

AUSTIN E. KNOWLTON SCHOOL OF ARCHITECTURE PATTERN OF ADMINISTRATION

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1 I. Introduction

2 This document sets forth the Pattern of Administration for the Austin E. Knowlton School of
3 Architecture in the College of Engineering at The Ohio State University, as required by the
4 [Rules of the University Faculty](#). The school's Pattern of Administration supplements and is
5 superseded by the statutes, by-laws, rules, policies, procedures, and guidelines to which the
6 school and its faculty are subject and which are published in documents such as Statutes
7 Applying to the University, Bylaws of the Board of Trustees, Rules of the University Faculty and
8 OAA Policies and Procedures. This Pattern of Administration is subject to continuing revision. It
9 must be reviewed and either revised or reaffirmed upon the appointment or reappointment of
10 the school's Director. However, revisions may be made at any time. Changes are made in
11 consultation with, and approved by a vote of, the faculty: tenure-track, professional practice, and
12 research. All revisions, as well as periodic reaffirmation, are subject to approval by the College
13 of Engineering and the Office of Academic Affairs.

14 II. Mission

15 The mission of the Austin E. Knowlton School of Architecture is to achieve and maintain
16 internationally recognized excellence in education, scholarship and creative activity; shape and
17 serve the professions of architecture, landscape architecture, and city and regional planning;
18 contribute to the intellectual and creative purposes of the college and university; and promote
19 and influence the quality of design and planning locally and globally. The school balances its
20 educational and professional mandate by deploying design and planning as modes of
21 intellectual inquiry and responsible action. At the undergraduate level, design and planning shift
22 a liberal arts education from one of passive reception to active engagement. At the graduate
23 level, design and planning are the critical interface between theory and technique whereby
24 students develop the conceptual breadth and technical expertise to shape a profession's
25 agenda and evolution. In the scholarship and creative work of its faculty as well, design and
26 planning build a knowledge base and project potential futures. The school's faculty, students,
27 and alumni are a force for the expansion of knowledge and innovative practice.

28 In its mission, the Knowlton School aligns with the university's legacy of contributing to
29 knowledge and addressing society's needs. The school's design and planning discourse
30 advances the issues of contemporary society. It incorporates the arts, humanities, and sciences
31 in its curricula, while providing design and planning courses to students in other majors. These
32 offerings are supplemented by public lectures, exhibitions and symposia, publications, and
33 distinguished visiting practitioners and scholars. All of these activities contribute to knowledge,
34 the critique and evolution of contemporary culture, its institutions, and the quality of the built
35 environment.

36 School faculty, working in concert with other academic and administrative offices of the
37 university, provide their expertise to foster design and planning excellence on the campus and
38 the world. Faculty and student creative work propose solutions to design and planning
39 problems, and faculty scholarship offers knowledge for design and planning decisions.
40 Frequently, these activities take place in partnership with the potential users, and they typically
41 link local and global concerns. The school's publications and electronic communications
42 disseminate all these efforts to a broad, international constituency.

43 III. Academic Rights and Responsibilities

44 The Office of Academic Affairs leads the institutional effort to inform faculty (and students) about
45 relevant policies and procedures and to promote frank, open, and respectful discussion about
46 the issues of freedom of thought and expression. In April 2006, the university issued a

1 [reaffirmation](#) of academic rights, responsibilities, and processes for addressing concerns. The
2 Knowlton School expects all faculty to follow university policies and to contribute to a climate
3 and culture of inclusive excellence.

4 **IV. Faculty and Governance**

5 Faculty Appointments: Rule [3335-5-19](#) defines the types of faculty appointments possible at The
6 Ohio State University and the rights and restrictions associated with each type of appointment.
7 Detailed information about the appointment criteria and procedures for the various types of
8 faculty appointments is provided in the school's Appointments, Promotion and Tenure
9 document.

10 The school makes tenure-track appointments with titles of Instructor, Assistant Professor,
11 Associate Professor, or Professor. Tenure-track faculty may vote in all matters of school
12 governance.

13 The school makes professional practice appointments. Professional practice faculty titles are
14 Professional Practice Assistant Professor, Professional Practice Associate Professor, and
15 Professional Practice Professor. Professional practice faculty may vote in all matters of school
16 governance except tenure-track faculty promotion and tenure decisions and research faculty
17 promotion decisions. Professional practice faculty may participate in discussions of professional
18 practice faculty matters including promotion reviews.

19 The school makes research appointments. Research faculty titles are Research Assistant
20 Professor, Research Associate Professor, and Research Professor. Research faculty may vote
21 in all matters of school governance except tenure-track faculty promotion and tenure decisions
22 and professional practice faculty promotion decisions. Research faculty may participate in
23 discussions of research faculty matters including promotion reviews.

24 *Professional Practice Faculty Appointment Cap*

25 Professional practice faculty may constitute no more than 25% of the school's tenure-track,
26 professional practice, and research faculty members.

27 *Research Faculty Appointment Cap*

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

32 The school makes associated faculty appointments. Associated faculty titles include adjunct
33 titles, tenure-track faculty on less than a 50% appointment, lecturer titles, and visiting titles.
34 Senior Lecturers can participate in discussions and vote on non-personnel matters but are not
35 members of the eligible faculty for new appointments, reappointments, promotion and tenure
36 and reappointment reviews of tenure-track, professional practice and research faculty. All other
37 associated faculty and faculty joint appointees with FTEs below 50% in the school may be
38 invited to participate in discussions on non-personnel matters, but may not participate in
39 personnel matters, including hiring and promotion and tenure reviews, and may not vote on any
40 matter.

41 Emeritus faculty are invited to participate in discussions on nonpersonnel matters, but may not
42 participate in personnel matters, including appointment, promotion and tenure reviews, and may
43 not vote on any matter.

1 Majority faculty rule is favored on all matters covered by the Pattern of Administration.
 2 Whenever majority faculty rule is not followed, the Director will explain the reasons for the
 3 departure to facilitate understanding within the school. Where possible, this statement of
 4 reasons shall be provided before the departure occurs. This explanation shall outline the
 5 recommendation of the majority of the faculty, the decision of the Director, and the reasons for
 6 the departure. The explanation shall be communicated to the faculty in writing and at a faculty
 7 meeting with an opportunity provided for faculty to comment.

8 **V. Organization of School Services and Staff**

9 See Appendix A for a description of school offices, staff, and their functions.

10 **VI. Overview of School Decision Making**

11 The Director in consultation with the faculty makes decisions concerning policies and programs
 12 of the school. Matters of greatest general importance receive the widest possible consultation
 13 and are discussed at a faculty meeting whenever feasible. Open discussions, both formal and
 14 informal, constitute the primary means of reaching consensus on decisions of central
 15 importance. Decisions on matters of less general importance should, whenever feasible, involve
 16 consultation with those most directly affected by the decision. The opinions of students and staff
 17 should be elicited on those matters that most directly affect them. Students and staff may serve
 18 on committees when deemed appropriate by the chair of the committee.

19 Finally, the school's standing committees provide advice to the Director on particular issues
 20 facing the school. They are expected to recommend to the Director any programmatic or policy
 21 changes that may improve the school. Committee members should consult with their colleagues
 22 whenever feasible and report on their committee's activities at school and section faculty
 23 meetings. A listing of all school and section standing and ad-hoc committees and task forces
 24 and their membership shall be posted on the school's website. The Director may participate in
 25 any school and section committee meeting as a non-voting member.

26 **VII. School Administration**

27 **A. Director**

28 The Dean of the College of Engineering, in consultation with the school's faculty and staff,
 29 appoints the Director of the school. The Director's responsibilities are delineated in the
 30 university Faculty Rule [3335-3-35](#). In general, the Director has general administrative
 31 responsibility for the school, represents the school in dealing with the Dean or others in the
 32 university administration, and maintains a productive environment for its faculty, students, and
 33 staff. To this end, the Director is expected to perform the following.

- 34 • Prepare and update, in consultation with the Section Heads, faculty, and staff,
 35 documents that describe the school's pattern of administration and the school's
 36 appointments, promotion, and tenure procedures.
- 37 • Conduct the business of the school, including hiring and supervising staff and making
 38 school service assignments.
- 39 • Plan and promote a progressive program with the members of the faculty and the
 40 Dean.
- 41 • Evaluate and improve instructional and administrative processes; promote

- 1 improvement of instruction by providing for the evaluation of each course when offered,
 2 including written evaluation by students of the course and instructors, and periodic
 3 course review by the faculty.
- 4 • Evaluate faculty members annually and inform them of their right to review and add to
 5 their primary personnel file.
 - 6 • Consult with the faculty and make recommendations to the Dean regarding faculty
 7 appointments, reappointments, promotions, and dismissals in accordance with
 8 procedures set forth in Faculty Rules [3335-6](#) and [3335-7](#) and the school's
 9 Appointments, Promotion and Tenure Document.
 - 10 • Encourage scholarship and educational investigations.
 - 11 • Maintain a curriculum vitae for all personnel teaching a course in the school's
 12 curriculum.
 - 13 • Inspire morale and ensure that all faculty are offered privileges and responsibilities
 14 appropriate to their rank.
 - 15 • Ensure that adequate supervision and training are given to faculty and staff.
 - 16 • Prepare, in consultation with the school's Cost Center Manager and Section Heads
 17 annual budget and forecasting in support of strategic priorities.
 - 18 • Facilitate and participate in prescribed [academic program review](#) processes, in
 19 collaboration with the dean of the college and the Office of Academic Affairs.

20 In addition to these duties, the Director is responsible for establishing and maintaining
 21 relationships with alumni and other friends of the school, and identifying and pursuing external
 22 funding opportunities in support of the school's mission in cooperation with University
 23 Advancement and designated staff.

24 Although the Director is responsible for all these endeavors, he/she may delegate them to either
 25 an Associate Director and/or Section Heads.

26 **B. Other Administrators**

27 **1. Associate Director**

28 The appointment of an Associate Director may be made at the discretion of the Director in
 29 consultation with the regular faculty, subject to approval by the Dean. The appointment shall not
 30 exceed the term of the Director. The Director shall determine the Associate Director's duties.
 31 Compensation for the position shall be consistent with the college's policies governing
 32 administrative appointments.

33 **2. Section Heads**

34 A section is a discrete discipline-based unit of faculty and students within the school. The school
 35 consists of three sections: Architecture, Landscape Architecture, and City and Regional
 36 Planning. Each section maintains curricula associated with its discipline, which is administered
 37 by a Section Head in consultation with the section faculty. The Director appoints the Section
 38 Head in consultation with the section faculty, subject to approval by the Dean. The standard
 39 term of appointment for each Section Head shall be four years, though the term may be shorter
 40 when warranted and at the discretion of the Director, but for no less than two years. Section
 41 Heads are eligible for reappointment by the Director in consultation with the section faculty,

1 staff, and the other Section Heads.

2 In general, Section Heads are in charge of the section's academic programs. Responsibilities
3 include:

- 4 • assisting the Director in the business of the school, including hiring and supervising
5 staff and making school service assignments;
- 6 • assigning workload according to the workload policy and faculty appointment type (and
7 rank);
- 8 • promoting and improving individual programs within their section and establishing
9 relationships with the other sections in the school;
- 10 • allocating and administering the section budget;
- 11 • recruiting and admitting students;
- 12 • hiring associated and visiting faculty;
- 13 • recruiting faculty and recommending candidates for tenure, professional practice, and
14 research-track faculty positions;
- 15 • supervising faculty, which includes teaching, service, mentor, and peer evaluation
16 assignments, and encouraging scholarship and educational investigations;
- 17 • assigning peer reviews of teaching;
- 18 • writing annual evaluations of faculty in consultation with the Director; and
- 19 • evaluating candidates for tenure and promotion.

20 Where necessary, the Section Head may establish committees to assist in the administration
21 of the section. The Director may delegate other duties to a Section Head as the need arises.

22 **3. Undergraduate and Graduate Chairs**

23 Each Section will have an Undergraduate and Graduate Chair that report to the Section Head
24 and work closely with Student Services. The Chairs are responsible for ensuring that the
25 curricular goals of each program are being met, and general oversight of day-to-day activities
26 related to the execution of the curriculum as well as student advising, recruitment, and
27 admissions. The Chairs also represent each section on the school Academic Affairs Committee.

28 **C. School Committees**

29 School committees help develop and implement policies in support of the school's mission.
30 Ideally, committees should represent a diversity of disciplines and voices while being equitably
31 distributed. Every effort should be made to staff standing committees with tenure-track and
32 professional practice faculty from all three sections and to rotate membership every three years.
33 School committee members and committee chairs are annually appointed by the school director
34 in consultation with the section heads. Except as noted below, chairs of committees can invite
35 students and staff to serve. At the discretion of the committee chair, students may vote on all
36 matters, although they will be excluded from committee sessions that involve student
37 confidentiality.

1 **1. Academic Affairs Committee**

2 The Academic Affairs Committee consists of the Undergraduate and Graduate Chairs from each
3 section, the Sections Program Coordinator, and student services staff, as appointed by the
4 Director/Associate Director in consultation with the Section Heads.

5 The committee coordinates school-wide activities as they relate to the curricula. Voting rights
6 are restricted to faculty members. The committee's responsibilities include the following.

- 7 • Review of all curriculum changes proposed by sections, authorization of course and
8 program proposals, and forwarding approved changes to the Council on Academic
9 Affairs in accordance with Faculty Rule [3335-3-34-D-4](#).
- 10 • Establish templates for syllabi
- 11 • Annual review of undergraduate admissions policies, and adjustments, as necessary.
- 12 • Review of Academic Standards and Procedures criteria, and students on probation.
- 13 • Academic initiatives in consultation with the Director and Section Heads.
- 14 • Program assessments in cooperation with the Section Heads.

15 **2. Diversity, Outreach and Inclusion Committee**

16 The Diversity, Outreach and Inclusion Committee consists of at least one faculty member from
17 each section and three staff as appointed by the Director in consultation with the Section
18 Heads, and one student from each section (at least one undergraduate and one graduate
19 student). The committee advocates for diversity, equity and inclusion at the school, in
20 alignment with the university values, by proposing and reviewing initiatives, communicating
21 with faculty and students around the topic of school culture, and reporting to the Executive
22 Committee on such matters.

23 **3. Executive Committee**

24 The Executive Committee consists of the Director, the Section Heads, and the Associate
25 Director, though the Director may place additional faculty and staff on the committee on an
26 annual basis after consultation with the Section Heads. The committee reviews all essential
27 matters concerning the school.

28 **4. Baumer Lecture Series Committee**

29 The Baumer Lecture Series consists of one faculty member from each section, with one of
30 these acting as chair. The committee establishes the direction of the upcoming series and
31 invites speakers in consultation with Section Heads. The committee will provide the list of
32 invited speakers to the Communications team in time to produce promotional materials.

33 **5. Library and Collections Committee**

34 The Library and Collections Committee consists of the Architecture Librarian and one faculty
35 member from each section appointed by the Director in consultation with the Section Heads.
36 The committee advises the Library on acquisitions, procedures, and policies and integrates
37 these into the school's pedagogy. The committee also oversees policies on information literacy
38 and e-learning.

6. Promotion and Tenure (P&T) Committee

The Promotion and Tenure Committee is composed of five to six tenured faculty members with no more than two faculty members coming from any individual section. Students and staff are ineligible to serve on the Promotion and Tenure Committee. The committee includes at least two professors in fourth-year and sixth-year promotion cases. In cases of promotion to professor, the Promotion and Tenure Committee is composed of four to six professors with no more than two professors coming from an individual section. The Director in consultation with the Section Heads appoints all members of the Promotion and Tenure Committee annually, and assigns the roles of Chair and Procedures Oversight Designee. In addition, the Director in consultation with the Section Heads may add more nonprobationary committee members to provide sufficient representation of the school's diverse scholarship. The Chair of the Promotion and Tenure Committee shall serve as Chair for no more than four consecutive years. The committee prepares a report on fourth and sixth year review candidates according to the school's Appointment, Promotion and Tenure document. In addition, the Committee prepares a report on new faculty hires with tenure, and acts on other matters related to promotion and tenure.

7. Technology Committee

The Technology Committee consists of one faculty member from each section, the Shop Coordinator, at least one staff member from Engineering Technology Services (ETS), and one staff member from the school. The Director, in consultation with the Section Heads, appoints all committee members. The committee reviews and develops policies related to school instructional technology and makes recommendations for future investments. Students may be invited to serve on the committee, at the discretion of the chair, to advise on matters pertaining to the student pedagogical and research experience.

D. Section Committees

Section committee members and committee chairs are annually appointed by the section heads. Student committee members may vote.

1. Faculty Search Committee

Faculty searches are section-based. The Section Head appoints a Search Committee composed of at least three tenure-track or professional practice faculty and one student from the hiring section, and at least one faculty member from one of the other two sections. The Section Head appoints a Chair of the committee and a Diversity Advocate who ensures that vigorous efforts are made to gather a diverse pool of qualified applicants. Every effort should be made to rotate faculty serving on search committees. The committee consults with the section faculty in the initiation, review, and recommendation of a short list of at least three candidates, as specified in the APT document. The committee makes a final report, which is advisory to the Director. The Section Head makes a separate recommendation to the Director. The school Director will make a final decision after considering all candidates and after reviewing all recommendations of the Section Head, the Search Committee and faculty vote. In the case of joint hires, any additional relevant constituencies will also be consulted. Faculty search committees will operate in accordance with relevant Knowlton, CoE, and OAA policies.

2. Undergraduate Studies Committees

Each section will have an Undergraduate Studies Committee. Each committee is led by the section's Undergraduate Chair with at least two additional faculty members, a representative

1 from student services staff. The committee oversees the curriculum of its respective degree
2 program and proposes improvements, including interdisciplinary offerings, to its Section Head.
3 The committee is also responsible for recruitment and admissions in coordination with the
4 school staff and college and university initiatives.

5 **3. Graduate Studies Committees**

6 Each section will have a Graduate Studies Committee. Each committee is led by the section's
7 Graduate Chair with at least two additional faculty members, a representative from student
8 services staff, and one student appointed by the Section Head. The committee oversees the
9 curriculum of its respective degree program and proposes improvements, including
10 interdisciplinary offerings, to its Section Head. The committee is also responsible for recruitment
11 and admissions in coordination with the school staff and college and university initiatives. As
12 part of its recruitment and admissions efforts, the committee is responsible for making
13 scholarship awards and other financial aid offers in consultation with its Section Head. A
14 complete listing of committee responsibilities is available [here](#).

15 **VIII. Faculty Meetings**

16 The Director will distribute a schedule of school faculty meetings at the beginning of each
17 academic year. Typically, there will be two school faculty meetings per semester, with the
18 exception of summer semester. The Director, in consultation with faculty, may cancel a
19 meeting if the agenda is insufficient to justify the meeting. In such cases, the Director shall
20 attempt to provide at least one week's notification to faculty. Conversely, the Director may call
21 additional meetings as necessary, and additional meetings may also be scheduled at the
22 request of at least one-half of the tenure track, professional practice and research faculty.
23 Faculty meeting minutes shall be taken, distributed, and archived.

24 The Director prepares the agenda for each faculty meeting in consultation with the Executive
25 Committee. Faculty, staff, and student leaders may suggest agenda items for consideration by
26 the Director and Section Heads up to three days before the meeting. Tenure track and
27 professional practice faculty must attend all faculty meetings as attendance constitutes a
28 minimum level of service performance.

29 A simple majority will pass motions, provided that a majority of the faculty is present. If a
30 majority of the faculty membership is not present, then the voting must be done again at a
31 meeting when a majority of the faculty is present. When a matter must be decided and a
32 simple majority of all faculty members eligible to vote cannot be achieved on behalf of any
33 position, the Director will necessarily make the final decision.

34 In general, faculty meetings are for the exchange of ideas, to inform the faculty of news
35 relevant to the school, and to discuss important issues. Roberts Rules of Order will be used to
36 determine procedure on issues when special limitations need to be placed on debate and
37 when a critical vote is necessary. Voting on all personnel matters shall be by secret ballot only.
38 Other voting shall be by secret ballot, voice vote, or show of hands as determined by the
39 Director. However, a secret ballot may be taken on any issue upon the request of at least 50
40 percent of the faculty present. The presumption of majority rule will prevail in all matters
41 requiring a vote. Special policies pertain to voting on personnel matters, and these are set forth
42 in the School's Appointments Promotion and Tenure Document. Section Heads schedule
43 faculty meetings on a regular basis, but not less than once a month during the academic year.
44 The Section Head prepares the agenda, and distributes and archives meeting minutes.

45

1 IX. Faculty Duties and Responsibilities

2 Depending on their appointment type, faculty members must share in meeting the school's
3 teaching responsibilities, must be engaged in scholarship, and must share in administration and
4 service obligations. It is recognized that teaching, scholarship, and service activities may
5 overlap and not all require the same amount of time or have the same impact. The Director and
6 the Section Heads strive to maintain equitable distribution of overall workload obligations. The
7 duties and responsibilities of the faculty are described, in accordance with Faculty Rule [3335-3-](#)
8 [35-C-2-6](#). The typical percentages of time dedicated to teaching, scholarship, and service go as
9 follows: Architecture and landscape architecture tenure-track and practice faculty follow a
10 teaching/scholarship/service model of 60/30/10, since their sections do not have PhD programs.
11 City and Regional Planning has a PhD program and follows a teaching/scholarship/service
12 model of 50/40/10, with the exception of its professional practice faculty, who do not advise PhD
13 candidates and follow the 60/30/10 model. Scholarship productivity, teaching release, and
14 special service assignments may affect these percentages. However, excellence in one area
15 never excuses negligence in another. Section Heads may assign additional service duties to
16 tenure-track faculty who are less research-active.

17 During on-duty periods, faculty members are expected to be available for interaction with
18 students, scholarship, and meetings and events even if they have no formal course assignment.
19 Faculty must hold office hours for two hours per week during the academic year, and list the
20 hours in course syllabi. On-duty faculty members should not be away from campus for extended
21 periods of time unless on an approved leave (see section XII) or on approved travel.

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

30 The duties and responsibilities listed here do not constitute a contractual obligation. Fluctuations
31 in demands and resources in the school and/or each section and the individual circumstances of
32 faculty members may warrant temporary deviations from the plan of action.

33 A full-time faculty member's primary professional commitment is to Ohio State University and
34 the guidelines below are based on that commitment. Faculty who have professional
35 commitments outside of Ohio State during on-duty periods (including teaching at another
36 institution; conducting research for an entity outside of Ohio State; external consulting) must
37 disclose and discuss these with the Director in order to ensure that no conflict of commitment
38 exists. Information on faculty conflicts of commitment is presented in the university's [Policy on](#)
39 [Outside Activities and Conflicts](#).

40 Assignments and expectations for the upcoming year are addressed as part of faculty annual
41 reviews by the Section Heads and Director.

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

1 **A. Tenure-Track Faculty**

2 Teaching

3 Tenure-track faculty are expected to address the school's curricula; promote inclusive teaching
4 and a diversity of voices, and provide all students the opportunity to realize their full capabilities
5 for learning and, for the most capable and motivated students, an enhanced learning
6 experience. The typical school teaching workload for tenure-track faculty in architecture and
7 landscape architecture consists of four courses per year (usually two design studios and two
8 other courses) plus academic advising, supervision of independent studies, advising of Master
9 theses and other teaching obligations as required by the curricula of each section. In City and
10 Regional Planning, the typical teaching workload for tenure-track faculty is of four courses in
11 addition to participating in PhD advising and committees.

12 Teaching is assessed according to credit hours generated, GAs supervised, awards, SEIs, peer
13 assessments, and course development. Course revisions according to advances in the field are
14 integral to teaching obligations. The Section Head takes development of new courses into
15 account in making teaching assignments. Faculty should refer the APT document for teaching
16 expectations.

17 Scholarship

18 Faculty Rule [3335-6-02-A-1](#) states that scholarship "is broadly defined to include discovery,
19 scholarly and creative work, applied research, and the scholarship of pedagogy." Tenure-track
20 faculty are expected to be engaged in scholarship that makes a contribution to the discipline, is
21 gaining or has gained national and/or international recognition, and promises continued growth.
22 Scholarship is assessed according to quantity (the amount produced) and quality (the impact of
23 what is produced). Faculty should refer to the APT document and the workload policy for
24 scholarship expectations.

25 Service

26 Tenure-track faculty are expected to make substantive contributions to the governance and
27 advancement of the school in a collegial manner that facilitates positive contributions by
28 others. Service is assessed according to impact and role: assigned task, chair of committee, or
29 member of committee. However, service requirements will vary according to faculty rank and
30 annual demands as managed by the Section Heads and Director. In particular, tenure-track
31 faculty have reduced service obligations during their probationary period. Tenured faculty
32 should also contribute to one or more publics—the university, the civic community, and/or the
33 professions —while understanding that service outside the school does not discount
34 obligations within the school.

35 All faculty members are expected to attend and participate in faculty meetings, recruitment
36 activities, and other school events. Faculty should refer the APT document and the workload
37 policy for service expectations.

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

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

9 Release Time

10 The purchase of release from teaching must be negotiated by the faculty member with the
11 Section Head and approved by the Director. Faculty seeking release time must have a positive
12 record of achievement, service, and commitment to the school and demonstrate the benefits of
13 the requested release to their continuing professional development and to the school. In
14 general, the purchase of release time is calculated according to the faculty member's salary,
15 the percentage of workload being bought out, and the faculty member's rank. Applicants must
16 work with the Section Head to ensure the Section's ability to accommodate the release time.

17 Special Assignments (SA)

18 Information on special assignments is presented in the Office of Academic Affairs [Special](#)
19 [Assignment Policy](#). The information provided below supplements these policies. A Special
20 Assignment (SA) redistributes some of the regular teaching duties a faculty member for a
21 period of up to one full semester so that he or she may concentrate on a unique teaching,
22 research, or service endeavor or invest in a professional development opportunity. SA's are
23 subject to the need to assure that sufficient faculty are always present to carry out section
24 work, and whether a faculty member has been granted a leave in the recent past. Preference
25 is given to junior faculty.

26 Proposals must be submitted to the school director at the close of the autumn semester of the
27 year preceding the proposed SA. Proposals will be evaluated by the director and section heads
28 based upon the degree to which the proposal will: a) enhance the faculty member's teaching,
29 research, or service; b) strengthen the school's programs; and c) fulfill its goals during the
30 period requested. Special Assignments must be approved by the dean of the college.

31 Probationary tenure-track faculty will normally be provided a two-course reduction over the
32 course of their probationary period. The two-course reduction can be combined as an SA.
33 Faculty applying for fellowships or other opportunities requiring a reduction of duties must first
34 be approved for a special assignment or faculty professional leave or agree to purchase
35 release time.

36 **B. Professional Practice Faculty**

37 Professional practice faculty members are expected to contribute to the university's mission via
38 teaching and service, and professional practice. Service expectations are similar to those for the
39 tenure-track. Professional practice faculty should refer to the APT document for teaching,
40 professional practice, and service expectations.

41 The typical Knowlton School teaching workload for professional practice faculty in architecture
42 and landscape architecture consists of four courses per year plus academic advising,
43 supervision of independent studies, advising of Master theses, and other teaching obligations as
44 required by the curricula of each section. In City and Regional Planning, professional practice
45 faculty who do not advise PhD candidates teach five courses to meet the 60/30/10 model.

1 **C. Research Faculty**

2 Research faculty members are expected to contribute to the university's mission via
3 scholarship. In accord with Faculty Rule [3335-7-34](#), a research faculty member may, but is not
4 required to, participate in limited educational activities in the area of his or her expertise.
5 However, teaching opportunities for each research faculty member must be approved by a
6 majority vote of the school's tenure-track faculty. Under no circumstances may a member of
7 the research faculty be continuously engaged over an extended period of time in the same
8 instructional activities as tenure-track faculty.

9 Scholarship expectations are similar to those for the tenure-track, albeit proportionally greater
10 since 100% of effort for research faculty members is devoted to scholarship. Specific
11 expectations are spelled out in the letter of offer.

12 **D. Associated Faculty**

13 Compensated associated faculty members are expected to contribute to the university's
14 mission via teaching or scholarship depending on the terms of their individual appointments
15 (e.g., scholarship is a part of work expectation for associated faculty with tenure-track titles).
16 Faculty members with tenure-track titles and appointments <50% FTE will have reduced
17 expectations based on their appointment level.

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

20 The standard teaching assignment for full-time lecturers is 24 credit hours per academic year.

21 **E. Mentoring**

22 During their first term of appointment, all tenure-track, professional practice and research
23 faculty will be assigned a faculty mentor in consultation with the Section Head and Director.
24 Mentors will come from the faculty member's discipline and will be tenured. The mentor will
25 regularly communicate with the faculty member to offer direction on teaching,
26 scholarship/creative practice/service as needed.

27 **F. Modification of Duties**

28 The Knowlton School strives to be family-friendly in its efforts to recruit and retain high quality
29 faculty members. To this end, the school is committed to modification of duties to provide its
30 faculty members flexibility in meeting work responsibilities within the first year of
31 childbirth/adoption/fostering or care for an immediate family member who has a serious health
32 condition, or a qualifying exigency arising out of the fact that the employee's immediate family
33 member is on covered active duty in a foreign country or call to covered active duty status.
34 This can include a 50% reduction in course teaching for the academic year. See Appendix C of
35 the College of Engineering's [POA](#) for details. The faculty member and the Section Head, in
36 consultation with the Director, will be creative and flexible in developing a solution that is fair to
37 both the individual and the section while addressing the needs of the university. Expectations
38 must be detailed in [a form](#) that is approved by the college Dean.

39 **G. Workload Adjustments**

40 Variations in scholarship are a normal feature of academic life and variations may also occur in
41 teaching and service performance. However, a consistent pattern of underperformance in
42 teaching, scholarship, and/or service may lead to increased assignments in the remaining

1 areas. Conversely, a reduction in teaching requirements is possible for faculty who regularly
2 exceed expectations in scholarship or service.

3 **X. Course Offerings and Teaching Schedule**

4 The Section Heads will annually develop a schedule of course offerings and teaching schedules
5 in consultation with the faculty, both collectively and individually. While every effort will be made
6 to accommodate the individual preferences of faculty, the school's first obligation is to offer the
7 courses needed by students at times and in formats, including on-line instruction, most likely to
8 meet student needs. To assure classroom availability, reasonable efforts will be made to
9 distribute course offerings across the day and week. To meet student needs, reasonable efforts
10 will be made to assure that course offerings match student demand and that timing conflicts with
11 other courses students are known to take in tandem are avoided. A scheduled course that does
12 not attract a minimum number of students required by Faculty Rule [3335-8-16](#) will normally be
13 cancelled and the faculty member scheduled to teach that course will be given another teaching
14 or service assignment for that or a subsequent semester. The minimum course enrollment is
15 eight students with the exception of seminars and PhD courses where a six-student average
16 over two years is the minimum. This minimum can be waived by the section head, in
17 consultation with the director, if sufficient resources and programmatic justifications exist.

18 **XI. Allocation of School Resources**

19 The Director, in concert with the Section Heads, is responsible for the fiscal and academic
20 health of the school and for assuring that all resources— fiscal, human, and physical— are
21 allocated in a manner that will optimize achievement of school goals.

22 The Director will discuss the school budget at least annually with the faculty and attempt to
23 achieve consensus regarding the use of funds across general categories. However, final
24 decisions on budgetary matters rest with the Director.

25 Research space will be allocated on the basis of scholarship productivity including external
26 funding and will be reallocated periodically as these faculty-specific variables change.

27 The allocation of office space will include considerations such as achieving proximity of faculty
28 in sections and productivity and grouping staff functions to maximize efficiency. Faculty or staff
29 may be asked to share space, should the necessity arise.

30 The allocation of salary funds is discussed in the school's Appointments, Promotion and Tenure
31 document.

32 **XII. Leaves and Absences**

33 The university's policies and procedures with respect to leaves and absences are as per the
34 Office of Academic Affairs [Policies and Procedures Handbook](#) and Office of Human Resources
35 [Policies and Forms website](#). The following sections supplement these policies.

36 **A. Discretionary Absence**

37 Faculty planning to travel for consulting or professional meetings must request an approved
38 Spend Authorization (SA). Approvals must be documented in [Workday](#) prior to the trip.
39 Estimated costs and the business purpose associated with travel must be included. Faculty
40 may not approve their own travel. For an extended absence of more than ten days, faculty
41 must enter a [Leave of Absence](#) request in Workday. In both cases, the request must be
42 completed well in advance to provide time for approval. Discretionary absence from duty is not
43 a right and the Section Head and Director retain the authority to disapprove a proposed

1 absence when it will interfere with instructional or other comparable commitments. Such an
2 occurrence is most likely when the number of absences in a semester is substantial. The Rules
3 of the University Faculty require that the Office of Academic Affairs approve any discretionary
4 absence of ten or more consecutive days (see Faculty Rule [3335-5-08](#)).

5 **B. Absence for Medical Reasons**

6 When absences for medical reasons are anticipated, faculty members are expected to
7 complete a [Leave of Absence](#) request in Workday as early as possible. When such absences
8 are unexpected, the faculty member, or someone speaking for the faculty member, should let
9 the Section Head know promptly so that instructional and other commitments can be managed.
10 Faculty members are always expected to use sick leave and, when applicable, [Family and](#)
11 [Medical Leave](#) (FML) for any absence covered by sick leave (personal illness, illness of family
12 members, medical appointments). Sick leave is a benefit to be used—not banked. For
13 additional details see OHR [Policy 6.27](#).

14 **C. Unpaid Leaves of Absence**

15 The university's policies with respect to unpaid leaves of absence and entrepreneurial leaves
16 of absence are set forth in the Office of Human Resources [Unpaid Leave Policy 6.45](#).

17 **D. Faculty Professional Leave (FPL)**

18 Information on faculty professional leaves is presented in the OAA [Policy on Faculty](#)
19 [Professional Leave](#). The college provides deadlines and procedures at the beginning of every
20 academic year. The Section Heads will review all requests for faculty professional leave and
21 make a recommendation to the Director. The Executive Committee and Director will give
22 priority to those applicants who have a positive record of achievement, service, and
23 commitment to the school and can show the benefits of the requested leave to their continuing
24 professional development and to the school. Applicants must also work with the Section Head
25 to ensure the Section's ability to accommodate the release time. Applicants will be judged on
26 the above criteria and the lapsed time since their last leave.

27 Faculty applying for fellowships or other opportunities requiring a reduction of duties must first
28 be approved for a special assignment or faculty professional leave or agree to purchase
29 release time.

30 **E. Parental Leave**

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

34 **XIII. Additional Compensation and Outside Activities**

35 External consulting can serve the academic interests of a professional school. However, faculty
36 must follow the Ohio State University policy on paid external consulting. Information on paid
37 external consulting is presented in the university's [Policy on Outside Activities and Conflicts](#).
38 The school expects faculty members to carry out the duties associated with their primary
39 appointment with the university at a high level of competence before seeking other income-
40 enhancing opportunities. All activities providing additional compensation must be approved by
41 the school director regardless of the source of compensation. External consulting must also be
42 approved. Approval will be contingent on the extent to which a faculty member is carrying out
43 regular duties at an acceptable level, the extent to which the extra income activity appears likely

1 to interfere with regular duties, and the academic value of the proposed consulting activity to the
2 school. It is university policy that faculty may not spend more than one business day per week
3 on supplementally compensated activities and external consulting combined, and additional pay
4 may not exceed 20% of an employee's salary in the AMCP year. Faculty who fail to adhere to
5 the university's policies on these matters, including seeking approval for external consulting, will
6 be subject to disciplinary action.

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

12 Faculty members must request permission to use a textbook or other material that is authored
13 by that faculty member and the sale of which results in a royalty being paid to him or her.
14 Requests must be submitted to the director three months before the course is offered and
15 include the reasoning for the textbook or other material's selection.

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

18 **XIV. Financial Conflicts of Interest**

19 A conflict of interest exists if financial interests or other opportunities for tangible personal
20 benefit may exert a substantial and improper influence upon a faculty member or administrator's
21 professional judgment in exercising any university duty or responsibility, including designing,
22 conducting or reporting scholarship. For further details, see the University's [Policy on Outside](#)
23 [Activities and Conflicts](#).

24 Faculty members are expected to review their professional activities to avoid conflicts of interest
25 as defined in the Ohio State University conflict of interest policy. Faculty members are required
26 to file conflict of interest screening forms annually and more often if prospective new activities
27 pose the possibility of financial conflicts of interest. Faculty who fail to file such forms or to
28 cooperate with university officials in the avoidance or management of potential conflicts will be
29 subject to disciplinary action.

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

33 The Ohio Ethics Law generally prohibits any faculty member from having an interest in the
34 profits or benefits of a public contract with the university. A public contract exists any time the
35 university purchases goods or services. This prohibited interest can be financial or fiduciary in
36 nature. In other words, even if a faculty member does not have a prohibited financial interest in
37 a public contract, they can still have a prohibited fiduciary interest in a public contract by serving
38 in a decision-maker role, such as board member or owner/equity holder, for the company.

39 Additionally, a faculty member may not authorize, or employ the authority or influence of the
40 faculty member's position to secure authorization of any public contract in which the faculty
41 member, a faculty member's family member, or any of the faculty member's business
42 associates has an interest (profits or benefits).

43 Finally, the Ethics Law generally prohibits faculty members with administrative responsibilities
44 from using facilities, personnel, or resources in operating a private business or while engaging
45 in private outside employment. If a faculty member's research is associated with an outside firm,

1 faculty should develop a conflict management plan (CMP) with the Office of University
2 Compliance and Integrity to comply with the Ohio Ethics Law. This applies to all faculty including
3 those with administrative responsibilities. Purchases must comply with university expenditure
4 policies.

5 These public employee prohibitions are incorporated into the university's [Outside Activities and](#)
6 [Conflicts Policy](#).

7 **XV. Grievance Procedures**

8 Members of the school with grievances should discuss them with the Section Head or Director,
9 as appropriate. The procedures for the review of specific types of complaints and grievances
10 are provided below.

11 **A. Salary Grievances**

12 A faculty or staff member who believes that his or her salary is inappropriately low should
13 provide documentation and discuss the matter with the Director. Faculty members who wish to
14 discuss dissatisfaction with a salary increase with the school Director must be prepared to
15 explain how their salary (rather than the increase) is inappropriately low, since increases are
16 solely a means to an optimal distribution of salaries.

17 Faculty members who are not satisfied with the outcome of the discussion with the Director
18 should meet with the college's Associate Dean of Academic Affairs who can set up a Salary
19 Grievance Committee to review the case and make a recommendation to the dean, as per the
20 College of Engineering's [POA](#) (XVI, D). More information can be found online in the OAA's
21 [Policies and Procedures Handbook](#).

22 Staff members who are not satisfied with the outcome of the discussion with the Director should
23 contact the college's Director of Human Resources who can advise them on appeal processes.
24 More information can be found through [Employee and Labor Relations](#) in the Office of Human
25 Resources.

26 **B. Faculty and Staff Misconduct**

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

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

32 **C. Faculty Promotion and Tenure Appeals**

33 Promotion and tenure appeals procedures are set forth in the school's APT document and
34 Faculty Rule [3335-5-05](#).

35 **D. Harassment, Discrimination, and Sexual Misconduct**

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

38 1 Ohio State's policy and procedures related to affirmative action and equal
39 employment opportunity are set forth in the university's [policy on affirmative action](#)
40 [and equal employment opportunity](#).

1 2 Ohio State's policy and procedures related to nondiscrimination, harassment, and
2 sexual misconduct are set forth in the university's [policy on nondiscrimination,
3 harassment, and sexual misconduct](#).

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

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

8 **F. Complaints by and about Students**

9 Student complaints about courses, grades, and related matters are brought to the attention of
10 individual course instructors. In receiving such complaints, faculty should treat students with
11 respect regardless of the complaint's merit and provide a considered response. If the complaint
12 cannot be resolved between the student and faculty member, either party may ask the Section
13 Head for a judgment. In such a case, the Section Head will first ascertain whether the student
14 requires confidentiality or not. If confidentiality is not required, the Section Head will investigate
15 the matter as fully and fairly as possible and provide a response to both the student and any
16 affected faculty. In this effort, the Section Head may enlist an advisory committee of three
17 faculty.

18 If confidentiality is required, the Section Head will explain that it is not possible to fully
19 investigate a complaint in such circumstances and will advise the student on options to pursue
20 without prejudice as to whether the complaint is valid or not. See Faculty Rule [3335-8-23](#).

21 Faculty complaints regarding students must be handled in accordance with university rules and
22 policies. Faculty should seek the advice and assistance of the Section Head, Director, and other
23 administrators with knowledge of policies and procedures.

24 **G. Academic Misconduct**

25 In accordance with the [Code of Student Conduct](#) faculty members will report any instances of
26 academic misconduct to the [Committee on Academic Misconduct](#). [See also Board of Trustees
27 Rule 3335-23-05](#).

28

29

1 **APPENDIX A. School offices, staff, and their functions**

2 Operations and Administration

3 Business Operations Manager: Assists the director and school leadership in the general
4 administration of the school and its operations. Serves as liaison to Engineering Technology
5 Services and manages projects requiring cross-team collaboration. Supervises the school's
6 Academic Program Services Specialist, Coordinator-Building Services, Engagement and Alumni
7 Relations Specialist and student staff.

8 Coordinator-Building Services: Manages operations and building services for the school,
9 coordinates space and A/V equipment scheduling.

10 Materials and Fabrication Lab Manager: Manages operations of the school's materials and
11 fabrication lab.

12 Academic Program Services Specialist: Provides curricular and programmatic support for the
13 three academic sections of the Knowlton School. Coordinates course scheduling and supports
14 accreditation processes. Serves as liaison between sections and staff.

15 Administrative Assistant to the Director: Manages the affairs of the Director and coordinates
16 efforts with Section Heads, faculty, staff, and students.

17 Fiscal

18 Cost Center Manager: Serves as the Business Manager for the Knowlton School and
19 collaborates with school leadership to implement fiscal processes and strategies. Supervises
20 the Financial Operations Coordinator and Materials and Fabrication Lab Manager.

21 Financial Operations Coordinator: Processes internal and external purchasing, p-card
22 transactions, reimbursements, travel requests and post-travel reimbursement requests.

23

24 Student Services

25 Academic Program Services Manager: Manages the school's Student Services office,
26 undergraduate advising, graduate programs coordinator and student staff. Liaises with the
27 section heads, chairs, and the college—advising, scholarship, and career services. Supports
28 recruitment and retention initiatives.

29 Senior Academic Advisor: Advises Knowlton School undergraduate students, second majors
30 and students minoring in architecture, landscape architecture, or city and regional planning.

31 Academic Program Coordinator: Advises Knowlton School undergraduate students; supports
32 the process for transfer students; acts as liaison for Knowlton Student Organizations.

33 Graduate Programs Coordinator: Oversees graduate admissions and provides support for
34 Knowlton School graduate students on academic program policies, financial support,
35 enrollment, curriculum, and graduation requirements. Develops recruitment and retention
36 strategies.

37

38 Communications and Marketing

39 Communications & Marketing Manager: Is responsible for the Communications and Outreach

1 plan and design identity of the Knowlton School. Manages all projects in print and digital form,
2 including social media. Supervises the media production coordinator, school's graphic designer,
3 and digital archivist.

4 Media Production Coordinator: Produces the creative print and digital media content—text,
5 photographic and video—for the Knowlton School.

6 Senior Graphic Designer: Develops Knowlton School brand materials and visual identity in
7 collaboration with school leadership. Is responsible for the design and production of promotional
8 materials (digital and print).

9 Digital Archivist: Is responsible for the collection and curation of student and faculty work for
10 marketing, accreditation and archival purposes.

11

12 Advancement

13 Director of Development: Develops and implements plans to secure major gifts in support of the
14 Knowlton School. Works closely with the Director, the College, and the Engagement and Alumni
15 Relations Senior Associate.

16 Engagement and Alumni Relations Senior Associate: Is responsible for developing
17 programming that engages Knowlton alumni and friends, the Office Associateship
18 Program, and annual giving initiatives. Plans all Knowlton School advancement events.

19 Architecture Library

20 Architecture Librarian. Manages the Architecture Library and acts as a liaison between Ohio
21 State library system and the Knowlton School.

22 Library Associate. Compiles reserved materials for courses and oversees maintenance of
23 library collections.