Pattern of Administration
for
The Ohio State University
Department of Computer Science and Engineering

Approved by the Faculty: 1/28/2022

Approved by the Office of Academic Affairs: 7/11/2022

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1   **I   Introduction**

3   This document provides a brief description of the Department of Computer Science and Engineering as well
4   as a description of its guidelines and procedures. It supplements the <u>Rules of the University Faculty</u>, and
5   other policies and procedures of the university to which the Department and its faculty are subject. The latter
6   rules, policies and procedures, and changes in them, take precedence over statements in this document.

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

13   **II   Departmental Mission**

15   The Department of Computer Science and Engineering will be a national leader in impactful computing
16   research and education. We will create, teach, and actualize the principles that connect computing and
17   society while advancing the forefront of foundational computer science into various interdisciplinary
18   realms. Through the active engagement of faculty and staff in innovative, inclusive, and highly ranked
19   programs, we will train the next generation of computing professionals to be thoughtful and connectional
20   problem solvers. Our students, faculty, and staff will be drawn from diverse backgrounds to build a culture
21   wherein teamwork is the operational principle, respect for differences is the norm, and trust in others is a
22   redeeming value. We will enable the university to fulfill its land grant mission and meet the needs of the
23   state of Ohio and the nation. We will work with key academic partners within and outside of OSU, and
24   with key industrial partners, in pursuit of our research and educational endeavors.

26   **III   Academic Rights and Responsibilities**

28   In April 2006, the university issued a <u>reaffirmation</u> of academic rights, responsibilities, and processes for
29   addressing concerns.

31   **IV   Faculty and Voting Rights**

33   Faculty Rule <u>3335-5-19</u> defines the types of faculty appointments possible at The Ohio State University and
34   the rights and restrictions associated with each type of appointment. For purposes of governance, the faculty
35   of this Department includes tenure-track, faculty of practice, and research faculty with compensated FTEs of
36   at least 50% in the Department, and associated faculty as enumerated in the Appointments, Promotion, and
37   Tenure Document.

39   The Department makes tenure-track appointments with titles of instructor, assistant professor, associate
40   professor, or professor. Tenure-track faculty may vote in all matters of Department governance.

42   The Department makes faculty of practice appointments. Faculty of practice titles are assistant professor of
43   practice, associate professor of practice, and professor of practice.

45   Faculty of practice may vote in all matters of Department governance except tenure-track appointment,
46   promotion and tenure decisions and research appointment and promotion decisions. Any
47   clinical/teaching/practice faculty member appointed by the unit may stand for election to serve as a
48   representative in the University Senate subject to representation restrictions noted in <u>Faculty Rule 3335-7-</u>
49   <u>11(C)(2)</u>.

51   The Department makes research appointments. Research faculty titles are research assistant professor,
52   research associate professor, and research professor.

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

A   Faculty of Practice Appointment Cap

The appointment cap on faculty of practice in relation to the total of tenure-track, practice and research faculty is established in the college pattern of administration. No appointment or reappointment to a faculty of practice position in CSE will be made if it would result in the number of FTE faculty of practice exceeding 20% of the total tenure-track, practice, and research faculty in the Department.

B   Research Faculty Appointment Cap

No appointment or reappointment to a research faculty position in CSE will be made if it would result in the number of FTE research faculty in the Department exceeding 20% of the number of FTE tenure-track faculty in the Department.

The Department makes associated faculty appointments. Associated faculty titles include tenure-track faculty on less than a 50% appointment, adjunct titles, lecturer titles, and visiting titles. Associated faculty in this Department are invited to participate in discussions on nonpersonnel matters, but may not participate in personnel matters, including appointment, promotion and tenure reviews, and may not vote on any matter.

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

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

V   Organization of Department Services and Staff

Department services are provided by administrative staff in accordance with university policy. The major services within the department are:

- Administrative assistance for Chair, Associate Chairs, faculty, staff, and programs (reports to Chair)
- Department communications (reports to Chair)
- Business processes including finance and reimbursement (reports externally to department)
- Human resource services for personnel management (reports externally to department)
- Grant administration, including budgeting and preparation of research proposals (reports to Chair)
- Academic Services, including class scheduling and instructor/teaching assistant assignment (reports to Associate Chair for Academic Administration)
- Undergraduate Advising Services (reports to Associate Chair for Academic Administration)
- Graduate Program administration (reports to Graduate Studies Chair)
- Hackathon and Informal Learning Programs (reports to Chair)
- Building Coordinator for managing building requests (reports externally to department)
- Educational Technology Services for technology and computing needs (reports externally to department)
- Development and advancement activities (reports externally to department)

Staff members meet periodically with the Chair and Associate Chairs to coordinate their activities.

VI   Overview of Department Administration and Decision-Making

Policy and program decisions are made in a number of ways: by the Department faculty as a whole, by standing or special committees of the Department, or by the Department Chair. The nature and importance of any individual matter determine how it is addressed. Department governance proceeds on the general principle that the more important the matter to be decided, the more inclusive participation in decision making needs to be. Open discussions, both formal and informal, constitute the primary means of reaching decisions of central importance.

VII   Department Administration

   A   Chair

   The primary responsibilities of the Chair are set forth in Faculty Rule 3335-3-35. This rule requires the Chair to develop, in consultation with the faculty, a Pattern of Administration with specified minimum content. The rule, along with Faculty Rule 3335-6, also requires the Chair to prepare, in consultation with the faculty, a document setting forth policies and procedures pertinent to appointments, reappointments, promotion and tenure.

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

   - To have general administrative responsibility for Department programs, subject to the approval of the dean of the college, and to conduct the business of the Department efficiently. This broad responsibility includes the acquisition and management of funds and the hiring and supervision of faculty and staff. The role of the chair in making faculty appointments is specified in the CSE Appointments, Promotion and Tenure document.

   - To plan with the members of the faculty and the dean of the college a progressive program; to encourage research and educational investigations.

   - To evaluate and improve instructional and administrative processes on an ongoing basis; to promote improvement of instruction by providing for the evaluation of each course when offered, including written evaluation by students of the course and instructors, and periodic course review by the faculty.

   - To evaluate faculty members annually in accordance with both university and Department established criteria; to inform faculty members when they receive their annual performance and merit review of their right to review their primary personnel file maintained by the Department and to place in that file a response to any evaluation, comment, or other material contained in the file.

   - After consultation with the eligible faculty, to make recommendations to the dean of the college regarding appointments, reappointments, promotions, dismissals, and matters affecting the tenure of members of the Department faculty, in accordance with procedures set forth in Faculty Rules 3335-6 and 3335-7 and this Department's Appointments, Promotion and Tenure Document.

   - To see that all faculty members, regardless of their assigned location, are offered the privileges and responsibilities appropriate to their rank; and in general to lead in maintaining a high level of morale.

- To maintain a curriculum vitae for all personnel teaching a course in the Department's curriculum.

- To see that adequate supervision and training are given to those members of the faculty and staff who may profit by such assistance.

- To prepare, after consultation with the faculty, annual budget recommendations for the consideration of the dean of the college.

- To facilitate and participate in prescribed [academic program review](#) processes, in collaboration with the dean of the college and the Office of Academic Affairs.

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

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

B   Other Administrators

Two Associate Chairs are appointed by the Department Chair after consulting with the faculty and staff members of the Department. The Associate Chairs report directly to the Department Chair.

The Associate Chair for Academic Administration is responsible for academic affairs of the Department involving our undergraduate programs, faculty teaching assignments, and curriculum development. The Associate Chair will coordinate the activities of the Curriculum Committee, the Undergraduate Studies Committee, the Graduate Studies Committee, and the Graduate Admissions committee, as well as undergraduate advising, undergraduate honors program, student organizations, student diversity promotion activities, and interactions with the science/engineering library. The Associate Chair acts as a resource for the Promotion & Tenure Committee Chair and Faculty Search Chair in coordinating hiring and promotion activities.

The Associate Chair for Growth is responsible for strategic departmental program development activities involving creation of new educational programs and center-scale research programs.   The Associate Chair will provide input to the Chair for the development of a strategic growth plan for the department; work with the faculty to bootstrap large-scale team science activities within CSE and with COE/OSU partners; work with the Chair in developing business and resource plans and otherwise responding to strategic initiatives across the university; and help in the development of models for partnering with industry and government. The Associate Chair will also coordinate activities related to our faculty and staff recognitions and awards.

The two Associate Chairs coordinate in areas of overlap, including program related policies, procedures, planning tasks, new curricula and degrees, computing and space.

C   Committees

Much of the development and implementation of the Department's policies and programs is carried out by standing and ad hoc committees. The Chair is an ex officio member of all Department committees and may vote as a member on all committees except the Committee of Eligible Faculty (also known in this Department as the Promotion and Tenure Committee). Associate Chairs also serve as a voting ex officio member on committees related to their responsibilities and may vote as a member of the Committee of Eligible Faculty if they are eligible.

The Chair will solicit from the faculty their interest in serving on committees. The Chair appoints all members on an annual basis; the Chair will try to balance committee needs and the interests of the faculty in assignments. In general, the intent is that faculty members should rotate between committees every 3 to 4 years. The size of each committee will vary depending on the expected workload of each committee.

Each departmental committee also has an associated Committee Chair. Chairs are appointed by the Department Chair on an annual, rotating basis, with an expected term of 3 years. Deviations from this length are permitted based on the needs of the Department and individuals. Special selection procedures and term limits for Chair of the Promotion and Tenure Committee are outlined below.

The Chair of the Promotion and Tenure (P&T) Committee (also known as the Chair of the Committee of the Eligible Faculty) will be selected by the Department Chair with the input of members of the P&T Committee. The Chair of the P&T Committee will be a tenured CSE faculty member, other than the Department Chair, holding the rank of Professor. The Department Chair solicits the input of members of the P&T committee through a ballot listing all eligible candidates for P&T chair; members select up to three candidates. The ranked list of candidates is provided to the Department Chair, who selects the P&T Chair based on department and individual needs. To ensure adequate rotation and load sharing, the Chair of the P&T Committee will not be eligible to serve for more than two consecutive years.

The Department Chair may also appoint vice chairs for committees for various purposes, typically because of an unexpectedly high workload in a committee, or to provide a designated training experience in expectation of the vice chair succeeding to committee chair in a following year.

Standing committees of the Department include:

Undergraduate Studies Committee, in charge of undergraduate programs, admission to major, and accreditation of engineering degrees within the department. This committee will consist of at least four tenure track faculty or faculty of practice. Staff representatives of academic services and student advising serve as voting members of this committee. A student representative of each degree offered by the department may be appointed by the committee chair; such representatives may vote on department matters but should not be present for discussion of individual student petitions.

Graduate Studies Committee, in charge of graduate programs, exams, and petitions within the department. This committee will consist of at least four members of the graduate faculty. Staff representing academic services and graduate program administration serve as voting members of this committee.

Graduate Admissions Committee, in charge of admissions to the graduate program in the department. Staff representing graduate program administration serve as non-voting members of this committee.

1   Curriculum Committee, in charge of evaluating and approving new or revised courses and concurrence
2   requests from other departments. Staff representing academic services and student advising serve as
3   voting members of this committee.
4
5   Space Committee, in charge of space allocation and developing long term space initiatives. Staff
6   members may be appointed to this committee as voting members.
7
8   Diversity and Inclusion Committee, in charge of developing, promoting and reviewing programs that
9   enhance the diversity, equity, and inclusion of students, staff and faculty with measurable outcomes in
10   all aspects of department life. The committee is in charge of creating and maintaining materials and
11   procedures that support broadening participation in computing. Members also act as liaisons to other
12   committees to promote and advocate diversity, equity, and inclusion within all aspects of the
13   Department. Staff members may be appointed to this committee as voting members.
14
15   Faculty Search Committee, in charge of evaluating faculty candidates and providing recommendations
16   for hiring to the Department Chair, as well as forwarding candidates for associate or higher rank to the
17   Promotion and Tenure committee. Staff members may be appointed to this committee as non-voting
18   members.
19
20   Outreach and Engagement Committee, in charge of developing and maintaining external connections,
21   advancement, and partner engagement. The committee coordinates with the External Advisory Council.
22   Staff, including staff representing development activities, may be appointed to this committee as voting
23   members.
24
25   External Advisory Council, in charge of advising and supporting the Chair in academic planning
26   and enrichment, strategic growth, including expansion of its instruction educational and research
27   programs expansion, collaborations with industrial partners and to expand connections where
28   appropriate, advancement, and DEI initiatives. Members of this council are selected according to the
29   EAC Charter and By-Laws.
30
31   Executive Committee, comprised of the department chair, associate chairs and the chairs of the
32   undergraduate studies, graduate studies, graduate admissions, curriculum, space, diversity and inclusion,
33   faculty search, outreach and engagement, and promotion and tenure committees, provides advice on
34   departmental matters. The committee is convened on an ad hoc basis, and may be called by any
35   member.
36
37   The Department Chair may constitute ad hoc committees to handle special issues or opportunities that
38   may arise outside or between the purview of standing committees. Work conducted as part of an ad hoc
39   committee will be considered as part of the service load of faculty members.
40
41   **VIII Faculty Meetings**
42
43   Reference: Faculty Rule 3335-5-18
44
45   The Chair will provide to the faculty a schedule of Department faculty meetings at the beginning of each
46   academic term. The schedule will provide for at least one meeting per semester and normally will provide
47   for monthly meetings. A call for agenda items and completed agenda will be delivered to faculty by e-mail
48   before a scheduled meeting. Reasonable efforts will be made to call for agenda items at least seven days
49   before the meeting, and to distribute the agenda by e-mail at least three business days before the meeting. A
50   meeting of the Department faculty will also be scheduled on written request of 25% of the faculty. The
51   Chair will make reasonable efforts to have the meeting take place within one week of receipt of the request.
52   The Chair will distribute minutes of faculty meetings to faculty by e-mail—within seven days of the meeting

1   if possible. These minutes may be amended at the next faculty meeting by a simple majority vote of the
2   faculty who were present at the meeting covered by the minutes.
3
4   Special policies pertain to voting on personnel matters, and these are set forth in the Department's
5   Appointments, Promotion and Tenure Document.
6
7   For purposes of discussing Department business other than personnel matters, and for making decisions
8   where consensus is possible and a reasonable basis for action, a quorum will be defined as a simple majority
9   of all faculty members eligible to vote.
10
11   Either the Chair or one-third of all faculty members eligible to vote may determine that a formal vote
12   conducted by written ballot is necessary on matters of special importance. For purposes of a formal vote, a
13   matter will be considered decided when a particular position is supported by at least a majority of all faculty
14   members eligible to vote. Balloting will be conducted by mail or e-mail when necessary to assure maximum
15   participation in voting. When conducting a ballot by mail or email, faculty members will be given one week
16   to respond.
17
18   When a matter must be decided and a simple majority of all faculty members eligible to vote cannot be
19   achieved on behalf of any position, the Chair will necessarily make the final decision.
20
21   The Department accepts the fundamental importance of full and free discussion but also recognizes that
22   such discussion can only be achieved in an atmosphere of mutual respect and civility. Normally Department
23   meetings will be conducted with no more formality than is needed to attain the goals of full and free
24   discussion and the orderly conduct of business. However, Robert's Rules of Order will be invoked when
25   more formality is needed to serve these goals.
26
27   **IX   Distribution of Faculty Duties and Responsibilities**
28
29   The Office of Academic Affairs requires Departments to have guidelines on the distribution of faculty duties
30   and responsibilities (See the OAA *Policies and Procedures Handbook*, Volume 1, Chapter 2, Section 1.4.3).
31
32   Faculty assignments are described in the initial letter of offer. Assignments and expectations for the
33   upcoming year are addressed as part of the annual review by the Chair based on Department needs as well as
34   faculty productivity and career development.
35
36   During on-duty periods, faculty members are expected to be available for interaction with students, research,
37   and Department meetings and events even if they have no formal course assignment. Faculty are expected to
38   have regular office hours and to advertise them in an easily accessible manner. On-duty faculty members
39   should not be away from campus for extended periods of time unless on an approved leave (see section XII)
40   or on approved travel.
41
42   Telework exception: Faculty members with responsibilities requiring in-person interaction are to work
43   at a university worksite to perform those responsibilities. Telework and the use of remote, virtual
44   meetings are allowed at the discretion of the Chair if such work can be performed effectively and faculty
45   members are able to fulfill their responsibilities. Telework will be encouraged under certain
46   circumstances if it serves the needs of the Department, college, university, and/or community. The Chair
47   has the discretion to require faculty to work on campus if there are concerns that responsibilities are not
48   being fulfilled through telework. See also Appendix B.
49
50   The guidelines outlined here do not constitute a contractual obligation. Fluctuations in the demands and
51   resources of the Department and the individual circumstances of faculty members may warrant temporary
52   deviations from these guidelines.

A full-time faculty member's primary professional commitment is to Ohio State University and the guidelines below are based on that commitment. Faculty who have professional commitments outside of Ohio State during on-duty periods (including teaching at another institution; conducting research for an entity outside of Ohio State; external consulting) must disclose and discuss these with the Chair in order to ensure that no conflict of commitment exists. Information on faculty conflicts of commitment is presented in the OAA Policy on Faculty Conflict of Commitment.

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

A   Tenure-track Faculty

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

Teaching

All tenure-track faculty are expected to contribute to the Department's teaching, including large enrollment and specialized courses in both the undergraduate and graduate curriculums.

The standard teaching assignment for full-time tenure-track faculty members is twelve credits per academic year, with reductions for research activity, releases, and advising credit. Faculty members are also expected to advise undergraduate and graduate students and supervise independent studies and thesis and dissertation work.

Adjustments to the standard teaching assignment may be made to account for teaching a new class, the size of the class, whether the class is taught on-line or team-taught, and other factors that may affect the preparation time involved in teaching the course.

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

The Chair is responsible for making teaching assignments on an annual basis, and may decline to approve requests for adjustments when approval of such requests is not judged to be in the best interests of the Department. All faculty members must do some formal instruction and advising over the course of the academic year.

The method of calculating the teaching load is provided in Appendix A.

Scholarship

All tenure-track faculty members are expected to be engaged in scholarship as defined in the Department's Appointments, Promotion, and Tenure Document. Faculty will be expected (with

10

exceptions for extenuating circumstances) to publish regularly in high quality peer-reviewed conferences and/or journals as well as in other appropriate venues, such as edited book chapters of similar quality and length as articles. Faculty engaged in basic or applied research are expected to attract extramural funding in the form of release time and support of graduate students at a level that is commensurate with rank. Faculty are strongly encouraged to engage in and lead appropriate team science activities that enhance the impact of their research program,

Service

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

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

i   Special Assignments

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

Reasonable efforts will be made to award SA opportunities to faculty members subject to the quality of faculty proposals, including their potential benefit to the Department or university, and the need to assure that sufficient faculty are always present to carry out Department work. The Chair consults with the Associate Chairs to evaluate all SA proposals. The chair's recommendation to the dean regarding an SA proposal will be based on the quality of the proposal and its potential benefit to the Department or university and to the faculty member as well as the ability of the Department to accommodate the SA at the time requested.

B   Faculty of Practice

The Department of Computer Science and Engineering uses the title Faculty of Practice. These appointments exist for faculty members who focus principally on the education needs for the Department. Faculty of practice are expected to contribute to the Department's research and education missions, as reflected by participation in graduate program development and teaching. Practice faculty members are expected to contribute to the university's mission via teaching and service, and to a lesser extent outreach and engagement, inclusive of scholarship. Service expectations are similar to those for the tenure-track.

The standard teaching assignment for full-time outreach-oriented faculty of practice members is eighteen credits per academic year, with reductions for research activity and advising credit. Faculty members should be active in curriculum development. Faculty members are also expected to advise undergraduate and graduate students and supervise independent studies and thesis and dissertation work.

The standard teaching assignment for full-time teaching-oriented faculty of practice members is twenty one credits per academic year, with reductions for activities beyond standard service loads. Faculty members should be active in curriculum development.

All outreach-oriented faculty of practice are expected to be active in outreach and engagement activities (inclusive of scholarship) as defined in the Department's Appointments, Promotion, and Tenure Document. A faculty member who is active in outreach and engagement may be conducting applied research with entities outside the department, publishing pedagogical innovations in computing, or developing new programs that promote computing practices in other disciplines. Additional examples of outreach and engagement can be found in the department's Appointments Promotion, and Tenure Document. Extramural funding supporting these activities are encouraged but not required.

C   Research Faculty

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

In accord with Faculty Rule 3335-7-34,

> *a research faculty member may, but is not required to, participate in limited educational activities in the area of his or her expertise. However, teaching opportunities for each research faculty member must be approved by a majority vote of the Department's tenure-track faculty. Under no circumstances may a member of the research faculty be continuously engaged over an extended period of time in the same instructional activities as tenure-track faculty.*

All research faculty members are expected to be engaged in scholarship as defined in the Department's Appointments, Promotion, and Tenure Document. Research faculty will be expected (with exceptions for extenuating circumstances) to publish regularly in high quality peer-reviewed conferences and/or journals as well as in other appropriate venues, such as edited book chapters of similar quality and length as articles. Research faculty are expected to attract extramural funding in the form of 100% FTE salary support and support of graduate students at a level that is commensurate with rank. Research faculty are strongly encouraged to engage in and lead appropriate team science activities that enhance the impact of their research program.

D   Associated Faculty

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

Faculty members with tenure-track titles and appointments <50% FTE will have reduced expectations based on their appointment level.

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

The standard teaching assignment for full-time lecturers is eight courses per academic year.

E   Parental Modification of Duties

The Department strives to be a family-friendly unit in its efforts to recruit and retain high quality faculty members. To this end, the Department is committed to adhering to the College of Engineering's guidelines on parental modification of duties to provide its faculty members flexibility in meeting work responsibilities within the first year of childbirth/adoption/fostering. See the OHR Parental Care Guidebook and the college pattern of administration for details.

The faculty member requesting the modification of duties for childbirth/adoption/fostering and the Chair should be creative and flexible in developing a solution that is fair to both the individual and the unit

1   while addressing the needs of the university. Expectations must be spelled out in an MOU that is
2   approved by the dean.
3
4   See also Parental Leave Policy in Section XII.
5
6 **X   Course Offerings and Teaching Schedule**
7
8   The Associate Chair for Academic Administration will annually develop a schedule of course offerings and
9   teaching schedules in consultation with the faculty, both collectively and individually. While every effort
10   will be made to accommodate the individual preferences of faculty, the Department's first obligation is to
11   offer the courses needed by students at times and in formats, including on-line instruction, most likely to
12   meet student needs. To assure classroom availability, reasonable efforts must be made to distribute course
13   offerings across the day and week. To meet student needs, reasonable efforts must be made to assure that
14   course offerings match student demand and that timing conflicts with other courses students are known to
15   take in tandem are avoided. A scheduled course that does not attract the minimum number of students
16   required by Faculty Rule 3335-8-16 will normally be cancelled and the faculty member scheduled to teach
17   that course will be assigned to another course for that or a subsequent semester. Finally, to the extent
18   possible, courses required in any curriculum or courses with routinely high demand will be taught by at least
19   two faculty members across semesters of offering to assure that instructional expertise is always available
20   for such courses.
21
22 **XI   Allocation of Department Resources**
23
24   The Chair is responsible for the fiscal and academic health of the Department and for assuring that all
25   resources—fiscal, human, and physical—are allocated in a manner that will optimize achievement of unit
26   goals.
27
28   The Chair will discuss the Department budget at least annually with the faculty and attempt to achieve
29   consensus regarding the use of funds across general categories. However, final decisions on budgetary
30   matters rest with the Chair.
31
32   Research space shall be allocated, based on the recommendation of the Department Space Committee, on
33   the basis of research productivity, including external funding, and will be reallocated periodically as these
34   faculty-specific variables change.
35
36   The allocation of office space will include considerations such as achieving proximity of faculty in
37   subdisciplines and productivity and grouping staff functions to maximize efficiency.
38
39   The allocation of salary funds is discussed in the Appointments, Promotion and Tenure Document.
40
41 **XII   Leaves and Absences**
42
43   In general, there are four types of leaves and absences taken by faculty (in addition to parental leave, which
44   is detailed in the Parental Care Guidebook). The university's policies and procedures with respect to leaves
45   and absences are set forth in the Office of Academic Affairs *Policies and Procedures Handbook* and Office
46   of Human Resources Policies and Forms website. The information provided below supplements these
47   policies.
48
49   **A   Discretionary Absence**
50
51   Faculty are expected to complete a travel request or a request for absence form well in advance of a
52   planned absence (for attendance at a professional meeting or to engage in consulting) to provide time for

its consideration and approval and time to assure that instructional and other commitments are covered. Discretionary absence from duty is not a right, and the Chair retains the authority to disapprove a proposed absence when it will interfere with instructional or other comparable commitments. Such an occurrence is most likely when the number of absences in a particular semester is substantial. Rules of the University Faculty require that the Office of Academic Affairs approve any discretionary absence longer than 10 consecutive business days (see Faculty Rule 3335-5-08).

B   Absence for Medical Reasons

When absences for medical reasons are anticipated, faculty members are expected to complete a request for absence form as early as possible. When such absences are unexpected, the faculty member, or someone speaking for the faculty member, should let the Chair know promptly so that instructional and other commitments can be managed. Faculty members are always expected to use sick leave for any absence covered by sick leave (personal illness, illness of family members, medical appointments). Sick leave is a benefit to be used—not banked. For additional details see OHR Policy 6.27 and the Family and Medical Leave Policy 6.05.

C   Unpaid Leaves of Absence

The university's policies with respect to unpaid leaves of absence and entrepreneurial leaves of absence are set forth in OHR Policy 6.45.

D   Faculty Professional Leave (FPL)

Information on faculty professional leaves is presented in the OAA Policy on Faculty Professional Leave.

The Chair consults with the Associate Chairs to review all requests for faculty professional leave based on the following criteria: quality of leave activities that would enhance research or teaching productivity, evidence of engagement of external partners in leave, ability of department to cover teaching obligations while on leave. Requests are to be made in writing by the first week of January in order for the Chair to prepare a recommendation to the dean.

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

E   Parental Leave

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

XIII Supplemental Compensation and Paid External Consulting

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

This Department adheres to these policies in every respect. In particular, this Department expects faculty members to carry out the duties associated with their primary appointment with the university at a high level of competence before seeking other income-enhancing opportunities. All activities providing supplemental

compensation must be approved by the Chair regardless of the source of compensation. External consulting must also be approved. Faculty members are encouraged to consider conflicts of interest, ethics, commitment and compliance with university and federal agency regulations. Approval will be contingent on the extent to which a faculty member is carrying out regular duties at an acceptable level, the extent to which the extra income activity appears likely to interfere with regular duties, and the academic value of the proposed consulting activity to the Department. In addition, it is university policy that faculty may not spend more than one business day per week on supplementally compensated activities and external consulting combined. Part-time appointments with external entities will be considered provided that the faculty develops a rationale with the department and entity for a win-win partnership.

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

Should a Department faculty member wish to use a textbook or other material that is authored by the faculty member and the sale of which results in a royalty being paid to him or her, such textbook or material may be required for a course by the faculty member only if (1) the faculty member's Chair and dean or designee have approved the use of the textbook or material for the course taught by the faculty member, or (2) an appropriate committee of the Department or college reviews and approves the use of the textbook or material for use in the course taught by the faculty member.

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

XIV Financial Conflicts of Interest

Information on faculty financial conflicts of interest is presented in the university's Policy on Faculty Financial Conflict of Interest. A conflict of interest exists if financial interests or other opportunities for tangible personal benefit may exert a substantial and improper influence upon a faculty member or administrator's professional judgment in exercising any university duty or responsibility, including designing, conducting or reporting research.

Faculty members with external funding or otherwise required by university policy are required to file conflict of interest screening forms annually and more often if prospective new activities pose the possibility of financial conflicts of interest. Faculty who fail to file such forms or to cooperate with university officials in the avoidance or management of potential conflicts will be subject to disciplinary action.

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

XV   Grievance Procedures

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

    A   Salary Grievances

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

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

Staff members who are not satisfied with the outcome of the discussion with the Chair and wish to pursue the matter should contact Employee and Labor Relations in the Office of Human Resources.

B   Faculty Promotion and Tenure Appeals

Promotion and tenure appeals procedures are set forth in Faculty Rule 3335-5-05.

C   Faculty Misconduct

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

D   Harassment, Discrimination, and Sexual Misconduct

The Office of Institutional Equity exists to help the Ohio State community prevent and respond to all forms of harassment, discrimination, and sexual misconduct.

   1   Ohio State's policy and procedures related to affirmative action, equal employment opportunity, and non-discrimination/harassment are set forth in university Policy 1.10.

   2   Ohio State's policy and procedures related to sexual misconduct are set forth in university Policy 1.15.

E   Violations of Laws, Rules, Regulations, or Policies

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

F   Complaints by and about Students

Normally student complaints about courses, grades, and related matters are brought to the attention of individual faculty members. In receiving such complaints, faculty should treat students with respect regardless of the apparent merit of the complaint and provide a considered response. When students bring complaints about courses and instructors to the Associate Chair for Academic Administration, the Associate Chair will first ascertain whether or not the students require confidentiality. If confidentiality is not required, the Associate Chair will investigate the matter as fully and fairly as possible and provide a response to both the students and any affected faculty. If confidentiality is required, the Associate Chair will explain that it is not possible to fully investigate a complaint in such circumstances and will advise the student(s) on options to pursue without prejudice as to whether the complaint is valid or not. See Faculty Rule 3335-8-23.

The Department's procedure for addressing grade grievances is outlined in Appendix C.

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

G   Academic Misconduct

Faculty members will report any instances of academic misconduct to the Committee on Academic Misconduct in accordance with the Code of Student Conduct. See also Board of Trustees Rule 3335-23-05.

1 **Appendix A: Faculty Teaching Load Algorithm**

2

3 **Preamble**

4 The faculty teaching-load algorithm has two purposes. The first is to ensure that the CSE Department is
5 effective and efficient in carrying out its teaching responsibilities, while recognizing the need for fairness:
6 acknowledging that faculty members have differing time commitments and/or assignments to activities
7 other than classroom teaching that also contribute to the department's mission, as well as differing needs
8 for special assistance and career development support (e.g., for junior faculty so they have an adequate
9 opportunity to develop an active program leading to promotion). The second is to provide incentives for
10 faculty to use external funds to support Ph.D. students, while consciously considering the department's
11 limited financial budgets.

12 There inevitably will be situations that are not covered by the provisions written here, however detailed
13 they might become. These situations will be handled on a case-by-case basis by the Department Chair or
14 his/her delegate, using the above paragraph as the guiding principle.
15
16 **Definitions**

17 The **owed teaching load** of each individual faculty member is computed each year by starting with a **base**
18 **load** that is based on rank and time of service, subtracting **reductions** that are based on especially
19 significant involvement in other important activities of the kind mentioned above, and then adjusting for
20 leaves of absence and carryforward from the previous year. Teaching loads are measured in **semester**
21 **credit-hours**.

22 The base loads assume that a faculty member is contributing in a meaningful way to the mission of the
23 department in teaching, research and program development, and service. Such contributions include
24 effective participation in assigned committees, active participation in interviewing prospective faculty
25 candidates, active participation on Ph.D. committees, etc. Any faculty member who, in the judgment of
26 the Department Chair with the concurrence of the department's executive committee, is not meeting
27 expectations, may start with a higher base load.

28 Whenever possible, a faculty member who requests it is assigned multiple sections of the same course
29 during a given semester and/or the same course offered multiple times during a given year. It is also the
30 desire of the department that each regular tenure-track faculty member be given the opportunity to select
31 as one assigned course, once over two years of full-time equivalent employment, a **specialty course**, i.e.,
32 either:

33 • a regular course in the individual's area of specialization, or

34 • a pilot for a new course (subject to prior approval of the Curriculum Committee), or

35 • a special-topics course of 2 semester cr-hrs (CSE 5xy9: "Intermediate Studies in X")

36 Newly hired tenure-track assistant professors will have an opportunity to offer a specialty course in their
37 first year (if this is not the only class they are teaching) or in second year, and then as scheduled above.

38 The standard class size for most classes taught by tenure-track faculty is 60 students; the limit is 40 for
39 project (CSE 390x), capstone design (CSE 591x), honors courses, and in unusual cases, other classes at
40 the approval of curriculum committee.   In scheduling classes for tenure-track faculty, the goal will be to
41 see that average enrollment in the classes taught by a tenure-track faculty member in the last 2 years,
42 calculated for classes taught Spring 2019 onwards, is at least 55. In performing these calculations,
43 enrollments for project, capstone, and honor classes will be multiplied by 1.5, and one lowest enrollment
44 class over the 2 year period (which is typically a 5xy9, but does not have to be) is excluded.

45 Considering the limited availability of larger classrooms, higher base loads, and non-eligibility for
46 teaching 5xy9 classes, the normal class size for sections taught by lecturers, senior lecturers, and clinical

1   faculty is 45 students, with exceptions as noted above.
2
3   **Base Loads**

4   The table below summarizes the base loads by faculty rank/title and service, before reductions for specific
5   assignments and activities.

6

| All regular tenure-track in first year of service at OSU	6.0 semester cr-hrs per year, or 11.0 semester cr-hrs per year with reductions explained below, at the faculty member's option; the intent is that the teaching load is two typical courses per year
Tenure-track Assistant Professor before year of tenure review	
Assistant Professor during/after year of tenure review	12.0 semester cr-hrs per year, with reductions explained below
Associate Professor	
Professor	
Assistant Professor of Practice	18.0 semester cr-hrs per year, with reductions explained below
Associate Professor of Practice	
Professor of Practice	
Assistant Professor of Practice, Teaching Pathway	21.0 semester cr-hrs per year, with reductions explained below
Associate Professor of Practice, Teaching Pathway	
Professor of Practice, Teaching Pathway	
Senior Lecturer	21.0 semester cr-hrs per year (for 9-month appointment) or 27.0 semester cr-hrs per year (for 12-month appointment), with reductions explained below
Lecturer	

7
8   **Reductions**

9   Factors contributing to reductions in the base teaching load include research activity, release time, GRA
10 support, and administrative assignments. Further reductions may be made by the Department Chair or
11 his/her delegate to handle special circumstances. Regardless of the total of these reductions, each faculty
12 member not on leave of absence during the academic year is expected to teach at least 3 semester cr-hrs
13 per year, regardless of the owed teaching load; the difference may be carried over to the following year,
14 subject to the limitations explained below. The intent of this provision is that a faculty member's
15 classroom teaching will not consist entirely of a special-topics course of 2 semester cr-hrs (CSE 5xy9:
16 "Intermediate Studies in X").

17
18 **Timing**

19 Under normal circumstances, it is best for both the faculty and the departmental teaching mission to base
20 teaching loads on exact data. Some types of data are known retrospectively (research activity, GRA
21 support), while others can be known prospectively for the coming year (committee assignments, release

Semester Credit Hours Reduction for Release Time
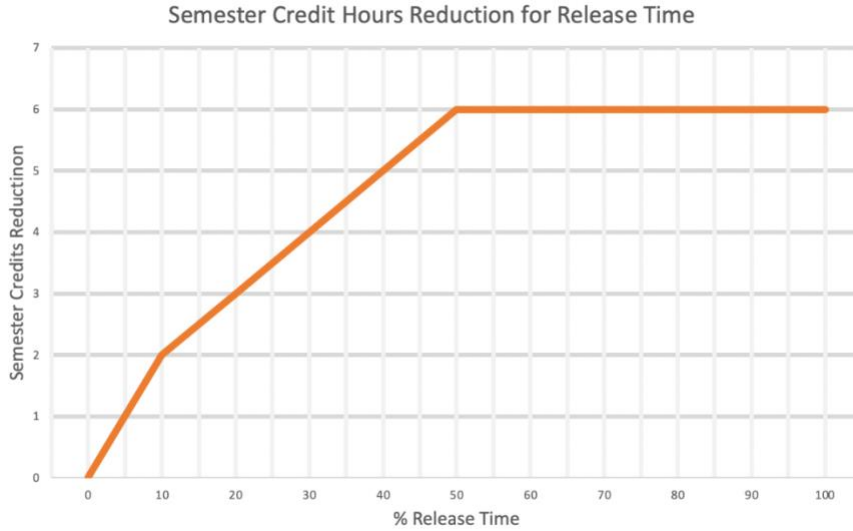
1 time). The teaching load for
2 the year will be determined in late spring or early summer based on the data available at the time.

3

4 **Research Activity (retrospective)**

5 A research activity reduction of up to 2.0 semester cr-hrs is granted at the discretion of the Department
6 Chair for evidence of an active on-going research program.   Such evidence may consist of a significant
7 externally funded grant, or a number of current (most recent two years) scholarly publications and
8 continuing serious efforts to secure external funding.
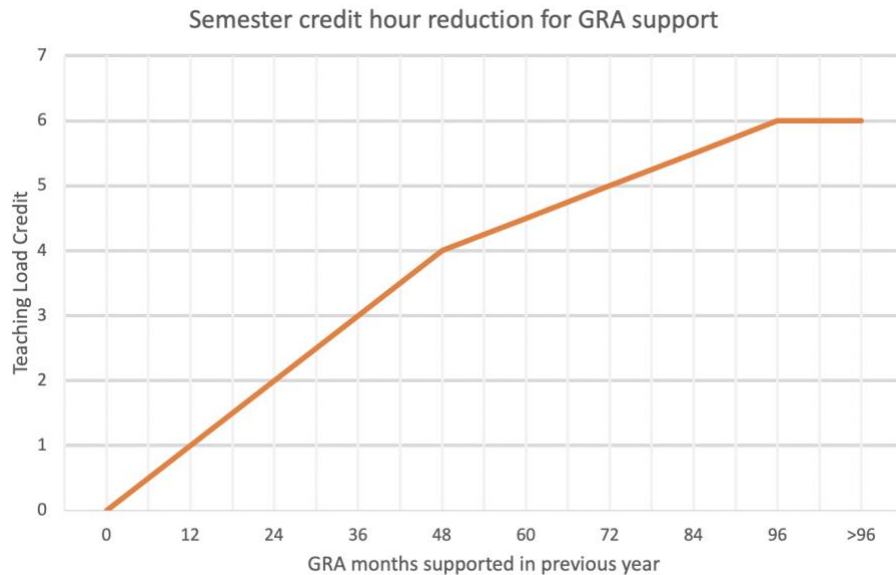
9

10 **Release Time (prospective)**

11 The diagram above describes the reduction from the base load for research release time other than that
12 associated with summer salary. Faculty are granted $20*x\%$ credits for release times up to 10%, and
13 $10*x\%+1.0$ credits for release times between 10% and 50%. Release time will be drawn in the summer
14 prior to the academic year. Off-cycle release time draws may be credited as carryfoward to the
15 subsequent year at the discretion of the Associate Chair based on the teaching needs of the department.

16 The reduction is computed and recorded in increments of 0.1 semester cr-hrs.

17

18 **Graduate Research Associate Support (Retrospective)**

19 The following slanting scale is used to determine GRA based reduction. One credit reduction is obtained
20 for every 12 months of GRA support in the previous year, for a maximum of 48 months of support or 4
21 credits. Each additional credit (up to a maximum of 2 more or 6 total credits) is obtained by 24 months of
22 support. The diagram below captures this slanting scale.   The reduction is computed and recorded in
23 increments of 0.1 semester cr-hrs. The stipend, fringe benefits, tuition and fees for any such GRA must
24 be paid by an external grant awarded in a national or international competition including IBM Faculty
25 Awards, Sloane Foundation Fellowships or Google Research Awards. All other things being equal, the
26 department would prefer that supported GRAs be CSE graduate students, however, recognizing that it is
27 sometimes helpful for a student from another department to be supported in order to perform the research
28 most effectively.

Semester credit hour reduction for GRA support

(figure: line chart with x-axis "GRA months supported in previous year" from 0 to >96 and y-axis "Teaching Load Credit" from 0 to 7; the orange line rises from 0 at 0 months to 4 at 48 months, to 6 at 96 months, and stays flat at 6 beyond 96)

1
2 **Administrative Assignments (prospective)**

3 An administrative support reduction of up to 2.0 semester cr-hrs is applied for faculty members holding
4 the following administrative positions:

5 • Chair of one of the following committees: Space, Curriculum, Faculty Search, Graduate Admissions,
6   Graduate Studies, Undergraduate Studies, Diversity and Inclusion, Promotion and Tenure

7 • Coordinator of one of the following departmental activities: Diversity, Recruitment and Retention, or
8   undergraduate research.

9 • Coordinator of a course with several sections in which GTA and/or auxiliary faculty coordination and
10   supervision demands significant effort, at the discretion of the chair.
11
12 **Adjustments for Part-Time Appointments and Leaves of Absence**

13 A faculty member who has a part-time appointment during any year, or is on leave (e.g., professional,
14 medical, family, etc.) for all or part of a year, has his/her base load and reductions pro-rated accordingly
15 for that year. The minimum teaching assignment is also pro-rated in this case. GRA support and release
16 time provided during a leave does not contribute to carryforward; otherwise, carryforward is unaffected by
17 a leave.
18
19 **Carryforward**

20 It is impossible to make the assigned teaching load equal the owed teaching load each year, but the
21 difference generally is kept below 2.0 semester cr-hrs. The **balance owed** (positive or negative, as
22 computed with actual release time and GRA support figures for the year) up to +/–
23 2.0 semester cr-hrs is carried over to the following year—except when the current year's teaching load is
24 obtained from the "6.0 semester cr-hrs per year" option for new or junior faculty members, in which case
25 there is no contribution to carryforward to the next year. If, in this case, the assigned load exceeds 6.0
26 semester cr-hrs, the untenured faculty member may instead choose to revert to the "11.0 semester cr-hrs
27 with reductions" option if this will result in a teaching credit to carry forward.
28
29 **Course Enrollments**

30 Minimum course enrollments are guided by University Rule 3335-8-16; in general, courses with
31 enrollments under fifteen are subject to cancellation and faculty teaching will be reassigned in that

semester or a subsequent semester. For programmatic reasons, it is desirable that the department provide opportunities for students to take specialty courses that do not reach the minimum enrollment. The first specialty course taught by a new faculty member requires a minimum of 5 students to qualify for teaching credit; subsequent offerings require a minimum of 10 students to qualify for teaching credit. The *University Course Distribution by Instructional College Report* should show that the required minimum has been achieved.

Team Teaching

Multiple faculty members having an interest in similar courses are encouraged to team-teach   such courses. Such a course will be given 1.2 times its usual number of semester cr-hrs, shared equally among the faculty teaching the course. If it is a specialty course, the course must meet the enrollment conditions specified in the previous paragraph (except that it must have a minimum of 6 students if it is the first specialty course taught by any of the faculty members) and must be designated as the "every other year" specialty course for all faculty members on the team.

Summer Teaching

Part of the teaching load of a faculty member may be satisfied by teaching during the summer following the academic year in which it is counted.

Examples

The following examples illustrate the effects of the algorithm in a number of hypothetical cases.

Example 1

Sally will be a first-year assistant professor next year. Her owed teaching load is 6.0 semester cr-hrs. Her assigned load happens to be 5.0 semester cr-hrs because, though she is assigned two courses, one of them happens to be a section of a 3-sem-cr-hr course and the other is a CSE 5xy9 specialty course (since it is her first year). Still, her balance owed carryforward to the next year is 0.0 semester cr-hrs.

Example 2

Sally will be a second-year assistant professor next year. Her owed teaching load is 6.0 semester cr-hrs. This time, her assigned load happens to be 7.0 semester cr-hrs because, though she is assigned two courses, one of them happens to be a section of a 4-sem-cr-hr course and the other a 3-sem-cr-hr course. Nonetheless, her balance owed carryforward to the next year is 0.0 semester cr-hrs.

Example 3

Sally will be a third-year assistant professor next year. In her second year she obtained a grant that pays her students 24 GRA-months of support. She chooses to have an owed teaching load of 6.0 semester cr-hrs, since the option of starting with 11.0 semester cr-hrs and reducing it by 2.0 for research activity and by 2.0 for GRA support results in an owed teaching load of 7.0 semester cr-hrs. Her assigned load is 6.0 semester cr-hrs; one of these is a CSE 5xy9 specialty course (since it is her third year). Her balance owed carryforward is 0.0 semester cr-hrs.

Example 4

Sally will be a fourth-year assistant professor next year. She has obtained a second grant that pays her 20% release time, and she still paid support in year 3 for 24 GRA-months as in Example 3 above. She chooses the option of starting with 11.0 semester cr-hrs and reducing it by 2.0 for research activity, by 3.0 for release time, and by 2.0 for GRA support, resulting in an owed teaching load of $11.0 - 2.0 - 3.0 - 2.0 = 4.0$ semester cr-hrs. Her assigned load happens to be 6.0 semester cr- hrs. Her balance owed

1   carryforward is –2.0 semester cr-hrs.

2
3   **Example 5**

4   Sally will be a fifth-year assistant professor next year—normally not the decision year for promotion and
5   tenure, but she is doing very well and is being considered for early promotion. Because it is the tenure-
6   decision year, she does not have the option of the fixed 6.0 semester cr-hrs, but comes under the provisions
7   of the base-load-with-reductions formula. The release time has run its course, but she provided 24 GRA-
8   months of support in the previous year. Starting with 12.0 semester cr-hrs, and reducing it by 2.0 for
9   research activity, by 2.0 for GRA support, and by 2.0 semester cr-hrs from carryforward, results in an
10   owed teaching load of $12.0 – 2.0 – 2.0 – 2.0 = 6.0$ semester cr-hrs. Her assigned load happens to be 5.0
11   semester cr-hrs; one course is a CSE 5xy9 specialty course (since it is her fifth year). Her balance owed
12   carryforward is +1.0 semester cr-hrs.

13
14   **Example 6**

15   Sally has been promoted and awarded tenure, and will be an associate professor next year. She provided 36
16   GRA-months of support last year, and will become the department's Diversity Coordinator. Starting with
17   12.0 semester cr-hrs, and reducing it by 2.0 for research activity, by
18   3.0 for GRA support, and by 2.0 for the administrative assignment, then adding the 1.0 semester cr-hr
19   carryforward from last year, results in an owed teaching load of $12.0 – 2.0 – 3.0 – 2.0 + 1.0$
20   $= 6.0$ semester cr-hrs. Her assigned load happens to be 6.0 semester cr-hrs. Her balance owed
21   carryforward is 0.0 semester cr-hrs.

22
23   **Example 7**

24   Ming is a tenured associate professor who is plenty active in research but has no current grant support.
25   His balance owed carryforward from last year is +0.5 semester cr-hrs. He will be the Graduate Studies
26   Committee chair next year. His owed teaching load is $12.0 – 2.0 – 2.0 + 0.5 =$
27   8.5 semester cr-hrs. His assigned teaching load happens to be 8.0 semester cr-hrs, leaving a balance owed
28   carryforward of +0.5 semester cr-hrs.

29
30   **Example 8**

31   Prasad is a tenured professor with significant grant support that next year will pay him 10% release time
32   and provided 48 GRA-months of support in the previous year. His balance owed carryforward from last
33   year is –0.5 semester cr-hrs. His owed teaching load is $12.0 – 2.0 – 2.0 – 4.0 – 0.5 = 3.5$ semester cr-hrs.
34   His assigned teaching load happens to be 4.0 semester cr-hrs, leaving a balance owed carryforward of –0.5
35   semester cr-hrs.

36
37   **Example 9**

38   Mary is a tenured professor with significant grant support that next year will pay her 20% release time and
39   last year provided 72 GRA-months of support. Her balance owed carryforward from last year is
40   –1.7 semester cr-hrs. Her owed teaching load is $12.0 – 2.0$ (research activity) $– 3.0$ (release time) $– 5.0$
41   (GRA support) $– 1.7$ (carryover) $= 0.3$ semester cr-hrs. It should be noted that GRA based reduction is
42   5 credits, because she obtained 4 credits for the first 48 months, and another 1 credit for the next 24
43   months. Her assigned teaching load happens to be 3.0 semester cr-hrs (minimum one course per year),
44   and her balance owed carryforward is –2.0 semester cr-hrs (the maximum deviation from 0).
45
46   **Example 10**

47   Jack is a tenured professor with very large grant support that provided 108 GRA-months of support last

year. His balance owed carryforward from last year is –1.2 semester cr-hrs. His owed teaching load is 12.0 – 2.0 (research activity) – 6.0 (GRA support) – 1.2 (carryover) = 2.8 semester cr- hrs. It should be noted that GRA based reduction is capped at 6 credits, even though Jack has 108 GRA-months of support. His assigned teaching load is 3.0 semester cr-hrs, and his balance owed carryforward is –1.2 semester cr- hrs.

Example 11

Dave is a tenured associate professor with modest grant support that last year provided 12 GRA-months of support. He chairs the Undergraduate Studies Committee. His balance owed carryforward from last year is –0.8 semester cr-hrs. His owed teaching load is 12.0 – 2.0 – 1.0 – 2.0 – 0.8 = 6.2 semester cr-hrs. His assigned teaching load happens to be 6.0 semester cr-hrs, leaving a balance owed carryforward of +0.2 semester cr-hrs.

Example 12

Maria is a tenured associate professor with modest grant support that last year provided 36 GRA-months of support. However, she will be on sabbatical for one semester during the next year. Her balance owed carryforward from last year is –0.8 semester cr-hrs. Her owed teaching load if she were on duty all year would be 12.0 – 2.0 – 3.0 = 7.0 semester cr-hrs before accounting for her balance owed carryforward. After pro-rating her 12.0 – 2.0 by 50% time on duty (5.0), and then accounting for the non-pro-rated effect of GRA support (–3.0), this leaves 2.0 semester cr-hrs, which is then further adjusted by her balance owed carryforward of –0.8, leaving a final owed teaching load of 1.2 semester cr-hrs. Her assigned teaching load happens to be 3.0 semester cr-hrs during the semester she in not on sabbatical, leaving a balance owed carryforward of –1.8 semester cr-hrs.

Example 13

Ian is a tenured associate professor with modest grant support that last year provided 12 GRA-months of support. However, during the summer he suffers a bungee-jumping accident while vacationing in New Zealand and is on medical leave for the entire year. His balance owed carryforward from last year is –0.8 semester cr-hrs. His owed teaching load if he were on duty all year would be 12.0 – 2.0 – 1.0 – 0.8 = 8.2 semester cr-hrs. After pro-rating, his owed teaching load becomes –1.8 semester cr-hrs because he is on leave for the entire academic year but still gets non-pro-rated credit for GRA support. His assigned teaching load is 0.0 semester cr-hrs, but his balance owed carryforward of –0.8 semester cr-hrs becomes – 1.8 semester cr-hrs when he returns from leave because he had no teaching obligation or assignments during the year he was on leave, but still got GRA support credit.

Appendix B: Remote Work Guidelines

The Department may be able to accommodate faculty requests for remote work based on University policy and Departmental needs. Such requests will be considered on a semester-by-semester basis. For Fall semester, requests need to be made by July 15; for Spring semester, by November 15; for Summer term, by April 15. Requests should specify how teaching, research, and service obligations will continue to be met. Plans should include consideration of availability of appropriate connectivity for teaching, research, and participating in meetings, how service obligations including those that are typically handled in person will be managed successfully, how research obligations to students and sponsors will be carried out, and how asynchronous teaching would complement synchronous remote teaching. The department's consideration of these requests will take into account all such requests and departmental needs in choosing which ones to approve and/or extend. Any course proposed to be taught in distance learning or distance enhanced modalities must be approved by the department, college, and university for that modality.

Requests for online teaching assignments should be made well in advance of the registration window opening for that semester. Once a course offering's modality is determined, it is difficult to change modality, so faculty should work with the department as soon as possible. For Summer term and Fall semester, requests should be made the previous December; for Spring semester, requests should be made the previous August.

Requestors are encouraged to carefully consider tax, legal, and immigration implications associated with remote work.

1   **Appendix C: CSE Grade Grievance Guidelines**
2
3   Occasionally, students disagree with their instructors about the grading of an assignment or exam.
4   The CSE Department has the following guidelines to handle such disagreements.
5

6   1.   Students should always first contact their instructor when they have disagreements about their
7   grading.
8   2.   If the student cannot resolve the disagreement with their instructor, they should contact the course
9   coordinator.
10   a.   Students should submit a description of the grievance in writing (email) to the course coordinator.
11   b.   Undergraduate students can also contact the CSE advising office for advice and to discuss their
12   grievance.
13   c.   Graduate students can also contact the CSE Grad Studies committee chair for advice and to
14   discuss their grievance.
15   d.   The course coordinator should meet with the student and discuss. Upon request of the student or
16   course coordinator, an academic advisor may be present at the meeting.
17   3.   If the student can't resolve the disagreement with the course coordinator or the course coordinator
18   is the instructor, students can file a description of the grievance in writing (email) with the CSE
19   Associate Chair for Academic Administration.
20   4.   The CSE Associate Chair shares the written description of the grade grievance with the course
21   coordinator or instructor and discusses the complaint with him or her.
22   5.   At his or her discretion, the CSE Associate Chair may meet with the student(s) to discuss their
23   grievance.
24   a.   If the student is an undergraduate, a CSE undergraduate academic advisor (usually the head of
25   CSE academic advising) may be included in the meeting;
26   b.   If the student is a graduate student, the Chair of the CSE Graduate Studies Committee or his/her
27   representative may be included in the meeting.
28   6.   The CSE Associate Chair reviews the grievance. If the CSE Associate Chair determines that the
29   grievance is totally without merit, the CSE Associate Chair can reject the grievance, and
30   determine that there is no grade change.
31   7.   If the CSE Associate Chair thinks the grievance has some possible merit (or is severe enough to
32   require an independent review), the CSE Associate Chair can create a subcommittee of faculty to
33   review the grievance as described below.
34   8.   In the case, where the CSE Associate Chair for teaching is the instructor of the course, the CSE
35   Chair can appoint someone else to replace the role of the CSE Associate Chair in this process.
36   9.   This document, including "Procedures for Formal Review of a CSE Grade Grievance by a
37   Faculty Subcommittee", are for guidance only. Each grade dispute is unique, has different
38   circumstances, and may need to be handled differently. The CSE Associate Chair may modify
39   these procedures, as appropriate, or may decide to reject the grade grievance at any point in the
40   process if he or she decides that there is no merit to the grade grievance or no point in
41   investigating further. In particular, the CSE Associate Chair may reject the grade grievance if it
42   is not filed in a timely manner and/or the involved students do not respond to requests for
43   information or meetings in a timely manner, or do not show up for scheduled meetings. The
44   meeting of the CSE Associate Chair and the students and any other participants at that meeting
45   such as academic advisors or the Graduate Studies Chair is at the discretion of the CSE Associate
46   Chair. The CSE Associate Chair may modify these procedures, including the "Procedures for
47   Formal Review of a CSE Grade Grievance by a Faculty Subcommittee", as appropriate for the
48   given grade dispute. Such modifications are NOT grounds for appealing decisions made by the
49   CSE Associate Chair.
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51   **Procedure for Formal Review of a CSE Grade Grievance by a Faculty Subcommittee:**

1. The CSE Associate Chair appoints two (or more) faculty to a subcommittee to review the grade grievance.
   a. The subcommittee should have at least one tenure-track faculty or faculty of practice.
   b. Other members of the subcommittee can be senior lecturers.
2. The CSE Associate Chair sends the student a copy of the "Procedure for Formal Review of a Grade Grievance by a Faculty Subcommittee" (i.e., this section of the OSU CSE Grade Grievance Policy.)
3. The student sends a written (email) description of the grade grievance to the CSE Associate Chair.
4. The CSE Associate Chair shares the written description of the grade grievance with the course coordinator or instructor.
5. The course coordinator or instructor sends a written (email) response to the student's complaint explaining why the grade should not be changed.
6. The CSE Associate Chair shares the course coordinator or instructor response with the student and allows him/her to respond to the course coordinator or instructor in writing (email). (A response is not necessary from the student.)
7. The CSE Associate Chair forwards the student written description of the grade grievance, the course coordinator or instructor response, and the subsequent student response, if any, to the faculty review subcommittee. The subcommittee also receives copies of the course syllabus and grading information, copies of the assignment and/or exam, and copies of the student's work.
8. The faculty subcommittee can request copies of graded work of other students in the class for comparison.
9. The faculty review subcommittee is charged with determining if the instructor grading was reasonable and fair. The faculty review subcommittee DOES NOT regrade the assignment of exam from scratch. If the faculty review subcommittee finds problems with the grading, they should recommend changes to the grading.
10. The faculty review subcommittee makes a recommendation to the CSE Associate Chair on whether the grading was reasonable and fair and whether there should be a grade change. The CSE Associate Chair is not required to follow the recommendation of the faculty review subcommittee.
11. Based on the report from the faculty review subcommittee, the CSE Associate Chair determines if there should be a grade change and informs the instructor, course coordinator and student of his decision in writing (email). The decision of the CSE Associate Chair is final.
12. If a grade change is recommended, the instructor will submit the appropriate grade through the official university grade change process in a timely manner.