faculty.
13. See that adequate supervision and training are given to those members of the faculty and staff who may profit by such assistance.
14. Promote improvement of instruction by providing for the evaluation of each course when offered, including written evaluation by students of the course and instructors, and periodic course review by the faculty.

As recommended by the Faculty Council of the University Senate following Rule [3335-3-35](#), the college adopts the following modified statement.

1. Consultation with the Dean on all matters concerning college policy is desirable and consonant with the purposes of this governance document.
2. Consultation in this connection means conference, discussion, and exchange of opinion with relevant programs, committees and faculty of the college.
3. For purposes of consultation, the following matters may be generally considered policy matters: curriculum and instruction; personnel; dismissals and new appointments; promotions in rank; salary increases; workload and scheduling decisions; changes in organizational/administrative

structure including number, purpose, and scope of teaching units and curriculum areas; program coordinators; and cooperation with other university units.

4. Consultation, regardless of the issue or person consulted, should acquaint the Dean with opinion other than their own. This opinion should be carefully weighed, and the weight of majority opinion should inform the Dean's decision in all but exceptional cases.

Should the Dean be temporarily unavailable to fulfill the responsibilities of the office, an associate dean designated by the Dean will act on behalf of the Dean. If the Dean is unable to make the designation, the Executive Vice President and Provost will make the designation.

B. Other Administrators

1. Associate Deans

The associate deans shall be appointed by the Dean, following the University Office of Academic Affairs policy on the appointment of these positions. The associate and assistant deans will work collaboratively and cooperatively to reflect the integration of teaching, research, and outreach missions of the college.

1. The associate deans shall have a faculty appointment as Associate Professor or Professor, including tenure track and clinical/teaching faculty in the college, and shall be appointed by the Dean.
2. The associate deans will be appointed (and reappointed) for a term of four (4) years. During the fourth year of the appointment, the Dean shall conduct a review of their respective productivity and performance, in accordance with established policy.
3. The associate deans serve as members of the Executive Committee and as voting members of the faculty. By faculty rule, they do not vote on promotion or tenure decisions.

2. Assistant Deans

Assistant deans shall be appointed by the Dean, following the University Office of Academic Affairs policy on the appointment of assistant deans in order to best serve the needs of the college.

3. Division Chairs

Division chairs shall have a faculty appointment as Associate Professor or Professor with tenure in the college and shall be appointed by the Dean. The term of appointment and reappointment for each chair will be four (4) years, subject to satisfactory performance reviews. During the fourth year of the appointment, the Dean shall conduct a review of the activities of the chair, in accordance with established university policy. The responsibilities of division chairs are described in Rule [3335-3](#) of the *Rules of the University Faculty*.

4. Directors of Specializations Not Affiliated with Divisions

Directors of academic degree specialization programs shall provide primary oversight for a specific degree or degree specialization.

5. Center Directors

A college center shall be administered by a director who shall be appointed by the Dean and report to the Dean or designee. Center Directors shall have a faculty appointment in the College of Public Health. The Director is eligible for reappointment after undergoing formal reappointment review conducted in the fourth year of the director's term by the members of the Center oversight committee. The recommendation of the review committee is advisory to the Dean. The appointments and reviews of the directors are guided by Rule [3335-3-36](#) of the *Rules of the University Faculty* and Section VII.D. of the Pattern of Administration.

C. Committees

College committees are of three general types: Standing Committees; University-Required Committees for which membership will be appointed if need arises; and, Ad Hoc Committees. Committees will be constituted of faculty, staff, students, and representatives, where appropriate, from various constituencies who have special interests in the college's operation and its teaching and learning, research and scholarship, and outreach and engagement programs. Committee membership will include both volunteers and appointees as noted below. The Dean is an ex officio member of all college committees and may vote as a member on all committees except the Committee of the Eligible Faculty and Appointment, Promotion and Tenure Committee. Division chairs are responsible for managing equity in service expectations and committee appointments for faculty in their division.

All tenure-track and clinical/teaching faculty members are expected to support the operations of the college and university through membership and contribution to standing and ad hoc committees. Expectations for committee workload may be negotiated with the division chair and Dean annually. While service obligations extend to every member of the faculty, individual expectations should reflect the developmental trajectory and current teaching and research obligations of the faculty member. As a general, but not mandatory, principle, faculty members' leadership and contributions on both standing and ad hoc committees should increase with their length of time on the faculty. Quality of participation shall include attendance, participation, and service to the committee as described by the Committee chairs.

Faculty committee membership and chairperson responsibilities shall be considered by the division chair in assigning the overall workload of each faculty member for each academic year.

Associated faculty may also serve on standing or ad hoc committees. Associated faculty, staff, students, and other persons from constituent groups named to committees by their respective constituent groups will also be expected to serve in an active and responsible manner. They will be accountable to the college as well as to their respective officially recognized organizations or groups for their participation on college committees.

Unless otherwise specified in the Pattern of Administration, student members of college committees are non-voting.

Standing College Committees are:

1. Executive Committee
2. Academic Studies Governance Committee
3. Diversity, Equity, and Inclusive Excellence Committee
4. Awards Committee
5. Student Scholarship and Awards Committee
6. Facilities Committee
7. Peer Review of Teaching Committee
8. Research Advisory Committee
9. Appointment, Promotion and Tenure Committee
10. Staff Advisory Committee

Each standing committee includes a staff member from the college who is responsible for ensuring that the minutes of the committee are produced and filed. Each standing committee will create guidelines consistent with the college's POA.

1. Executive Committee

The Executive Committee is responsible for advising the Dean on identifying strategic opportunities for the college acting on any administrative matters brought before it, making committee appointments, and assisting the Dean in developing, interpreting, and implementing guidelines of the college.

The committee is chaired by the Dean. The voting members of the Executive Committee shall include the associate and assistant deans and the division chairs, co-chairs of the Diversity, Equity, and Inclusive Excellence committee, and the Faculty Senate Representative. The non-voting members shall include Center Directors, the Senior Director of Development, the Director of Marketing and Communication, and the Senior Director of the Office of Academic Programs and Student Services. The Executive Committee votes on administrative matters such as the establishment of new committees, incentive plan payments, faculty professional leaves and visiting scholar requests. The Executive Committee may provide an advisory vote on matters as requested by the Dean.

At least one time per academic year, representatives from committee chairs, leaders of student groups, and other individuals may be invited to attend the Executive Committee meeting and report on their activities.

2. Academic Studies Governance Committee

The Academic Studies Governance Committee, in collaboration and cooperation with the Associate Dean for Academic and Student Affairs, concerns itself primarily with policy issues regarding the academic undergraduate and graduate programs and courses in the college. The Academic Studies Governance Committee may create subcommittees or other structures and delegate portions of its activity to them, while retaining the final governing responsibility.

The members of the Academic Studies Governance Committee include one faculty member representing each division, appointed by division chairs, and a student member representing each degree program (PhD, MPH, MHA, PEP, MS, and two from the BSPH program). The chair of the committee is a member of the committee appointed by the Dean. The chair serves a three-year term, and each member serves a two-year term (renewable). Ex officio members are the Associate Dean for Academic and Student Affairs, the Associate Dean for Graduate Studies, the Associate Dean for Undergraduate Studies, and the Senior Director of the Office of Academic Programs and Student Services.

3. Diversity, Equity, and Inclusive Excellence Committee

The Diversity, Equity, and Inclusive Excellence (DEIE) Committee promotes a culture of diversity within the college. It sets the vision for DEIE in consultation with the Dean and Executive Committee toward providing leadership, strategic direction, and coordination to promote diversity and equity – and to be a model of inclusive excellence. Activities may include implementation of communication strategies, workshops, periodic surveys, presentations, and educational initiatives.

The committee is co-chaired by one faculty and one staff member, who are appointed by the Dean and serve three-year terms. Members serve three-year terms (renewable) and include one faculty member from each division (selected by the chair), one faculty member from the college's centers (appointed by the Dean), at least three staff members (appointed by the Dean), and two students (appointed by the Dean). Up to two representatives of community organizations may serve, and any college staff or faculty member may volunteer.

4. Awards Committee

The Awards Committee ensures the recognition of outstanding achievements by individuals within the college who have made extraordinary contributions locally, nationally, and internationally, to research, teaching and programs that exemplify the highest standards and are in partnership with academic and community organizations.

The committee is chaired by the Associate Dean for Faculty and Inclusive Excellence. Members include the Director of Marketing and Communications, division chairs, the Master of Health Administration Academic Program Director, and two staff members (appointed by the Dean) to three-year terms.

5. Student Scholarship and Awards Committee

The Student Scholarship and Awards Committee defines, revises as needed, and documents the process by which all scholarship/fellowship dollars managed by the college are awarded, including division-specific scholarships and awards.

The committee is chaired by a faculty member who is appointed by the Dean and serves a two-year term. Members serve three-year terms (renewable) and include a faculty representative from each division (selected by the division chair), the chair of the Academic Studies Governance Committee, the Assistant Dean for Finance and Administration and Chief Administrative Officer or designee, the Senior Director of Development or designee, and the Senior Director of the Office of Academic Programs and Student Services or designee.

6. Facilities Committee

The Facilities Committee serves in an advisory capacity to study, clarify, and formulate policy and procedures related to the allocation and management of physical assets and facility resources. The committee makes recommendations for investments in information technology and safety enhancements.

The committee is co-chaired by the Assistant Dean for Finance and Administration and Chief Administrative Officer and the Facilities Manager. Members serve three-year terms (renewable) and are appointed by division chairs and unit supervisors. Members include a faculty member from each division, a student representative, a representative of the OCIO Managed IT team, and three to five staff members from different units within the college (for example, Office of Academic Programs and Student Services, the Research Support Team, the Central Support Team, and Communications and Marketing). When needed, others may be invited to attend, for example, the college's HR Consultant, a representative from Development, or individuals with other relevant expertise.

7. Peer Review of Teaching Committee

The Peer Review of Teaching Committee is responsible for gathering evidence of the quality and effectiveness of teaching. The committee will review tenure-track and clinical/teaching faculty with the goal of assessing in-person and online teaching. More details, including membership and leadership of this committee, are included in the [Appointments, Promotion, and Tenure document](#).

8. Research Advisory Committee

The Research Advisory Committee provides guidance in the development of strategies and infrastructure to support the college in carrying out rigorous and impactful research and scholarship. The committee is chaired by the Associate Dean of Research. Membership includes a faculty member from each division, selected by the division chair, and one faculty member from another tenure initiating unit at the university (selected by the Associate Dean of Research). Members serve three-year terms, renewable, with the exception of the faculty member from another tenure initiating unit, who serves a one-year term.

9. Appointment, Promotion, and Tenure Committee

In accordance with Faculty Rule [3335-6-04\(C\)](#), the college shall have a standing Appointment, Promotion, and Tenure Committee. The purposes of the college Appointment, Promotion and Tenure Committee are to ensure that high standards of excellence are maintained in the college appointment, promotion, and tenure processes, to serve as an advisory body to the Dean on matters concerning faculty appointment, promotion, and/or tenure, to determine whether the Division Appointment, Promotion, and Tenure Subcommittee (DAPTSC) has conducted a robust and evaluative appointment, promotion, and/or tenure review, and reached a recommendation consistent with college policies, procedures, practices, and standards, and to determine and advise the Dean where the weight of the evidence lies in appointment, promotion, and/or tenure cases in which there is not a clear or consistent recommendation from the review conducted in the division. See the

college's [Appointments, Promotion, and Tenure document](#) for details about the committee's composition, terms of service, and processes used to conduct its work.

10. Staff Advisory Committee

The Staff Advisory Committee is an advisory body that conveys the interests and concerns of college staff to the Dean and Executive Committee and contributes to the enrichment of the college by promoting staff well-being, recognition and positive workplace culture.

The committee is comprised of five to eight staff members representing different staff constituencies, for example, Office of Academic Programs and Student Services, the Center for Health Outcomes and Policy Evaluation Studies, the Research Support Team, the Central Support Team, Communications and Marketing, Development, and research project staff. Not all areas must be represented, but a broad mix of staff occupying different roles in the college is desirable to obtain diverse perspectives. New members are nominated by current committee members or college leadership. Members serve a maximum of three consecutive years. The Dean appoints a committee chair to serve a two-year term, renewable. The committee may create *ad hoc* subcommittees as needed to address special issues. Subcommittee members do not need to be members of the full committee.

The second type of committee is a university-required Committee that must be established when the need arises. Two committees have this designation within the college:

1. College Investigations Committee
2. Salary Appeals Committee

1. College Investigations Committee

In accordance with Faculty Rule [3335-5-04](#), the College of Public Health shall have an Investigations Committee. The College Investigations Committee comprises seven tenured faculty members appointed by the Dean to two-year staggered terms (renewable). An associate dean serves as non-voting chair of the College Investigations Committee. The Investigations Committee follows the investigations process established in Faculty Rule [3335-5-04](#).

2. Salary Appeals Committee

In accordance with Office of Academic Affairs requirements, the College of Public Health shall have a Salary Appeals Committee. The Salary Appeals Committee comprises the faculty members of the college Executive Committee, excluding the associate deans, plus two professors, appointed by the Dean, from divisions other than that of the appellant. A division chair whose salary decision is being appealed does not serve on the committee. The committee elects its own chair when the committee is convened to hear an appeal.

The Salary Appeals Committee follows the appeals process established in the Office of Academic Affairs [Policies and Procedures Handbook, Chapter 4, Section 2](#).

The third type of committee is an Ad Hoc Committee. Ad Hoc Committees are periodically formed for specific purposes with membership appointed based on the needs of the committee. Examples of Ad Hoc committees include Faculty Search Committees or Curriculum Review Committees. Ad Hoc Committees may be formed by the Dean as needed. Each Ad Hoc committee will create guidelines consistent with the college Pattern of Administration.

Student Participation in College Governance

Student participation in college governance is strongly encouraged and, in some cases, required (per the Council on Education for Public Health accreditation standards), including attendance and participation at division faculty meetings, on some standing committees, on some search committees, and on other ad hoc committees, with the exception of the Executive Committee and the Appointment, Promotion, and Tenure

Committee. Unless otherwise specified in the Pattern of Administration, student attendees are non-voting. The Senior Director of the Office of Academic Programs and Student Services will serve as the chief liaison between the administration of the college and the students in the college and work to ensure student representation.

Opportunities to engage in governance activities will be shared with students via the Office of Academic Programs and Student Services, committee chairs, and division chairs.

D. Centers

Establishment of College Centers

Creation of new and alteration/dissolution of existing college centers are guided by Rule [3335-3-36](#) of the *Rules of the University Faculty*. College centers will have some mix, with variable emphases, of research/scholarship, instruction, service, clinical, or outreach missions; and should draw upon faculty from more than one division.

Faculty members wishing to establish a college center should first consult with the Dean. The faculty members should create a proposal to the Dean addressing the following:

- 1) Mission: Explain the mission of the new center and how it is aligned with the college's strategic plan, including:
 - a. The missions of the college (research, teaching, service, or outreach) most relevant to the center.
 - b. The interdisciplinary nature of the center.
 - c. The goals of the center that cannot be met within the college.
- 2) Faculty: Describe the level of faculty interest and commitment to the center, including:
 - a. The criteria for selecting the center's faculty membership.
 - b. A list of faculty expressing interest in associating with the center and accompanying documentation that their chairs/directors support such involvement.
 - c. The extent to which staff and students will be involved and supported.
- 3) Administration: Describe the administrative structure and responsibilities of the director and oversight committee, including:
 - a. The name of the director or interim director of the center.
 - b. The proposed responsibilities of the director.
 - c. The function(s) and composition of the oversight committee. Center oversight committees within the College of Public Health must have a majority faculty membership.
 - d. The main components of a pattern of administration for the center (to be formally completed and approved by the Dean within a year of center establishment).
- 4) Budget/Funding: Specify budget and funding sources for the center, including:
 - a. The expected budget for the first year of operation.
 - b. Funding sources and one-time and recurring costs.
 - c. Existing or new equipment, space and facilities needed to establish the center.
 - d. The sustainability of the center, including possibilities for external funding and details of related funding proposal submissions.
- 5) Evaluative Criteria and Benchmarks: Propose and define specific criteria and benchmarks against which the center success will be evaluated.

- 6) **Supporting Materials:** Solicit and include letters of support from relevant division chairs within the college, interested parties outside the college, and entities with similar emphases at other universities.

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

Review of College Centers

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

- 1) **Mission**
 - a. Original mission statement.
 - b. Proposal establishing the center.
 - c. Annual reports.
 - d. Description or list of all center activities, events, and initiatives that have contributed to fulfilling the mission and objectives of the center. If current activities differ from those originally envisaged or articulated in the mission statement, explain this evolution.
- 2) **Faculty and Student Involvement and Contribution.**
 - a. List of current faculty and graduate and undergraduate student affiliates or associates.
 - b. List of past faculty and graduate or undergraduate student affiliates or associates.
 - c. List of all 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.
 - d. List of all student publications, lectures, grants, or other activities related to their work with the center.
- 3) **Administrative Structure and Responsibilities.**
 - a. Description of administrative structure.
 - i. Responsibilities and activities of all administrative staff, indicating their contributions to the mission of the center and its objectives.
 - ii. Indicate the contributions made by the oversight committee to the mission of the center and its objectives.
 - b. Pattern of administration of the center.
- 4) **Budget.**
 - a. Current budget.
 - b. Projected budget for next four years.
 - c. Past budgets since last review.
 - d. 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.
- 5) **Evaluative Criteria and Benchmarks.**
 - a. List of evaluative criteria and benchmarks articulated in the original center proposal, identifying and describing the degree to which the center has met (or failed to meet) its stated evaluative criteria and benchmarks.
 - b. Identify and justify any new evaluative measures and describe the degree to which the center has met these criteria or benchmarks.

- c. Provide any specific narrative information or data as appropriate and attach as appendices any documentation (letters of recommendation, awards, news releases) that demonstrate how the center has met its criteria or benchmarks.

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

VIII. FACULTY MEETINGS

The Dean or their designee will preside over college faculty meetings.

For purposes of discussing college business other than personnel matters and/or for making decisions where consensus is possible and a reasonable basis for action, a quorum will be defined as 60% of all faculty members eligible to vote. For purposes of a formal vote, a matter will be considered decided when a particular position is supported by at least a majority of the eligible faculty members present after a quorum is established. When a matter must be decided and a simple majority of all faculty members eligible to vote cannot be achieved on behalf of any position, the dean will necessarily make the final decision. Special policies pertain to voting on personnel matters are set forth in the college's Appointments, Promotion, and Tenure document.

Balloting will be conducted by e-mail or electronic ballot when possible to permit maximum participation in voting. When conducting a ballot, faculty members will be given one week to respond. Faculty will be given one opportunity to vote.

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

The Dean will provide a schedule of all regular faculty meetings to all faculty members before the start of each semester. The schedule will provide for at least one meeting per semester (as provided in rule [3335-5-18](#) of the *Rules of the University Faculty*) and normally will provide for monthly meetings during the academic year (August-May).

IX. DISTRIBUTION OF FACULTY DUTIES, RESPONSIBILITIES, AND WORKLOAD

The faculty of the College of Public Health consists of individuals whose appointments and responsibilities vary considerably. Depending on their appointment, college faculty members' responsibilities may include teaching, research, outreach and engagement, and/or service. Evidence of excellent service is an expectation of all tenure-track, tenured, and clinical/teaching faculty in the College of Public Health. Faculty members are expected to demonstrate increasing involvement and leadership in service as they progress in rank.

Fluctuations in the demands and resources of the college and individual circumstances of faculty members may warrant changes in their responsibilities. Initial faculty roles and responsibilities are described in the initial letter of offer. Workload assignments and expectations for the upcoming year are addressed and adjusted as part of the annual review based on college and division needs as well as faculty productivity and career development.

A full-time faculty member's primary professional commitment is to The Ohio State University and the guidelines below are based on that commitment. Faculty who have professional commitments outside of Ohio

State during on-duty periods (including teaching at another institution; conducting research for an entity outside of Ohio State; external consulting) must disclose and discuss these with their division chair in order to ensure that no conflict of commitment exists. Information on faculty conflicts of commitment is presented in the OAA [Policy on Outside Activities and Conflicts](#).

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

General Expectations

The university has as its overarching goal to be among the world's truly great universities. Faculty members in the college are expected to devote their energies, skills, and knowledge to fulfilling the vision, mission, and objectives of the college and the university.

Faculty Rule [3335-5-07](#) describes the on-duty expectations for faculty. During on-duty periods, faculty members are expected to be available for interaction with students, to conduct research, and to attend division and college level meetings and events even if they have no formal course assignment. These obligations include course commitments and attendance at college and division faculty meetings, assigned committee meetings, recruitment activities, college retreats, and other scheduled events such as college recognition ceremonies and functions. On-duty faculty members should not be away from campus for extended periods of time unless on an approved leave (see section XII) or on approved travel. During off-duty periods, faculty will continue to remain accessible to students they advise, mentor, or supervise. Participation in administrative activities is optional during off-duty periods.

Every member of the faculty who is assigned instruction is expected to establish and maintain regular office hours in order to be readily available to students.

Each tenure-track faculty member is expected to meet individual responsibilities in the areas of teaching, scholarship, and service. Variations among individual faculty members in the balance of these three areas of activity are expected and may be related to appointment type, rank, and career stage. This variation must result from agreement between the faculty member's division chair and the faculty member.

Remote work exception: Faculty members with responsibilities requiring in-person interaction are to work at a university worksite to perform those responsibilities. Remote work and the use of virtual meetings are allowed at the discretion of the division chair if such work can be performed effectively and faculty members are able to fulfill their responsibilities. As yet, the college is not equipped for effective hybrid meetings; as such, hybrid meetings are generally discouraged. Flexible work arrangements will follow university HR rules governing flexible work arrangements. The division chair has the discretion to require faculty to work on campus if there are concerns that responsibilities are not being fulfilled through remote work.

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

For general university policy, refer to the University Office of Academic Affairs [Policies and Procedures Handbook](#). See also rules [3335-5-07](#) and [3335-5-08](#) of the *Rules of the University Faculty*. Rule [3335-5-19](#) of *Rules of the University Faculty* describes the basic differences in the types of faculty appointments made in the college.

A. Tenure-Track

As a guiding principle, all tenure-track faculty members are expected to teach, conduct high-quality research, secure external funding, publish in high-impact, nationally recognized journals, and provide service to the college, university, profession, and/or community.

Teaching Activity

The college's instructional goal is to provide students with the highest quality educational experience possible to prepare them for positions of responsibility and leadership in public and private sectors. To accomplish this, faculty are expected to possess knowledge of core material in their specialized field and the appropriate pedagogical skills for both classroom and online delivery modes.

Dimensions of teaching may include, but are not limited to: a) classroom, practice setting, or online instruction; b) course/curriculum development and design; c) laboratory instruction and/or supervision in practice; d) creation, production, and publication of instructional materials; e) supervision of graduate student research; f) independent studies; g) field instruction; and h) student advising. Teaching responsibilities may include a combination of undergraduate, graduate, field instruction, laboratory instruction, and research supervision. All tenured and tenure-track faculty members with primary appointments in the college are expected to engage in teaching. Changes to the workload guidelines are subject to a vote by the faculty.

Primary teaching responsibility means the faculty member has the responsibility for organizing the course, for making the presentations in the course, for establishing and respecting office hours, and for evaluating student performance.

The presentations in the course (i.e., classes) may be taught by others. The faculty member responsible for the course has the responsibility to select other presenters and monitor their teaching performance.

It is the policy of the university that evaluation of instruction in all courses and of all faculty members is required. The evaluation of teaching is a continuous and multifaceted process in which data are obtained from multiple sources, including from students, peers and administration, review of syllabi and other course materials, and from the faculty member's self-evaluation. Student Evaluation of Instruction (SEI) reports (including comments) must be included in each faculty member's annual inventory of activities, through submission to the division chair at the time of annual reviews.

Advising Activity

Each tenure-track faculty member is expected to serve as academic advisor to graduate students identified by the division chair and the college Office of Academic Programs and Student Services. This includes, but is not limited to, regular opportunities for office appointments at times convenient for students. It is expected that advisors will offer to meet with their advisees at least once each semester. Undergraduate students are advised by staff in the Office of Academic Programs and Student Services.

Each faculty member is expected to serve on Master's and PhD degree examination and dissertation committees, subject to Graduate School eligibility [criteria for M and P status](#). No release from basic teaching responsibility and expectations is provided for serving on these committees or for serving as chair of these committees. Faculty are also expected to mentor undergraduate students in research.

Faculty assignments to such committees should always be sensitive to student preferences and total faculty workload. Division chairs should make every attempt to ensure that all qualified faculty participate in these committees and not place undue burden on specific faculty members.

Scholarly Activity

The expectation is that every tenure-track faculty member will engage in scholarly activity. The nature of that activity and its intensity may vary, depending on the type of appointment held by the individual.

All tenure-track faculty members in the college are expected to develop a program of research that will build the scientific base for public health education and practice and advance the mission of the college. In general, the evidence of a program of research for a faculty member is the consistency and effectiveness with which the faculty member is engaged in creative activity of high quality and significance with an area of emphasis. Scholarly activities include, but are not limited to:

1. Designing, engaging in, and analyzing the results of scientific, clinical and professional studies.
2. Publishing the results of original research in high-impact peer-reviewed sources; and
3. Participating in national and international scientific and professional meetings.

For additional information regarding types and evaluation of scholarly activities, consult the college's Appointments, Promotion, and Tenure document.

At a minimum, the following guidelines should be followed with respect to seeking external funding to support scholarly activity:

1. All tenure-track faculty will apply for external research support that includes salary recovery. Preference should be given to those agencies that promote the highest quality peer-reviewed science for the discipline (for example, NIH);
2. Graduate student (stipend and tuition) and other project support should be requested in grants whenever possible.

Regardless of funding, it is expected that faculty will publish the results of their research on a regular basis in high-impact, peer-reviewed journals. Both the quality and quantity of publications will be assessed in annual reviews, at the time of fourth-year review for probationary tenure-track faculty, and at the time of review for promotion. For more detailed guidelines regarding the evaluation of the research, consult the Appointments, Promotion, and Tenure document.

Service Activity

All tenure-track faculty members, regardless of appointment percentage, are expected to attend faculty meetings and participate actively in the governance of their division and the college.

Service is an expectation of all tenure-track faculty in the College of Public Health. Faculty members are expected to demonstrate increasing involvement and leadership in service as they progress in rank.

1. Associate professors should actively participate in college events, assist with recruitment of students and faculty, advise student organizations, or contribute in an administrative capacity. Involvement in professional organizations, serving on a task force, playing a role in organizing a professional conference, review of journal articles, and participation on grant study sections. Membership on boards and committees and participation with events or projects by community organizations.
2. Service among professors should represent high-level leadership through chairing division, college, or university committees; participating on university committees; contributing to faculty governance; mentoring early-career faculty. Service outside of the university includes active participation in professional organizations at the national level (chairing a significant national or

international committee), service on site visit committees, service as a member of a study section for federal funding agencies (e.g., NIH, NSF, CDC, AHRQ, NIOSH, OSHA, USDA), service as a member of an editorial board of a recognized professional peer-reviewed journal, service on a regional/national policy-making committee, service on boards and committees, and leadership in events or projects by community organizations (including public health departments, health coalitions, etc.).

Faculty members who have Category P status in the Graduate Faculty are expected to serve as [Graduate Faculty Representatives](#) on doctoral examination committees, as requested by the Graduate School.

The college recognizes that some of its faculty members bear an inherent additional service burden. That burden accrues when faculty members, often women and/or underrepresented colleagues, are recognized as uniquely positioned to assist with work at the college or university levels. Such individuals may be expected to provide more service than normal because their particular expertise, perspective, or voice can help working groups, for example, or task forces or students (through their mentorship of them) understand context, options, and opportunities in new ways. This additional service burden does not derive from volunteerism. Rather, it is an unwarranted and inequitable expectation.

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

B. Clinical/Teaching Faculty

Clinical/teaching faculty members are expected to contribute to the university's mission via teaching and service, and to a lesser extent scholarship. Because of this, clinical/teaching faculty members must demonstrate excellence in teaching and service/professional practice. They are also expected to contribute to the scholarly mission of the college in ways that complement their other activities. These may include collaboration with others in research activity, publishing in the professional practice literature, making presentations at professional meetings, developing continuing education offerings, and developing educational innovations. The actual teaching and service expectations are stated in the contract for the position.

Teaching Activity

The college's instructional goal is to provide students with the highest quality educational experience possible to prepare them for positions of responsibility and leadership in public and private sectors. To accomplish this, faculty are expected to possess knowledge of core material in their specialized field and the appropriate pedagogical skills for both classroom and practice teaching.

Dimensions of teaching may include, but are not limited to: a) classroom, practice setting, or online instruction; b) course/curriculum development and design; c) laboratory instruction and/or supervision in practice; d) creation, production, and publication of instructional materials; e) supervision of graduate student research; f) independent studies; g) field instruction; and h) student advising. Teaching responsibilities may include a combination of undergraduate, graduate, field instruction, laboratory instruction, and research supervision. All clinical/teaching faculty members with primary appointments in the college are expected to engage in classroom teaching.

Primary teaching responsibility means the faculty member has the responsibility for organizing the course, for making the presentations in the course, for establishing and respecting office hours, and for evaluating student performance. The presentations in the course (i.e., classes) may be taught by others. The faculty member responsible for the course has the responsibility to select other presenters and monitor their teaching performance.

It is the policy of the university that evaluation of instruction in all courses and of all faculty members is required. The evaluation of teaching is a continuous and multifaceted process in which data are obtained from multiple sources, including from students, peers and administration, review of syllabi and other course materials, and from the faculty member's self-evaluation. Student Evaluation of Instruction (SEI) reports (including comments) must be included in each faculty member's annual inventory of activities, through submission to the division chair at the time of annual reviews.

Scholarly Activity

Clinical/teaching faculty members are expected to contribute to the university's mission via teaching and service and may make contributions to scholarship. They are also expected to contribute to the scholarly mission of the college in ways appropriate to their other activities. The time period for scholarship documentation to be included in the dossier for probationary faculty is the date of employment at Ohio State in the faculty position to present. For non-probationary faculty it is the date of last promotion to present. Scholarship may take such forms as:

1. Developing and disseminating educational innovations.
2. Collaboration with others in research activity.
3. Publishing in the professional practice literature.
4. Giving presentations at professional meetings.
5. Developing continuing education offerings.
6. Demonstrating scholarship that enhances diversity in thought and people.
7. Community-engaged work, particularly as it advances inclusive excellence.

Service Activity

All clinical/teaching faculty members, regardless of appointment percentage, are expected to attend faculty meetings and participate actively in the governance of their division and the college.

Service is an expectation of all clinical/teaching faculty. Faculty members are expected to demonstrate increasing involvement and leadership in service as they progress in rank.

1. Associate Clinical/Teaching Professors should actively participate in college events, assist with recruitment of students, advise student organizations, and contribute in an administrative capacity. Involvement in professional organizations, serving on a task force, playing a role in organizing a professional conference, membership on boards and committees, and participation with events or projects by community organizations (including public health departments, health coalitions, etc.).
2. Clinical/Teaching Professors should engage in service that represents high-level leadership: chairing college committees, participating on committees at the university level, serving on the Diversity, Equity and Inclusive Excellence Committee or other standing or ad hoc committees, contributing to faculty governance, and mentoring early-career faculty and graduate students primarily in teaching. Service in professional organizations at the national level (chairing a significant national or international committee committee), or site visit committee, participation on a regional/national policy-making committee, or chairing boards and committees and leading

events or projects by community organizations (including public health departments, health coalitions, etc.).

C. Research Faculty

Research faculty members are expected to contribute to the university's mission via research. Research expectations are similar to those for the tenure-track, albeit proportionally greater since 90% of effort for research faculty members is devoted to research. Research faculty members are expected to achieve excellence as researchers, demonstrated both by the quality of their work and their ability to attract external support. Evidence must also indicate that the faculty member can be expected to continue a program of high-quality scholarship supported by external funding consistent with the mission of the college.

In accord with [Faculty Rule 3335-7-34](#), a research faculty member may, but is not required to, participate in limited educational activities in the area of his or her expertise. However, teaching opportunities for each research faculty member must be approved by a majority vote of the tenure-track faculty of the college. Under no circumstances may a member of the research faculty be continuously engaged over an extended period of time in the same instructional activities as tenure-track faculty.

Persons appointed as research faculty are expected to be supported for 90% of their salary from non-general funds. The specific time frame within which this must be accomplished, and the degree to which failure to attain that support will affect either the renewal of the appointment or the individual's salary, must be stated clearly in the contract for the position.

D. Associated Faculty

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

Expectations for compensated visiting faculty members will be based on the terms of their appointment.

The expectations for unpaid associated faculty are established with each appointment or re-appointment and may vary in order to meet the needs of the college.

E. Parental Modification of Duties

The college strives to be a family-friendly unit in its efforts to recruit and retain high-quality faculty members. To this end, the college is committed to adhering to the university guidelines on parental modification of duties to provide its faculty members flexibility in meeting work responsibilities within the first year of childbirth/adoption. The faculty member requesting the modification of duties for childbirth/adoption and the division chair should be creative and flexible in developing a solution that is fair to both the individual and the unit while addressing the needs of the college.

Options include reassigning the off-duty period, deferring teaching obligations to another semester, utilizing a seven-week teaching schedule, and team teaching. Expectations must be spelled out in an MOU that is approved by the Dean.

Faculty may be eligible for additional leave under the [Family Medical Leave Policy](#) and/or the university's paid parental leave guidelines as described in its [Policy on Paid Leave Programs](#).

See also Parental Leave Policy in Section XII.

F. Faculty Workload

The university's [Faculty Workload Guidelines](#) describe expectations for teaching, research and service for faculty in different appointment types:

Faculty type	Teaching/mentoring	Research	Service
Tenure track	40-50%	40-50%	10-20%
Clinical/teaching	65-100%	0-30%	0-30%
Research	0-10%	90-100%	0-10%
Associated	80-100%	0-20%	0-20%

The college's [Faculty Workload Guidelines](#) provide further guidance on workload expectations depending on faculty appointment type and rank.

Tenure track faculty

All tenure-track faculty are expected to contribute to the college's teaching mission, including advising undergraduate and graduate students and supervising dissertation work. Tenure-track faculty are also expected to be engaged in scholarship as defined in the college's Appointments, Promotion, and Tenure document. Tenure-track faculty are expected to be engaged in service to the TIU, university, profession, and community.

Clinical/teaching faculty

Clinical/teaching faculty in the college are expected to contribute the majority of their effort to the college's teaching mission, with correspondingly lower expectations for research, as described in the college's Appointments, Promotion, and Tenure document. Clinical/teaching faculty are also expected to be engaged in service to the college, university, profession, and community.

Research faculty

Research faculty members contribute the majority of their effort to research, as described in the Appointments, Promotion, and Tenure document. Research faculty typically have minimal teaching and service expectations,

Associated faculty

Workload expectations for compensated associated faculty members are spelled out in the letter of offer.

Activities that may warrant adjustment to associated faculty teaching workload include (note these lists are not exhaustive; they serve only as examples):

- Faculty member assigned a course for the first time
- Faculty member requested to simultaneously significantly revise and teach a course
- Faculty member requested to teach a class that is larger than usual
- 3-credit courses that exceed an average of two additional hours/week
- 3-credit courses where the faculty member provides the lecture and GTAs provide the recitation
- 4-credit courses where the faculty member provides the lecture and GTAs provide the lab supervision and grading
- Courses involving individual instruction
- Advising, curriculum development, internship oversight may replace course teaching
- Online course development
- Large enrollment courses

G. Departures from Standard Duties and Responsibilities

1. Part-time appointment

Faculty members with less than 100% appointments in the college are expected to fulfill their teaching duties and responsibilities in proportion to their appointment and as defined in this document. For example, a 50% appointment would have half the expectation of a 100% appointment.

2. Term of appointment

Full-time faculty members in the college may be appointed either for nine or twelve months. The expected productivity of faculty members, including expectations for teaching, scholarship, administration, and other service activities, should reflect these differences in appointment.

Additional information is contained in Rule [3335-5-07](#) in the *Rules of the University Faculty*.

3. Administrative and other assignments

Adjustments in teaching and other responsibilities may be necessary to carry out the mission of the college for persons who are assigned major administrative duties or other tasks. Any such adjustments shall be made by the division chair in consultation with the affected faculty of the affected division and the Dean.

X. COURSE OFFERINGS, TEACHING SCHEDULES, AND GRADE ASSIGNMENTS

The division chair will annually develop a schedule of course offerings and teaching schedules in consultation with the faculty, both collectively and individually. However, the Dean is ultimately responsible for course offerings and teaching schedules and ensuring that courses needed by students are being offered, that class availability is distributed across the day and week, and that minimum class sizes are maintained as required by Faculty Rule [3335-8-16](#).

While every effort will be made to accommodate the individual preferences of faculty, the division's first obligation is to offer the courses needed by students at times most likely to meet student needs. To assure classroom availability, reasonable efforts must be made to distribute course offerings across the days of the week. To meet student needs, reasonable efforts must be made to assure that course offerings match student demand and that timing conflicts with other courses students are known to take in tandem are avoided. In accordance with Faculty Rule [3335-8-16](#), a scheduled course that does not attract the appropriate number of students will normally be cancelled; where possible, the faculty member scheduled to teach that course will be assigned to another course for that or a subsequent term. Finally, to the extent possible, courses required in any curriculum or courses with routinely high demand will be taught by at least two faculty members across terms of offering to assure that instructional expertise is always available for such courses.

Responsibility for scheduling the academic term, days, and times when classes are taught as well as course enrollment capacity is shared by the division chairs, the Office of Academic Programs and Student Services, and the Associate Dean for Academic and Student Affairs. Divisions or individual faculty members may not add a course to the schedule nor cancel a scheduled course without the approval of the division chair and the Office of Academic Programs and Student Services.

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

XI. ALLOCATION OF COLLEGE RESOURCES

The Dean is responsible for the fiscal and academic health of the college and for assuring that all resources—fiscal, human, and physical—are allocated in a manner that will optimize achievement of college goals. The Dean will allocate resources in support of the mission of the college. The allocation of salary funds is discussed in the Appointments, Promotion and Tenure Document.

1. The Dean will discuss the college budget at least annually with the faculty. Final decisions on budgetary matters for the college rest with the Dean.
2. Similarly, division chairs will discuss the division budget at least annually with the division faculty and will attempt to achieve consensus regarding the use of funds across general categories. However, final decisions on budgetary matters for the division rest with the division chair.
3. Research space shall be allocated on the basis of research productivity, including external funding, and will be reallocated periodically as these faculty-specific variables change.
4. The allocation of office space will include considerations such as achieving proximity of faculty within divisions and grouping staff functions to maximize efficiency.
5. Faculty Research Incentive Plan. Faculty who have their TIU in the college and for whom salary recovery from external sources accrues to the college will be eligible for incentives as described in the college's approved Incentive Program. Tenure-track, clinical/teaching, and research faculty who have an appointment in the college and for whom indirect cost recovery from external sources accrues in part to the college will be eligible for these incentives. Distributions of incentives for faculty on leaves of absence will be handled on a case-by-case basis by the division chair in consultation with the Executive Committee.

Additional guidelines unrelated to appointments, promotion, tenure, salary, grievances and investigations may be found in the college's document repository.

The guidelines described in this document do not constitute a contractual obligation. Fluctuations in demands and resources in the college may warrant temporary deviations from these policies.

XII. LEAVES AND ABSENCES

All employees who are working remotely in any capacity need to complete a [Flexible Work Agreement form](#) in partnership with their supervisor and have it fully approved prior to the start of each semester. Flexible work agreements should be developed through ongoing conversations between employees and supervisors. Every effort should be made to balance professional and personal commitments with flexibility that supports a high-quality outcome for the college and the employee. The Flexible Work Agreement form will be used for tax withholding purposes as well as management of workspace assignments and building density.

Regardless of the employee's work location, all employees are expected to fully participate in the life of the college by attending and contributing to meetings, events, and open dialogue.

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

A. Discretionary Absence

Faculty and staff are expected to complete a travel request or a [request for absence](#) well in advance of a planned absence (for attendance at a professional meeting or to engage in consulting) to provide time for its consideration and approval and time to assure that instructional and other commitments are covered.

Discretionary absence from duty is not a right, and the college retains the authority to disapprove a proposed absence when instruction or other activities are negatively impacted by the leave. Such an occurrence is most likely when the number of absences in a particular semester is substantial. [Rules of the University Faculty](#) require that the Office of Academic Affairs approve any discretionary absence longer than 10 consecutive business days (see Faculty Rule [3335-5-08](#)).

B. Absence for Medical Reasons

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

C. Unpaid Leaves of Absence

The university's policies with respect to unpaid leaves of absence and entrepreneurial leaves of absence are set forth in OHR [Policy 6.45](#). Faculty and staff may request unpaid leave of absence (ULA) for personal or professional reasons. Requests for ULAs should be made in writing as far in advance as possible from the time of leave. Approval is based on the nature of the request, the positive and/or negative impact of the leave on the college, and the extent to which requesting faculty or staff member's responsibilities and/or assignments can be adequately covered.

D. Faculty Professional Leave

Information on faculty professional leaves is presented in the OAA [Policy on Faculty Professional Leave](#). Applications for FPL, which must follow the format determined by the Office of Academic Affairs, must be reviewed and approved by the division chair then reviewed and approved by the Executive Committee. Faculty wishing to engage in FPL should become acquainted with the above guidelines and consult with their division chair before applying for leave.

E. Special Assignments

Information on Special Assignments (SAs) is presented in the Office of Academic Affairs [Special Assignment Policy](#). The college guidelines follow the guidelines set forth in that policy.

The division chair shall make a recommendation to the Dean regarding a SA proposal for a faculty member in the division. Award of the SA will be based on the quality of the proposal and its potential benefit to the college or university and to the faculty member as well as the ability of the division to accommodate the SA at the time requested.

Special assignments are designed to provide tenure-track faculty with a release from some regular duties for a period up to one semester to concentrate on a unique research, service, or teaching endeavor or invest in a relatively brief professional development opportunity. SA opportunities are awarded based on the quality of the faculty proposal, the potential benefit of the SA to the college, and the extent to which the requesting faculty member's responsibilities and/or assignments can be adequately covered. [Review the college guidelines on SAs](#).

Generally, a faculty member must have three years between the end of an SA or FPL and the start of a new SA.

F. Parental Leave

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

XIII. ADDITIONAL COMPENSATION AND OUTSIDE ACTIVITIES

Information on faculty 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 adheres to these policies in every respect. In particular, it 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 external consulting and supplemental compensation activities must be approved by the Dean and division chair prior to the initiation of the activity regardless of the source of compensation. 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 activities leading to additional compensation and external consulting combined. An evaluation and determination of Additional Compensation and Outside Activities requests will be provided to the faculty requestor within 30 days of receipt.

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 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 them, such textbook or material may be required for a course by the faculty member only if (1) the faculty member's division chair and Dean or designee have approved the use of the textbook or material for the course taught by the faculty member, or (2) an appropriate committee of the 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 possibility of

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

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

XV. GRIEVANCE PROCEDURES

Faculty and staff with grievances should discuss them with the division chair, supervisor, or appropriate college administrators, who will review the matter and either seek resolution or explain why resolution is not possible. If the grievance involves the division chair, the faculty or staff member should bring the matter to the attention of the Dean. The content below describes procedures for the review of specific types of complaints and grievances.

A. Salary Grievances

A faculty or staff member who believes that their salary is inappropriately low should discuss the matter of salary equity with the division chair and Dean. The faculty or staff member should provide documentation to support the complaint. Faculty may also consult the Salary Appeals Committee. Staff members who are not satisfied with the outcome of the discussion and wish to pursue the matter should contact [Employee and Labor Relations](#) in the Office of Human Resources.

B. Faculty and Staff Misconduct

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

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

C. Faculty Promotion and Tenure Appeals

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

D. Harassment, Discrimination, and Sexual Misconduct

The [Office of Civil Rights Compliance](#) exists to help the Ohio State community prevent and respond to all forms of harassment, discrimination, and sexual misconduct. Ohio State's policy and procedures related to affirmative action and equal employment opportunity are set forth in the university's policy on [affirmative action and equal employment opportunity](#). Ohio State's policy and procedures related to non-discrimination, harassment, and sexual misconduct are set forth in the university's policy [on non-discrimination, harassment, and sexual misconduct](#).

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

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

F. Complaints by and about Students

Normally student complaints about courses, grades, and related matters are brought to the attention of individual faculty members. In receiving such complaints, faculty should treat students with respect regardless of the apparent merit of the complaint and provide a considered response. When students bring

complaints about courses and instructors to the division chair, the chair will first ascertain whether or not the students require confidentiality. If confidentiality is not required, the chair will investigate the matter as fully and fairly as possible and provide a response to both the students and any affected faculty. If confidentiality is required, the chair will explain that it is not possible to fully investigate a complaint in such circumstances and will advise the student(s) on options to pursue without prejudice as to whether the complaint is valid or not. See Faculty Rule [3335-8-23](#).

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

G. Academic Misconduct

Board of Trustees Rule [3335-23-15](#) stipulates that the [Committee on Academic Misconduct](#) does not hear cases involving academic misconduct in colleges having a published honor code, although some allegations against graduate students fall under the committee's jurisdiction. Accordingly, faculty members will report any instances of academic misconduct to the University Committee on Academic Misconduct, if appropriate, or will otherwise follow the college's procedures for addressing allegations of violations of the [graduate student honor code](#).

XVI. (APPENDIX) PROCESS FOR AMENDING THE PATTERN OF ADMINISTRATION

Occasionally, it will be necessary to amend this document to clarify or change existing guidelines, to remove guidelines that have been rendered irrelevant, or to comply with new rules of the university. In addition, the Pattern of Administration must be revised or reaffirmed within twelve months of the appointment of the college Dean and annually by the Executive Committee.

Procedures for annual review and amendments of POA: an ad hoc workgroup of the Executive Committee will review and update the POA during summer semester and submit amendments to the faculty for approval in the autumn each year.

Policies for Amending the Pattern of Administration:

1. An amendment to the Pattern of Administration may be proposed by one-third or more of the eligible voting faculty or by a majority of the Executive Committee, or by the Dean after discussion with the Executive Committee. The amendments by the faculty must be submitted to the Dean in writing and include documentation of support.
2. This document should be distributed electronically to all faculty of the college. Responsibility for circulation of the document rests with the Dean.
3. Proposed amendments should be discussed at the next scheduled faculty meeting, not less than two weeks following circulation of the amendment. Alternatively, a special meeting may be called to discuss the amendment.
4. Once the amendment has been discussed, the eligible faculty will vote by secret ballot on whether or not to accept the amendment. The positive votes of two-thirds or more of the eligible faculty is required for passage. The time period over which the vote will be conducted will be decided at the faculty meeting in which the amendment is discussed. It is expected that this time period will not exceed one week in length.
5. If approved, the amendment will be incorporated into the Pattern of Administration pending final approval by the Dean and the Office of Academic Affairs.

XVII. IMPLEMENTATION OF THE PATTERN OF ADMINISTRATION

The original Pattern of Administration for the College of Public Health took effect August 1, 1998.

Amended: Faculty Vote 4/20/1999
Revised: 4/2000
Revised: Faculty Vote 5/15/2001
Revised: Faculty Vote 6/08/2004
Revised: Faculty Vote 2/24/2006
Revised: Faculty Vote 1/11/2007
Revised: Faculty Vote 10/10/2008
Amended: Faculty Vote 1/16/2009
Revised: Faculty Vote 6/1/2012
Revised: Faculty Vote 6/5/2014
Amended: Faculty Vote 12/10/2014
Revised: Faculty Vote 01/31/2022
Amended: Faculty Vote 2/4/2025

XVII. ADDENDA TO THE PATTERN OF ADMINISTRATION

1. [Administrative structure of the college \(organizational chart\)](#)
2. [College Appointments, Promotion and Tenure Criteria and Procedures](#)
3. [College Faculty Workload Guidelines](#)
4. [University Faculty Workload Guidance](#)

5. [Faculty Research Incentive Plan](#)
6. [Faculty Special Assignment](#) (OAA)
7. [Faculty Professional Leave](#) (OAA)