THE OFFICE OF ACADEMIC AFFAIRS

An Introduction and Guide to Academic Unit Review

FOR COLLEGES THAT ARE TENURE INITIATING UNITS

2023

THE OHIO STATE UNIVERSITY

TABLE OF CONTENTS

Preface

Academic unit review can be among the most meaningful experiences tenure-initiating colleges have at The Ohio State University. These periodic studies of a college's progress and potential are profoundly important to developing a shared future vision as colleagues come together to chart their unit's next strategic milestones. Through academic unit review, those colleagues also develop a richer understanding of how their unit's activities contribute to Ohio State's core goals of teaching and learning, research and innovation, outreach and engagement, and resource stewardship. And with that understanding, they can more effectively help their unit and the university forward.

Reviews are aligned with college strategic planning and dean appointments. Patterns of Administration, Appointments, Promotion and Tenure documents, and college strategic plans are revised or reaffirmed within one year of a dean's five-year appointment or reappointment. Academic unit reviews for tenure-initiating colleges are scheduled every ten years. The results of the external reviews thus inform a college's strategic documents.

Overview of an Academic Unit Review

The review of a tenure-initiating college is an evidence-based, improvement-oriented effort to identify unit-level strengths, issues, and steps to advance its strategic goals.

Reviews are a collaboration of the college and the Office of Academic Affairs (OAA). A review includes all research areas; undergraduate, graduate, and professional academic programs; and service, outreach and engagement efforts.

The following activities, described in greater detail below, comprise an academic unit review:

1. The college writes a self-study.
2. An external review team visits and provides a verbal and written report.
3. The college writes a plan of action, confirmed by OAA.
4. The college meets with Provost to confirm plan of action outcomes – one year post review.

College faculty should play a key role in all phases of the review and action planning process, provide input, receive updates, and have access to copies of all studies, reports, and plans.

Reviews may be conducted in person or virtually.

The Self-Study

The self-study is not a description of the college. Rather, it is an evidence-based, and constituent-informed analysis that leads to the identification of core strengths, key issues, and potential steps to address them. A college may elect to emphasize some areas over others, guided by—for example—resource challenges or strategic plan goals. The self-study, typically 30 to 40 pages in length, will include the following sections:

Executive summary

- University Mission/Vision Statement
- Shared Values of the University
- Overview of the college including relationship to Shared Values
- Mission and purpose
- External reputation

Faculty

- Recruitment and retention trends
- Demographics
- Onboarding/mentoring for new faculty
- Intellectual life of the college
- Trends in academic appointments
- Faculty development

Research and creative expression

- How and how well is new knowledge being created
- Funding patterns and trends
- Interdisciplinary research

Students and educational programs (graduate/professional/undergraduate)

- Student academic preparation and engagement in learning
- Demographics
- Graduate student recruitment, time to degree, and placement
- Recent/planned curricular and programmatic changes
- Undergraduate enrollment and degree completion patterns and trends, time to degree, job placement
- Majors and minors since last review
- Instruction and student satisfaction
- Role of technology in instruction
- Use of student outcomes assessment
- Structure of advising and academic support
- Optional undergraduate activities

Outreach and engagement

- Current pattern and potential activity

Infrastructure and resources

- Finances, staffing, and academic support
- Status of technology needs
- Space issues

Governance

- Recent leadership succession and impact
- Effectiveness of internal governance: Pattern of Administration and Appointments, Tenure and Promotion processes

Data expected to inform the self-study will be provided by the Office of Institutional Research and Planning (Michele Hansen.676@osu.edu) and will include the following:
- Faculty hires, separations, and promotions
- Comparison of faculty diversity with benchmark universities
- Student numbers by major and minor
- Degrees awarded by benchmark universities
- Doctoral degrees awarded by race/ethnicity and gender by research universities
- Culture Survey outcomes

Colleges may request specific data on graduate and professional student enrollment, success, and alumni outcomes by contacting Andrew Blatter.10@osu.edu in the Graduate School.

Specific questions for the self-study are provided in Appendix A.

The External Review Team Visit

A college will propose six to eight reviewers from top programs to the Office of Academic Affairs. Potential reviewers should be considered experts in higher education whose opinions will carry weight with the entire college. Accordingly, team members should be visionary. They will <u>not</u> need to represent every program in the college. Diversity within the team is important. <u>The team members should not have any ties to The Ohio State University</u>.

For each academic program review, an external team of three to four reviewers will be assembled from those proposed by the college and as agreed to by the Office of Academic Affairs.

The external review schedule will include the following:

- An orientation session via videoconference one to two weeks prior to the review with the dean and the senior vice provost for academic leadership or designee
- As appropriate, in-person or virtual meetings with:
  - The vice president of research, vice provost and dean for graduate education, vice provost and dean of undergraduate education, vice provost for academic programs, vice provost for academic policy and faculty resources
  - The college dean and college senior staff/leadership team
  - Tenure track faculty at varying ranks
  - Clinical/teaching/practice faculty
  - Lecturers/senior lecturers or other associated faculty
  - Representative groups of students by type (undergraduate, professional, and/or graduate students)
  - Representatives from units or centers with collaborative research interests
- An exit session at which the external team reports findings to the dean
- A separate exit session at which the external team reports its findings to the senior vice provost for academic leadership and the academic affairs leadership team
- If an in-person review, the team will have morning and afternoon breaks on the first full day, and open time in the evenings for the team to work (no social events). Please see the sample schedule in Appendix B.
- Sample correspondence with reviewers appears in Appendix C.

The Plan of Action

A plan of action document, written by the college dean, outlines both short-term and long-term steps the college will take in response to the external team's recommendations. This plan is shared with the provost and senior vice provost for academic leadership one week before the formal meeting. This group then meets to discuss overall reactions to the external team's report and review the plan in light of that feedback. See form in Appendix D.

Timeline/Activities/Primary Roles

TIME FRAME	RESPONSIBILITIES	COMMENTS
8-12 months prior to external review team visit	Hold one-hour kickoff meeting	Dean and senior vice provost for academic leadership meet in person or virtually to discuss the review.
8-12 months prior	Choose date for review	OAA works with the college to select the review date.
8-11 months prior	Nominate 6-8 candidates for the external review team	College provides reviewers' contact and bio information and brief justification for nomination; list must be submitted to and approved by the senior vice provost for academic leadership prior to inviting reviewers.
8-11 months prior	Invite review team	Senior vice provost for academic leadership extends invitations, sends instructions, and selects a team lead. If an in-person review, college makes travel arrangements and reserves accommodations at the Blackwell Inn.
8-11 months prior	Develop logistics and request data	Dean or designee follows up with OAA to clarify logistics for review and requests data from the Office of Strategic and Competitive Intelligence.
8-11 months prior	Launch self-study	Dean organizes and initiates the self-study. The process should be transparent to the college.
2-3 months prior	Set orientation meeting	The college sets an orientation meeting to include the dean, senior vice provost for academic leadership, and review team approximately 2 weeks prior to review team visit.
2 months prior	Develop itinerary	College sets the visit itinerary and schedules meetings for external team (see Appendix B - Sample Schedule for External Review Team).
1-2 months prior	Distribute final materials	The senior vice provost for academic leadership sends the college strategic plan, self-study, data for review, and visit itinerary to the external review team.
2 weeks prior	Do final check	The senior vice provost for academic leadership verifies that the team has the self-study and answers any questions from the team.
1-2 weeks prior	Orientation session via videoconference	The dean and senior vice provost for academic leadership meet with the team.
Host external review team		**See Appendix B - Sample Schedule for External Review Team**
Within 4 weeks post visit	Receive external review team report	External review team sends a 5-10 page report on its findings to the senior vice provost for academic leadership, who shares the report with the dean.
Within 10 weeks of visit	College develops Plan of Action	See Plan of Action on page 5 and Appendix D.

1 week prior to Plan of Action	College distributes Plan of Action	See Plan of Action on page 5 and Appendix D.
3 months after visit	Dean meets with provost to discuss Plan of Action	See Plan of Action on page 5 and Appendix D.
After meeting with provost	Integrate Plan of Action into college strategic plan	Dean, in consultation with the college faculty, modifies the college's strategic plan to incorporate the Plan of Action.
1 year after visit	Dean meets with provost to discuss progress	Dean describes results of Plan of Action and other outcomes since Plan of Action meeting.

PRIMARY ROLES: COLLEGE AND OAA

College

- Identify external reviewers; honoraria (discipline/college norms have ranged from $1,500-$2,500, plus hotel, meal, and travel expenses). The college may wish to provide the lead reviewer a $500 honorarium.

- Establish strategy, process, and emphases for the self-study based on the outline and questions provided by OAA in Appendix A

- Compose a brief, analytic self-study (approximately 30-40 pages, plus data and appendix)

- If an in-person review, work with external review team to arrange travel and secure accommodations for the team at the Blackwell Inn

  – Ensure one of the guest rooms has work space for the team, if possible

- If an in-person review, schedule, identify, and reserve meeting spaces for the team visit

- Schedule a virtual orientation meeting 2 weeks prior to review visit

- If an in-person review, arrange for transportation of the team to and from the airport and the Blackwell Inn

- Send self-study (with supporting materials) to OAA with finalized team visit schedule

- Write the first draft and final version of the plan of action document

- Provide on-going appreciation and communication to the external review team (see Appendix C for sample correspondence)

- Be certain that the review team receives their honorarium and reimbursement as quickly as possible

Office of Academic Affairs

- Provide policy coordination and oversight

- Provide data and logistical support to college

- Schedule the opening meeting and exit session with external team

- Assist with review of self-study drafts, verify and approve review team and visit schedule

- Ensure appropriate sessions are on the calendars of provost's leadership team

- Serve as the primary point of contact for correspondence with team members

– Send self-study and supporting materials (including team visit schedule) and college/institutional context and "charge" to external review team at least three weeks prior to the team visit – Follow up with external review team

- Schedule the plan of action meeting with the dean and embed plan of action progress in annual interactions with the provost and OAA

APPENDIX A: DISCUSSION QUESTIONS FOR SELF-STUDY

Executive summary

- Overview of the college and background
- What is our unifying and overarching goal (mission)?
  - What is the college mission and purpose?
  - To what degree/in what ways are the college's activities linked to the mission of the college and university?
  - When was the mission last reviewed and discussed? Is there a process for reviewing the mission and purposes of the college?
  - Does the mission effectively link college strengths in research and teaching with societal needs and opportunities for the future?
  - How deep and extensive is knowledge of the college's mission, vision, goals among its faculty members, staff, and stakeholders?

- External reputation
  - How do others see the college and how does the college want to be viewed?
  - What is the college's sense of its reputation among other institutions and peers? What are the gaps between where the college is now and where it wants to be?
  - What are the emerging trends in the discipline? What is being done and can be done to move forward and seize emerging opportunities? Do these changes in the discipline suggest a need to refocus or adjust priorities?
  - What are the college's strengths and weaknesses? How have these changed over time? What should be done?

Faculty

- Recruitment, mentoring, and retention
  - How are faculty working together to help colleagues be successful and valued members of the college?
  - What initiatives have been developed or are in place to provide mentoring and support for new faculty members, those working toward successful transition from associate to professor, and throughout the career cycle? How effective have these efforts been?
  - How has the college enhanced and addressed work-life issues for faculty (and staff)?
  - How clear is the P&T process with regard to communication and implementation?
  - What has been the impact of new hires/departures over last 3-5 years on quality (research productivity, teaching quality) and diversity? Is there a trend?
  - How do the salaries compare against benchmarks? What planning is in place to address salary compression, if it exists?
  - How does the college assess its ability to recruit and retain faculty members?
  - What does the future look like with regard to attracting and retaining top scholars?
  - How is hiring linked with program planning, research priorities, and future directions?

- Demographics
  - What is the status of efforts to enhance representation, involvement, and the climate to create a truly diverse intellectual community?
  - What are the trends in minority and gender representation among faculty members?
  - How does the college rate its ability to attract and retain a diverse faculty? What should be done to continue and/or enhance progress?
  - What is the impact of these developments on curricula, academic support, or research for the college and on student or college development?

- Intellectual life of the college
  - How well do college faculty engage and interact with each other as scholars and lifelong learners?
  - What is the degree and quality of scholarly interaction among faculty and students?
  - What special opportunities are there for sharing research and information among individuals and groups?
  - Is there a sense of community, openness to new ideas, opportunity to participate, and actual involvement at all levels of faculty rank? If not, what might be done to enhance such involvement?

- Trends in academic appointments
  - How has the proportion of classes taught by T/TT faculty changed?
  - How has the proportion of the faculty FTE changed by track?

Research and Creative Expression

- How and how well is new knowledge being created
  - What are the focal points of the research agenda?
  - What are the current strengths and weaknesses of the research program?
  - Is research increasing in quality? quantity? impact?
  - What steps must be taken and how should the college move forward over the next 5 years?

- Funding patterns and trends
  - What implications do changes/trends in levels, areas, and sources of research funding have for research quality and productivity in the college?

- Interdisciplinary activity
  - What is the current pattern and amount of interdisciplinary activity?
  - What potential activity and opportunities should be explored?
  - What are the obstacles to developing collaboration in teaching, research, and service with other programs? How can these be addressed?

Educational program and students

- Student academic preparation and engagement in learning
  - What are the trends and impacts of changes in student quality? How does the unit seek to enhance its ability to attract and retain high-quality students?
  - In what ways has the college improved recruiting for undergraduate and graduate students? How involved are students in the academic life of the unit (research, planning, curriculum)?
  - In what ways should the college seek to enhance interdisciplinary and international opportunities for its students?

- Demographics
  - What is the status of efforts to enhance student diversity?
  - What are the trends in minority and gender representation among students, undergraduate, graduate, and professional?
  - How does the college rate its ability to attract and retain a diverse student body? What should be done to continue and/or enhance progress?

- Graduate student recruitment, time to degree and placement
  - What is the status and track record of PhD placements in recent years? Are graduates seeking and obtaining quality positions? What are the economic/market issues?
  - What are the strengths and weaknesses of graduate student support, mentoring, and training for careers (faculty and non-faculty)?
  - Is the college aware of career trends in its fields for graduate students? Is it taking steps to prepare them for new and different careers?
  - Is the size of the graduate program appropriate?

- Recent and planned curricular and programmatic changes
  - How have programs changed or planned to change in response to broader trends in the discipline? In what areas might the college be a leader or innovator in moving the discipline forward?
  - To what extent are programs aligned with college and university goals? How is the college identifying and enhancing opportunities for collaboration with other disciplines as shaped by these goals?

- Undergraduate enrollment and degree completion patterns and trends, time to degree, job placement
  - How do enrollment plans align with university/college plans?
  - Is the time to degree typical for these programs? What are the "sticking points" in undergraduate and graduate student academic performance and timely degree completion? What has been/is being/should be done to address these issues?
  - What types of employment or graduate programs are recent graduates seeking and obtaining?

- Instruction and student satisfaction
  - How are teaching loads borne across the college? What strategies might enhance instructional quality and impact?
  - What is the distribution of regular faculty across course levels and areas? Does this distribution maximize student and faculty productivity? If not, what might be done to address this?
  - How are Student Evaluations of Instruction used?

- Role of technology in instruction
  - What progress has been made to effectively integrate technology to enhance student learning, faculty performance, and the quality of programs and services?
  - What are the college's goals and plans to enhance the benefits of integrated technology use?

- Student outcomes assessment
  - How does the college gauge student performance, achievement, and satisfaction within the college?
  - What is the current status of student outcomes assessment?

- Structure of advising and academic support. Optional undergraduate activities
  - How does the college support and enhance the quality of advising?
  - How does the college engage students outside of the classroom (clubs, honor societies, internships)?

Outreach and engagement

- Current pattern and potential activity
  - How well is the college connecting learning and new knowledge with the needs of external groups and society?
  - What opportunities and threats have been identified?
  - What role do alumni have in the college and its efforts to enhance its value to society?
  - How is outreach integrated into research and learning experiences to create a coherent system of knowledge dissemination and creation?

Infrastructure and resources

- Finances, staffing, and academic support
  - How do financial resources align with future college needs (human resources and infrastructure)?
- Status of technology needs
  - What are the college's current and future technology needs for instruction, research and office support?
  - What is the current and desired role of technology as a means to improve student learning and enhance overall support and productivity?
- Space issues
  - What kinds of space and facility issues does the college face?
  - What are the projections for future needs?

Governance

- Recent leadership succession and impact
  - What leadership changes have occurred in recent years? What has been the impact of these changes? What are the rules/norms that govern succession and leadership within the college?
  - What is the status of training/professional development in the college to foster effective leadership and governance? What is planned?
  - What is the process for how "service assignment" appointments are made? How are "service" appointments allocated?
- Effectiveness of internal governance: POA and AP&T
  - What findings emerge from consideration of internal governance (POA) processes? What changes or issues might be pursued and addressed?
  - Do leaders communicate and cultivate a clear vision and collaboration within the college?

APPENDIX B: SAMPLE SCHEDULE FOR EXTERNAL REVIEW TEAM

Day 1

- If an in-person review, arrive at Port Columbus; transportation to the Blackwell Inn arranged by the college
- Team may choose to meet, if all members are available

Day 2

- Meeting of dean and team
- Meeting of team and vice president of research, vice provost and dean of the graduate school, vice provost and dean of undergraduate education, vice provost for academic policy and faculty resources, vice provost for academic programs
- Meeting with deans of health sciences colleges (for health sciences colleges only)
- Separate meetings with faculty by sub-fields/interests, as appropriate
- Meeting with junior faculty only
- Meeting with support staff
- If in-person, lunch (could be working brown bag lunch with undergraduate and then graduate students)
- Meeting with undergraduate majors (representative group)
- Meeting with graduate students (master's and doctoral separately, if appropriate)
- Meetings with other college committees (curriculum, graduate studies, etc.)
- If in-person, facilities/program area tour
- If in-person, dinner (team only)
- Evening open – team members draft observations, conclusions, recommendations

Day 3

- If in-person, breakfast for team
- Meetings with other colleagues, centers, programs connected with the college
- Time for additional follow-up activities or requests
- If in-person, working lunch (catered or at Faculty Club near exit session location)
- Session with dean alone to give brief review of findings
- Reporting out session: senior vice provost for academic leadership and provost's leadership team
- If in-person, team departure

APPENDIX C: SAMPLE CORRESPONDENCE WITH REVIEWERS

Initial invitation
Sent by dean no less than 8 months in advance of the visit

Dear [potential reviewer]:

I am writing to invite you to assist us with the upcoming review of the College of ____ at The Ohio State University.

This review, a process that takes place every ten years, is a partnership of the college and the Office of Academic Affairs. We consider such reviews to be an improvement process that builds on and advances our strategic planning efforts not only for the college but the university as well.

The review is scheduled for [review dates]. If you are able to serve as a reviewer, we will send you the college's self-study approximately a month in advance of the visit. Approximately two weeks prior to the visit, Senior Vice Provost for Academic Leadership [ ] and I will host a videoconference orientation session for you and two other respected external reviewers. The review team will then meet with college faculty, students, and other university stakeholders on the review dates. A final meeting with Vice Provost Wolf and the provost's leadership team will take place the last day of the review. At that meeting, they will want to hear a short report on the highlights of your findings. We will see that you are on your way just after that meeting so you can leave that afternoon. Approximately one month following the visit, we will look forward to the team's written evaluation.

In return for your service, the college will provide you an honorarium of $[amount] and cover all travel, lodging, and other incidentals during your visit to Ohio State.

I truly appreciate your considering this request. The success of reviews of this sort depends on experts like you. I would appreciate learning of your availability and interest in participating in this important process by [date]. Please let me know if you have any questions.

Sincerely,

[Dean]

Confirmation to External Review Team
Sent by dean a minimum of 2 months in advance of the visit

Dear [all three reviewers]:

Thank you for agreeing to participate in the review of the College of __. An academic unit review can be among the most meaningful professional experiences at The Ohio State University. These periodic studies are profoundly important to developing a shared future vision as colleagues chart their unit's next strategic milestones. Your input is perhaps the most important aspect of this process. It is highly valued by the college and the Office of Academic Affairs.

We will offer you an honorarium of $[amount] and cover the cost of travel, lodging and other incidentals during your visit to Ohio State.

Your on-campus visit will take place on [dates]. In addition, there will be a videoconference orientation on [time/date] with Senior Vice Provost [ ] and me. At this initial meeting we will have an opportunity to talk openly about our expectations for the review and go over the schedule for your visit; a proposed schedule is attached. This will be a time for you to raise any questions you may have about the materials you will have received, the review process itself, or other matters that you would like to discuss. To better acquaint you with Ohio State's approach to academic unit reviews, I am attaching an overview of the process.

Also attached is a draft of the review team information. Please look over your details and let us know of any edits that need to be made. [name] has agreed to serve as chair for the review team.

[Name] from my office will be in touch with you very soon about travel and other arrangements for your visit. In the meantime, please feel free to contact me if I can be of assistance in making your visit a pleasant and productive one.

Thank you once again for participating in this vital process.

Sincerely,

[Dean]

Message to External Review Team re self-study/background materials
Sent by dean or designee 1-2 months in advance of the visit

Dear [all three reviewers]:

We are looking forward to your visit for the review of the College of ___ on [dates].

In preparation for your visit, we have assembled a packet of materials for you and placed them in a folder accessible for viewing and/or download at [link].

There, you will find:
- #1 – A short bio of each of you that will be distributed to the participants
- #2 – University strategic plan overview
- #3A – College Self-Study
- #3B – College Self Study Data, Figures and Tables Appendix
- #4 – College Self Study Supplementary Documents

Please review the materials and let us know of any questions as soon as possible.

As a reminder, please plan to arrive the evening of [date]. You should plan to stay through [date] so that you can attend the exit session with Office of Academic Affairs leadership at [time]. We will follow up next week with the itinerary for your visit.

We would like to receive your final written report by [date]. Many thanks to [name] for agreeing to be the lead on this review.

If you have any questions or comments between now and the visit, don't hesitate to contact me by e-mail or at [phone number]. We look forward to seeing you and thank you once again for agreeing to help us with this important review.

Sincerely,

[Dean or Designee]

Follow-Up to External Review Team
Sent by dean or designee 1 week in advance of the visit

Dear [individual reviewer],

Thank you once more for agreeing to serve as an external reviewer for the College of __ at The Ohio State University. We are looking forward to your arrival next week.

Please let me confirm that you have everything you need for the review. If you have questions about the process or requests for additional background information, don't hesitate to let me know. As a reminder, the background materials and other files are all available at [link].

Attached is the itinerary for your visit. If you have requests for the itinerary, please be in touch as soon as possible.

[name] will plan to meet you at [time] [location]. Should any travel difficulties arise, or should you have questions about your visit, don't hesitate to contact me. My cell number is [number].

We are grateful that you are able to support this review and appreciate your willingness to share your insights and expertise. All of us look forward to your feedback.

Sincerely,

[Dean or Designee]

Thank you to reviewers
Sent by dean within one week of the visit

Dear [individual reviewer],

On behalf of the College of ___, I want to tell you once again how deeply I appreciate your time and efforts this week in reviewing our college. And I thank you in advance for the remainder of your work as you finish up the written report.

I know you had a fast-paced schedule with opportunities to engage with a wide variety of faculty, staff, and administrators. We could tell you spent time listening, synthesizing what you heard, bringing your experience to bear, and thinking about future opportunities for the college. Our exit sessions with you were helpful, and we welcomed your thoughtful remarks about strengths, opportunities, and specific strategies to consider.

We would like to receive your final written report by [date]. If you need a bit more time, please just let me know.

[name] will work with you to complete any paperwork needed.

We will look forward to seeing your report and using it as an important aspect of our strategic planning efforts for the College of ___. Thank you again for all your help.

Sincerely,

[Dean]

APPENDIX D: EXTERNAL REVIEW PLAN OF ACTION

I. General Information

College Name:	
Dean:	
Review Date:	
Plan of Action Due:	
Document Instructions	*Please fill out this document based on the External Review Team's feedback report. Feel free to add or delete rows as needed based on number of accepted or declined recommendations and initiatives. (i.e. if you did not decline recommendations, place N/A and delete remaining rows) Multiple initiatives can also be derived from the same recommendation.*

II. What are the four primary goals?

Goals	Initiative *What needs to be done*	Enablers *What do you need to complete this step?* *(Personnel, resources, etc.)*	Deadline *When should this step be completed?*	Initiative Owner *Who should take action to complete this initiative?*

III. Strategic Plan and Benchmarking

Accepted Recommendation *Recommendation from the External Review Team*	Initiative *What needs to be done*	Enablers *What do you need to complete this step?* *(Personnel, resources, etc.)*	Deadline *When should this step be completed?*	Initiative Owner *Who should take action to complete this initiative?*

Declined Recommendation	Reasoning

IV. Infrastructure and Support Resources

Accepted Recommendation *Recommendation from the External Review Team*	Initiative *What needs to be done*	Enablers *What do you need to complete this step? (Personnel, resources, etc.)*	Deadline *When should this step be completed?*	Initiative Owner *Who should take action to complete this initiative?*

Declined Recommendation	Reasoning

V. Expectations and Support for Faculty Achievement

Accepted Recommendation *Recommendation from the External Review Team*	Initiative *What needs to be done*	Enablers *What do you need to complete this step? (Personnel, resources, etc.)*	Deadline *When should this step be completed?*	Initiative Owner *Who should take action to complete this initiative?*

Declined Recommendation	Reasoning

VI. Instruction, Curriculum, and Students

Accepted Recommendation *Recommendation from the External Review Team*	Initiative *What needs to be done*	Enablers *What do you need to complete this step? (Personnel, resources, etc.)*	Deadline *When should this step be completed?*	Initiative Owner *Who should take action to complete this initiative?*

Declined Recommendation	Reasoning

VII. Faculty Scholarly and Creative Activity

Accepted Recommendation *Recommendation from the External Review Team*	Initiative *What needs to be done*	Enablers *What do you need to complete this step? (Personnel, resources, etc.)*	Deadline *When should this step be completed?*	Initiative Owner *Who should take action to complete this initiative?*

Declined Recommendation	Reasoning

VIII. Faculty Outreach/Engagement and Service Activity

Accepted Recommendation *Recommendation from the External Review Team*	Initiative *What needs to be done*	Enablers *What do you need to complete this step? (Personnel, resources, etc.)*	Deadline *When should this step be completed?*	Initiative Owner *Who should take action to complete this initiative?*

Declined Recommendation	Reasoning

Ohio State Shared Values

THE OHIO STATE UNIVERSITY

VISION

The Ohio State University is the model 21st century public, land grant, research, urban, community engaged institution.

MISSION

THE UNIVERSITY IS DEDICATED TO:

- Creating and discovering knowledge to improve the well-being of our local, state, regional, national and global communities;
- Educating students through a comprehensive array of distinguished academic programs;
- Preparing a diverse student body to be leaders and engaged citizens;
- Fostering a culture of engagement and service.

We understand that diversity and inclusion are essential components of our excellence.

VALUES, PRINCIPLES AND BEHAVIORS

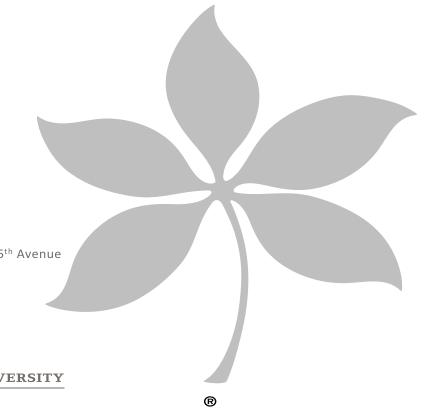| **VALUES** *Enduring commitments that shape our culture*	**Excellence and Impact** Demonstrating leadership in pursuit of our vision and mission	**Diversity and Innovation** Welcoming differences and making connections among people and ideas	**Inclusion and Equity** Upholding equal rights and advancing institutional fairness	**Care and Compassion** Attending to the well-being of individuals and communities	**Integrity and Respect** Acting responsibly and being accountable
PRINCIPLES *Established goals that reflect our values*	Advancing sustainable and evidence-based solutions through mutually beneficial partnerships	Encouraging open-minded exploration, risk-taking, and freedom of expression	Advocating for access, affordability, opportunity, and empowerment	Putting people at the center of all we do	Building trust through honesty, transparency, and authentic engagement
BEHAVIORS *Expectations for our work together*	Together, we • Stimulate creativity, critical thinking and problem solving • Proactively collaborate with others and strive for meaningful outcomes • Are bold in our endeavors and create environments to foster new approaches • Demonstrate persistence and commitment • Inspire others to join in and take action • Champion everyone's potential for success	Together, we • Are curious and open to different experiences • Recognize everyone's potential to contribute new ideas • Actively engage others' perspectives as opportunities for individual and institutional growth • Work toward creative, collaborative solutions • Use our successes and failures to learn and improve with humility	Together, we • Intentionally foster a sense of belonging where all are valued • Strive to understand and appreciate each other's backgrounds and experiences • Listen to multiple voices and engage in civil discourse • Acknowledge and address individual and systemic effects of bias and discrimination	Together, we • Are compassionate and meet people where they are • Support each other's physical and mental health • Nurture a community of kindness and gratitude • Foster individual growth and development • Empower people to overcome obstacles	Together, we • Value our greatest resource, our people, and acknowledge the contributions of every individual • Allow people to make and learn from mistakes • Work conscientiously and assume positive intent of others • Actively listen and engage in open, honest dialogue • Are good stewards of our and others' resources

The Ohio State University **21**

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