

PATTERN OF ADMINISTRATION

The Ohio State University College of Public Health

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

I. INTRODUCTION

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

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

II. COLLEGE MISSION

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

Values

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

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

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

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

Inclusive Excellence

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

Impact

Our publications and citations represent our contributions to the academic debate, grants fund our activities, but our most important achievement is for our scholarship, teaching, and service to lead to change and improved public health. Impact in public health often involves shaping not only broad scholarly understandings of our approaches to the field, but also public health practice. Impact on the field may take the form of scholarship that advances or develops conceptual or theoretical frames, methodology, or relevant questions and lines of inquiry. Impact may take the form of either research or service commitments that develop community or private sector partnerships that promote health; contribute to solving critical problems; contribute to policy analysis,

development, or change; shape the public conversation; or generate evidence that transforms or has the potential to transform practice. As faculty progress through their careers and faculty ranks, they must document their increasing impact and contributions to change and improved public health. Promotion to associate professor and professor recognizes this demonstrated and increasing impact on the science of public health and a broader impact on the health of the people of Ohio, the nation, and world.

Inclusive Excellence in Evaluation of Impact

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

III. ACADEMIC RIGHTS AND RESPONSIBILITIES

In April 2006, the University issued a [reaffirmation](#) of academic rights, responsibilities, and processes for addressing questions and/or concerns.

IV. FACULTY

Faculty Rule [3335-5-19](#) defines the types of faculty appointments possible at The Ohio State University and the rights and restrictions associated with each type of appointment. The College makes tenure-track, non-tenure track, and emeritus faculty appointments on full- or part-time basis, with or without salary.

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

The College makes continuing tenure-track appointments. Tenure-track faculty appointments are Assistant Professor, Associate Professor, and Professor.

The College makes continuing clinical and teaching appointments. Clinical faculty are Clinical Instructor, Clinical Teaching Instructor, Assistant Clinical Professor, Assistant Teaching Professor, Associate Clinical Professor, Associate Teaching Professor, Clinical Professor, and Teaching Professor. Under University rule [3335-7-03](#), the number of clinical/teaching faculty may not exceed 40% of the total continuing faculty. On June 5, 2014, the College tenure-track faculty voted to extend governance rights to continuing clinical/teaching faculty. Clinical/teaching faculty with ≥ 0.50 FTE appointment may vote in all matters of

the College governance except tenure-track appointment, promotion and tenure decisions and research promotion decisions.

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

The College makes Associated faculty appointments at the level of Practice faculty, Visiting faculty, Adjunct faculty, and as Lecturer. Practice faculty are Clinical Instructor of Practice, Clinical Assistant Professor of Practice, Clinical Associate Professor of Practice, and Clinical Professor of Practice. Visiting faculty are Visiting Assistant Professor, Visiting Associate Professor, and Visiting Professor. Adjunct faculty are Adjunct Instructor, Adjunct Assistant Professor, Adjunct Associate Professor, and Adjunct Professor. Lecturer titles are Lecturer and Senior Lecturer.

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

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

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

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

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

Distinguished faculty members within the College of Public Health may be awarded the title of Distinguished Professor of Public Health in recognition of excellence in teaching, research, and service.

Criteria for consideration of this honorific include:

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

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

V. ORGANIZATION OF COLLEGE SERVICES AND STAFF

The daily operations of the College are overseen by the Dean's Office. These functions include strategic planning, budgeting, fiscal services, human resources administration, information technology, facility

management, research administration, marketing and communications, and advancement. The Office of Academic Programs and Student Services is led by the Vice Dean for Academic Affairs and Academic Administration. The Office of Research is led by the Senior Associate Dean for Research and the Assistant Dean for Finance and Administration. Division activities are led by Division Chairs and center activities are led by Center Directors.

VI. OVERVIEW OF COLLEGE ADMINISTRATION AND DECISION-MAKING

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

A. Current administrative structure

The College administrative structure lends itself to flexibility, allowing for the addition or change of Divisions, etc. as needed. [View the current administrative structure of the college.](#)

B. Creation and Alteration/Dissolution of new academic units

Creation of new academic units (for instance, Divisions) within the College will follow procedures outlined in Chapter [3335-3-34](#) of the *Rules of the University Faculty*. Alteration/dissolution of College academic units will be guided by Rule [3335-3-37](#) in the *Rules of the University Faculty*

C. Creation, Alteration, or Dissolution of new College centers

Creation of new centers will be pursuant to Rule [3335-3-36](#) of the *Rules of the University Faculty* and will follow the procedures outlined in Section VII.D.

VII. COLLEGE ADMINISTRATION

We strive to promote diversity, equity, and innovation, understanding that embracing all forms of diversity is foundational to administrative excellence and integrity. We are committed to bringing a wide array of voices and experiences to the operation of the College. We aim to foster a sense of belonging through policies and procedures that encourage active, meaningful engagement by all who are part of our College community. Detailed role descriptions for administrative leadership positions are available in the [Administrative Leadership Position Addendum](#).

A. Dean

The Dean is appointed (and reappointed) by the Board of Trustees upon nomination of the President and shall have a faculty appointment as Professor with tenure in the College. The Dean is the chief executive and administrative head of the College, charged with broad responsibility for representing its interest in the academic, research, and administrative management of the College. The Dean is also responsible for promoting a positive climate and culture among faculty, staff, and students. Leadership positions may be appointed by the Dean as deemed necessary for the benefit of the College and implementing its Strategic Plan. The Dean will perform the functions as required in Rule [3335-3-29](#) of the *Rules of the University Faculty*.

In keeping with the pattern of College administration as recommended by the Faculty Council of the University Senate following Rule [3335-3-35](#), the College adopts the following modified statement.

1. Consultation with the Dean on all matters concerning College policy is desirable and consonant with the purposes of this governance document.
2. Consultation in this connection means conference, discussion, and exchange of opinion with relevant

programs, committees and faculty of the College.

3. For purposes of consultation the following matters may be generally considered policy matters: curriculum and instruction; personnel; dismissals and new appointments; promotions in rank; salary increases; workload and scheduling decisions; changes in organizational/administrative structure including number, purpose, and scope of teaching units and curriculum areas; program coordinators; and cooperation with other University units.
4. Consultation, regardless of the issue or person consulted, should acquaint the Dean with opinion other than their own. This opinion should be carefully weighed, and the weight of majority opinion should inform the Dean's decision in all but exceptional cases.

Should the Dean be temporarily unavailable to fulfill the responsibilities of the office, the Vice Dean or an Associate Dean will act on behalf of the Dean. If the Dean is unable to do so, the Executive Vice President and Provost will make the designation.

B. Other Administrators

1. Vice Dean and Associate Deans

The Vice Dean and Associate Deans shall be appointed by the Dean, after consultation with applicable faculty and/or administrative faculty or staff, following the University Office of Academic Affairs policy on the appointment of these positions. The Vice Dean and Associate Deans will work collaboratively and cooperatively to reflect the integration of teaching, research, and outreach missions of the College.

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

2. Assistant Deans

Assistant Deans shall be appointed by the Dean, after consultation with the Faculty and Executive Committee, following the University Office of Academic Affairs policy on the appointment of Assistant Deans in order to best serve the needs of the College.

3. Division Chairs

Division Chairs shall have a faculty appointment as Associate Professor or Professor with tenure in the College, and shall be appointed by the Dean, after consultation with the division faculty and Executive Committee. The term of appointment and reappointment for each Chair will be four (4) years, subject to satisfactory performance reviews. During the fourth year of the appointment, the Dean shall conduct a review of the activities of the Chair, in accordance with established University policy.

4. Directors of specializations not affiliated with Divisions

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

5. Center Directors

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

C. Committees

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

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

Faculty committee membership and chairperson responsibilities shall be considered by the Division Chair in assigning the overall workload of each faculty member for each academic year. The Executive Committee will annually review committee membership and work with the Chairs to appoint members.

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

Standing College Committees are:

1. The Executive Committee
2. The Academic Studies Governance Committee
3. The Diversity, Equity and Inclusive Excellence Committee
4. Awards Committee
5. Public Health Honors Committee
6. Student Scholarship and Awards Committee
7. Facilities Committee
8. Peer Review of Teaching Committee

9. Research Advisory Committee

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

1. Executive Committee

The Executive Committee is responsible for advising the Dean on identifying strategic opportunities for the College, developing a budget for the College, establishing the agenda for faculty and staff meetings, acting on any administrative matters brought before it, making committee appointments, and assisting the Dean in developing, interpreting, and implementing guidelines of the College.

The committee is chaired by the Dean. The voting members of the Executive Committee shall include the Deans, the Division Chairs, Chairs of the Diversity, Equity, and Inclusive Excellence committee, and the Faculty Senate Representative. The non-voting members shall include Center Directors, the Director of Development, the Director of Marketing and Communication, the Director of Office of Academic Programs and Student Services, and the Special Advisor to the Dean. The Executive Committee votes on administrative matters such as the establishment of new committees, incentive plan payments, sabbatical and visiting scholar requests. The Executive Committee may provide an advisory vote on matters as requested by the Dean.

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

2. Academic Studies Governance Committee

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

The members of the Academic Studies Governance Committee include one faculty member representing each division, appointed by Division Chairs and a student member representing each degree program as selected by the Student Advisory Committee. The chair of the committee is a member of the committee appointed by the Dean. The chair serves a three-year term and each member serves a two-year term. Ex-officio members are the Vice Dean for Academic Affairs and Academic Administration, the Assistant Dean for Undergraduate Studies and Assessment, and the Director of the Office of Academic Programs and Student Services.

3. Diversity, Equity, and Inclusive Excellence Committee

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

The committee is co-chaired by one faculty and one staff member, who are appointed by the Dean and serve three-year terms. Members serve three-year terms and include one faculty member from each academic division (Division Chairs may also nominate staff from each division), one faculty member from the College's centers, two students (appointed by the dean), up to two representatives of community organizations may serve and any College staff or faculty member may volunteer.

4. Awards Committee

The Awards Committee ensures the recognition of outstanding achievements by individuals within the College

who have made extraordinary contributions locally, nationally, and internationally, to research, teaching and programs that exemplify the highest standards and are in partnership with academic and community organizations.

The committee is chaired by the Assistant for Strategic Initiatives. Members serve three-year terms and are appointed by the Dean. Members include the Associate Dean for Faculty and Inclusive Excellence, the Director of Strategic Communications and Marketing, Division Chairs, and the Master of Health Administration Academic Program Director.

5. Public Health Honors Committee

The Public Health Honors Committee reviews and approves applications to the honors programs, establishes criteria for honors courses and honors versions of existing courses, oversees standards of academic attainment leading to “Honors in Public Health” and “Distinction” designation, and awards undergraduate research scholarships to Public Health honors students.

The committee is chaired by the College’s honors program faculty co-directors. Members serve three-year terms and include two faculty from the College of Arts and Sciences who serve as coordinators of the Bachelor of Science in Public Health specializations in Sociology and Environmental Public Health.

6. Student Scholarship and Awards Committee

The Student Scholarship and Awards Committee evaluates historical scholarship distributions as it relates to supporting a diverse and inclusive College of Public Health and defines, revises as needed, and documents the process in which all scholarship/fellowship dollars managed by the College are awarded, including division specific scholarships and awards.

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

7. Facilities Committee

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

The committee is co-chaired by the Associate Dean for Finance and Administration and Chief Administrative Officer and the Facilities Manager and Lab Compliance Officer. Members serve three-year terms and are appointed by Division Chairs and Department Directors. Members include a faculty member from each division, a division coordinator, a student representative, a Marketing and Communications staff member, the Director of Development, a member of the Office of Academic Programs and Student Services, a representative from the OCIO Managed IT team and the College’s HR Consultant.

8. Peer Review of Teaching Committee

The Peer Review of Teaching Committee is responsible for gathering evidence of the quality and effectiveness of teaching which, at a minimum, includes two peer evaluations (ideally one before fourth-year review and one after the fourth-year review) during the probationary period and at least two for promotion from associate professor to professor. Other reviews will occur when a faculty member requests a review, or a Division Chair suspects additional feedback on teaching is needed due to low or declining teaching evaluations. The Committee will review tenure-track and clinical/teaching faculty with the goal of assessing in-person and online teaching. More details of the process are included in the [APT document](#).

The committee is chaired by a faculty member appointed by the Dean. Members serve three-year terms and

includes three or more tenured faculty members and at least one non-probationary clinical/teaching faculty member who is appointed by Dean.

9. Research Advisory Committee

The Research Advisory Committee promotes a positive research culture in the College of Public Health by providing guidance in the development of strategies and infrastructure to support the College in carrying out rigorous and impactful research and scholarship.

The committee is chaired by the Associate Dean of Research. Membership includes a faculty member from each division, selected by the Division Chair, and one faculty member from another tenure initiating unit at the University. The Senior Associate Dean of Research serves as an ex officio member, selected by the Associate Dean of Research. Members serve three-year terms with the exception of the faculty member from another tenure initiating unit, which serves a one-year term.

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

1. The Appointment, Promotion and Tenure Committee.
2. The College Investigations Committee
3. The Salary Appeals Committee

1. Appointment, Promotion and Tenure Committee

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

2. College Investigations Committee

In accordance with Faculty Rule [3335-5-04](#), the College of Public Health shall have an Investigations Committee. The College Investigations Committee is composed of seven tenured faculty members appointed to two-year staggered terms. An Associate Dean serves as non-voting chair of the College Investigations Committee.

The Investigations Committee follows the investigations process established in Faculty Rule [3335-5-04](#).

3. Salary Appeals Committee

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

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

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

Student Participation in College Governance

Student participation in College governance is strongly encouraged and, in some cases, required (per the Council on Education for Public Health accreditation standards), including attendance and participation at College and division faculty meetings, on standing committees, and on search and other ad hoc committees, with the exception of the Executive Committee and the Appointment, Promotion, and Tenure Committee. Unless otherwise specified in the Pattern of Administration, student attendees are non-voting. The Director of Office of Academic Programs and Student Services will serve as the chief liaison between the administration of the College and the students in the College and work to ensure student representation.

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

D. Centers

Establishment of College Centers

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

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

- 1) Mission: Explain the mission of the center and how it is aligned with the College's strategic plan, including:
 - a. The missions of the College (research, teaching, service, or outreach) most relevant to the center.
 - b. The interdisciplinary nature of the center.
 - c. The goals of the center that cannot be met within existing academic units.
- 2) Faculty: Describe the level of faculty interest and commitment to the center, including:
 - a. The criteria for selecting the center's faculty membership.
 - b. A list of faculty expressing interest in associating with the center and accompanying documentation that their chairs/directors support such involvement.
 - c. The extent to which staff and students will be involved and supported.
- 3) Administration: Describe the administrative structure and responsibilities of the director and oversight committee, including:
 - a. The name of the director or interim director of the center.
 - b. The proposed responsibilities of the director.
 - c. The function(s) and composition of the oversight committee. Center oversight committees within the College of Public Health must have a majority faculty membership.
 - d. The main components of a pattern of administration for the center (to be formally

- completed and approved by the dean within a year of center establishment).
- 4) Budget/Funding: Specify budget and funding sources for the center, including:
 - a. The expected budget for the first year of operation.
 - b. Funding sources and one-time and recurring costs.
 - c. Existing or new equipment, space and facilities needed to establish the center.
 - d. The sustainability of the center, including possibilities for external funding and details of related funding proposal submissions.
 - 5) Evaluative Criteria and Benchmarks: Propose and define specific criteria and benchmarks against which the center will be measured.
 - 6) Supporting Materials: Solicit and include letters of support from relevant Division Chairs within the College, interested parties outside the College, and entities with similar emphases at other universities.

Review of College Centers

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

- 1) Mission
 - a. Original mission statement.
 - b. Proposal establishing the center.
 - c. Annual reports.
 - d. Description or list of all center activities, events, and initiatives that have contributed to fulfilling the mission and objectives of the center. If current activities differ from those originally envisaged or articulated in the mission statement, explain this evolution.
- 2) Faculty and Student Involvement and Contribution.
 - a. List of current faculty and graduate student affiliates or associates.
 - b. List of past faculty and graduate student affiliates or associates.
 - c. List of all faculty publications, lectures, grants, or other activities related to their work with the center, focusing on those that contribute most centrally to the mission of the center.
 - d. List of all student publications, lectures, grants, or other activities related to their work with the center.
- 3) Administrative Structure and Responsibilities.
 - a. Description of administrative structure.
 - i. Responsibilities and activities of all administrative staff, indicating their contributions to the mission of the center and its objectives.
 - ii. Indicate the contributions made by the oversight committee to the mission of the center and its objectives.
 - b. Pattern of administration.
- 4) Budget.
 - a. Current budget.
 - b. Projected budget for next four years.
 - c. Past budgets since last review.
 - d. Description of the budgetary context for the center, outlining specific information regarding those expenses charged to the University's general funds. Externally generated funds produced by the center should be itemized and linked to the functions and services articulated in the mission statement.
- 5) Evaluative Criteria and Benchmarks.
 - a. List of evaluative criteria and benchmarks articulated in the original center proposal, identifying and describing the degree to which the center has met (or failed to meet) its stated

- evaluative criteria and benchmarks.
- b. Identify and justify any new evaluative measures and describe the degree to which the center has met these criteria or benchmarks.
 - c. Provide any specific narrative information or data as appropriate and attach as appendices any documentation (letters of recommendation, awards, news releases) that demonstrate how the center has met its criteria or benchmarks.

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

VIII. FACULTY MEETINGS

The dean or their designee will preside over College faculty meetings.

For purposes of discussing College business other than personnel matters, and for making decisions where consensus is possible and a reasonable basis for action, a quorum will be defined as 60% of all faculty members eligible to vote.

For purposes of a formal vote, a matter will be considered decided when a particular position is supported by at least a majority of the eligible faculty members present after a quorum is established. In the rare circumstance when a matter must be decided and quorum of faculty members eligible to vote cannot be achieved on behalf of any position, the dean will necessarily make the final decision.

Special policies pertaining to voting on personnel matters are set forth in the College's [Appointments, Promotion and Tenure Document](#).

Balloting will be conducted by e-mail or electronic ballot when necessary to assure maximum participation in voting. When conducting a ballot, faculty members will be given one week to respond. Faculty will be given one opportunity to vote. The first vote will be considered the final vote for issues that are voted on at Faculty Meetings.

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

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

IX. DISTRIBUTION OF FACULTY DUTIES AND RESPONSIBILITIES

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

Fluctuations in the demands and resources of the College and individual circumstances of faculty members may warrant changes in their responsibilities. Initial faculty assignments are described in the initial letter of offer.

Assignments and expectations for the upcoming year are addressed and adjusted as part of the annual review based on College and division needs as well as faculty productivity and career development.

A full-time faculty member's primary professional commitment is to The Ohio State University and the guidelines below are based on that commitment. Faculty who have professional commitments outside of Ohio State during on-duty periods (including teaching at another institution; conducting research for an entity outside of Ohio State; external consulting) must disclose and discuss these with their Division Chair in order to ensure that no conflict of commitment exists. Information on faculty conflicts of commitment is presented in the [OAA Policy on 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 Dean to take into account the impact over time of the crisis. These adjustments may include modifying research expectations in order to maintain teaching obligations. These assignment changes must be considered in annual reviews.

General Expectations

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

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

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

Telework exception: Faculty members with responsibilities requiring in-person interaction are to work at a University worksite to perform those responsibilities. Telework and the use of remote, virtual meetings are allowed at the discretion of the Division Chair if such work can be performed effectively and faculty members are able to fulfill their responsibilities. Telework will be encouraged under certain circumstances if it serves the needs of the division College, University, and/or community. The Division Chair has the discretion to require faculty to work on campus if there are concerns that responsibilities are not being fulfilled through telework.

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

For general University policy, refer to the University Office of Academic Affairs [Policies and Procedures Handbook](#). See also rules [3335-5-07](#) and [3335-5-08](#) of the *Rules of the University Faculty*:

Rule [3335-5-19](#) of *Rules of the University Faculty* describes the basic differences in the types of faculty appointments made in the College.

For a full description of the teaching, research, and service expectations for faculty in the College of Public Health, refer to the College's [Appointment, Promotion, and Tenure document](#).

A. Tenure-Track

As a guiding principle, all tenure-track faculty members are expected to teach, conduct high-quality research, secure external funding, publish in high-impact, nationally recognized journals, and provide service to the College, University, profession, and community. Tenure-track faculty members must demonstrate excellence in research and teaching, and strength in service.

Teaching Activity

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

Dimensions of teaching may include, but are not limited to: a) classroom, practice setting, or online instruction; b) course/curriculum development and design; c) laboratory instruction and/or supervision in practice; d) creation, production, and publication of instructional materials; e) supervision of graduate student research; f) independent studies; g) field instruction; and h) student advising. Teaching responsibilities may include a combination of undergraduate, graduate, field instruction, laboratory instruction, and research supervision. All tenured and tenure-track faculty members with primary appointments in the College are expected to engage in teaching. The full-time teaching assignment for tenured and tenure-track faculty without salary recovery is primary responsibility for two courses in each on-duty term. Probationary tenure-track faculty will normally be given reduced teaching assignment. The teaching assignments of all faculty may be altered depending on their specific portfolio of funded research and administrative appointments, according to guidelines established by the College. The minimum teaching assignment is one 3-credit semester course in each academic year. Changes to the teaching guidelines are subject to a vote of the faculty.

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

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

It is the policy of the University that evaluation of instruction in all courses and of all faculty members is required. The evaluation of teaching is a continuous and multifaceted process in which data are obtained from multiple sources, including from students, peers, and administration, review of syllabi and other course materials, and from the faculty member's self-evaluation. The procedures for evaluation of instruction are guided by the principles set forth in the University Office of Academic Affairs guidelines. Student Evaluation of Instruction (SEI's) reports (including comments) must be included in each faculty member's annual inventory of activities.

It is recognized that the amount of effort devoted to teaching, research supported by external funding, and service are interrelated and there will be variations in teaching assignments depending upon the amount of

external funding generated by a faculty member and the balance of administrative responsibilities and/or other service commitments assumed by a faculty member. The College will establish guidelines for the relationship of teaching assignments, salary recovery, and service.

Advising Activity

Each faculty member is expected to serve as academic advisor to students identified by the Division Chair and the College Office of Academic Programs and Student Services. This includes, but is not limited to, regular opportunities for office appointments at times convenient for students. It is expected that advisors will offer to meet with their advisees at least once each semester.

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

Faculty assignments to such committees should always be sensitive to student preferences and total faculty workload. Division Chairs should make every attempt to ensure that all qualified faculty participate in these committees with no single faculty member overburdened by this activity.

Scholarly Activity

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

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

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

For additional information regarding types and evaluation of scholarly activities, consult the College's [Appointments, Promotion, and Tenure Criteria and Procedures](#) document.

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

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

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

Service Activity

All faculty members, regardless of appointment percentage, are expected to attend faculty meetings and participate actively in the governance of their Division and the College.

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

1. Associate professors should actively participate in College events, assist with recruitment of students and faculty, advise student organizations, or contribute in an administrative capacity. Involvement in professional organizations, serving on a task force, playing a role in organizing a professional conference, review of journal articles, and participation on grant study sections. Membership on boards and committees and participates with events or projects by community organizations.
2. Service among professors should represent high-level leadership through chairing division, College, or University committees; participating on University committees; contributing to faculty governance; mentoring junior faculty. Service outside of the University includes active participation in professional organizations at the national level (chairing a significant national or international committee), service on site visit committees, service as a member of a study section for federal funding agencies (e.g., NIH, NSF, CDC, AHRQ, NIOSH, OSHA, USDA), service as a member of an editorial board of a recognized professional peer-reviewed journal, service on a regional/national policy-making committee, service on boards and committees, and leadership in events or projects by community organizations (including public health departments, health coalitions, etc.).

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

Special Assignments

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

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

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

B. Clinical/Teaching Faculty

Clinical/teaching faculty members are expected to contribute to the University's mission via teaching and service, and to a lesser extent scholarship. Because of this, continuing clinical/teaching faculty members must demonstrate excellence in teaching and service/professional practice. They are also expected to contribute to the scholarly mission of the College in ways appropriate to their other activities. These may

include collaboration with others in research activity, publishing in the professional practice literature, making presentations at professional meetings, developing continuing education offerings, and developing educational innovations. The actual teaching and service expectations are stated in the contract for the position.

Teaching Activity

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

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

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

It is the policy of the University that evaluation of instruction in all courses and of all faculty members is required. The evaluation of teaching is a continuous and multifaceted process in which data are obtained from multiple sources, including from students, peers, and administration, review of syllabi and other course materials, and from the faculty member's self-evaluation. The procedures for evaluation of instruction are guided by the principles set forth in the University Office of Academic Affairs guidelines. Student Evaluation of Instruction (SEI's) reports must be included in each faculty member's annual inventory of activities.

Scholarly Activity

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

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

Service Activity

All faculty members, regardless of appointment percentage, are expected to attend faculty meetings and participate actively in the governance of their Division and the College.

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

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

C. Research Faculty

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

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

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

D. Associated Faculty

Compensated associated faculty members are expected to contribute to the University's mission via teaching 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 Clinical Practice faculty and lecturers will be based on the terms of their appointment. Per University Policy, the standard teaching assignment for full-time lecturers is four courses per semester.

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

E. Parental Modification of Duties

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

Options include reassigning the off-duty period, deferring teaching obligations to another semester, utilizing a 7-week teaching schedule, and team teaching. Expectations must be spelled out in an MOU that is approved by the Dean.

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

See also Parental Leave Policy in Section XII.

F. Guidelines for Determining FTE Exceptions to Faculty Appointments Policy

There are instances where the workload associated with a course is greater (or less) than the University-wide ratio of one 3-credit course to 0.25 FTE. In such cases, a Division Chair should request approval for an FTE adjustment.

At other times there may be unique circumstances surrounding the specific instance the course is offered that increase the workload. In these cases, the unit should request approval for additional compensation for the faculty member teaching the course.

In all cases, units must provide evidence to justify requests to increase or decrease the credit-hour to FTE equivalency beyond the University-wide ratio of one 3-credit course to 0.25 FTE. Every five years, units will reassess and report to the College whether or not any changes are warranted.

Activities that may warrant additional compensation include the following:

- Faculty member assigned a course for the first time.
- Faculty member requested to simultaneously significantly revise and teach a course
- Faculty member requested to teach a class that is larger than usual

Circumstances that may warrant adjusting FTE

- Three hour-credit courses that exceed an average of two additional hours/week; the FTE will be determined by assessing the average hours/week required for the course
- 3-credit courses where the faculty member provides the lecture and GTAs provide the recitation
- 4-credit courses where the faculty member provides the lecture and GTAs provide the lab supervision and grading
- Courses involving individual instruction
- Advising, curriculum development, internship oversight may replace course teaching
- Online course development

- Large enrollment courses

Note these lists are not exhaustive; they serve only as examples.

G. Departures from Standard Duties and Responsibilities

1. Part-time appointment

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

2. Term of appointment

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

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

3. Administrative and other assignments

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

X. COURSE OFFERINGS AND TEACHING SCHEDULES

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

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

For the general University policies, refer to the University Office of Academic Affairs [Policies and Procedures Handbook](#).

XI. ALLOCATION OF COLLEGE RESOURCES

The dean is responsible for the fiscal and academic health of the College and for assuring that all resources—fiscal, human, and physical—are allocated in a manner that will optimize achievement of College goals. The dean will allocate resources in support of the mission of the College after consultation with the executive committee. However, final decisions on resource allocation rest with the dean. The allocation of salary funds is discussed in the [Appointments, Promotion and Tenure Document](#).

1. The Dean will discuss the College budget at least annually with the faculty and attempt to achieve consensus regarding the use of funds across general categories. However, final decisions on budgetary matters for the College rest with the Dean.
2. Similarly, Division Chairs will discuss the Division Budget at least annually with the Division Faculty and will attempt to achieve consensus regarding the use of funds across general categories. However, final decisions on budgetary matters for the Division rest with the Division Chair.
3. Research space shall be allocated on the basis of research productivity including external funding and will be reallocated periodically as these faculty-specific variables change.
4. The allocation of office space will include considerations such as achieving proximity of faculty within Divisions and grouping staff functions to maximize efficiency.
5. Incentive Plan
Faculty who have their TIU in the College and for whom salary recovery from external sources accrues entirely to the College will be eligible for incentives as described in the [College's approved Incentive Programs](#). Tenure track and clinical/teaching faculty who have an appointment in the College and for whom salary recovery from external sources accrues in part to the College will be eligible for these incentives on a prorated basis according to the percentage of salary recoverable to the College. Distributions of incentives for faculty on Special Assignment, Faculty Professional Leave, and other leaves of absences will be handled on a case-by-case basis by the Division Chair in consultation with the Executive Committee. These faculty incentives should not be interpreted as representing criteria for tenure in the College.
6. Disclaimer
Additional guidelines unrelated to appointments, promotion, tenure, salary, grievances and investigations may be found on the College website.

The guidelines described in this document do not constitute a contractual obligation. Fluctuations in demands and resources in the College and the individual circumstances of faculty members may warrant temporary deviations from these policies.

XII. LEAVES AND ABSENCES

All employees, including faculty, who are working remotely in any capacity need to complete a [Flexible Work Agreement form](#) in partnership with their supervisor and have it fully approved prior to the start of each semester. Flexible work agreements should be developed through ongoing conversations between employees and supervisors. Every effort should be made to balance professional and personal commitments with flexibility that supports a high-quality outcome for the College and the employee. The Flexible Work Agreement form will be used for tax withholding purposes as well as management of workspace assignments and building density. Regardless of the employee's work location, all employees are expected to fully participate in the life of the College by attending and contributing to meetings, events, and open dialogue upon request.

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

A. Discretionary Absence

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

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

B. Absence for Medical Reasons

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

C. Unpaid Leaves of Absence

The University's policies with respect to unpaid leaves of absence and entrepreneurial leaves of absence are set forth in OHR [Policy 6.45](#).

Faculty and staff may request unpaid leave of absence (ULA) for personal or professional reasons. Requests for ULAs should be made in writing as far in advance as possible from the time of leave. Approval is based on the nature of the request, the positive and/or negative impact of the leave on the College, and the extent to which requesting faculty or staff member's responsibilities and/or assignments can be adequately covered.

D. Faculty Professional Leave

Information on faculty professional leaves is presented in the OAA [Policy on Faculty Professional Leave](#).

Applications for FPL, which must follow the format determined by the Office of Academic Affairs, must be peer-reviewed in the College and approved by the Division Chair then reviewed and approved by the Executive Committee.

Faculty wishing to engage in FPL should become acquainted with the above guidelines and consult with their Division Chair before applying for leave.

E. Parental Leave

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

XIII. SUPPLEMENTAL COMPENSATION AND PAID EXTERNAL CONSULTING ACTIVITY

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.

The College adheres to these policies in every respect. In particular, it expects faculty members to carry out the duties associated with their primary appointment with the University at a high level of competence before seeking other income-enhancing opportunities. All external consulting and supplemental compensation activities must be approved by the Dean and Division Chair prior to the initiation of the activity regardless of the source of compensation. Approval will be contingent on the extent to which a faculty member is carrying out regular duties at an acceptable level, the extent to which the extra income activity appears likely to interfere with regular duties, and the academic value of the proposed consulting activity to the College. In addition, it is University policy that faculty may not spend more than one business day per week on activities leading to supplemental compensation and external consulting combined. An evaluation and determination of Supplemental Compensation and Paid External Consulting Activity requests will be provided to the faculty requestor within 30 days of receipt.

Faculty with an administrative position (for example, chair, associate/assistant dean, center director) remain subject to the Policy on 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 faculty member wish to use a textbook or other material that is authored by the faculty member and the sale of which results in a royalty being paid to them, such textbook or material may be required for a course by the faculty member only if (1) the faculty member's Division Chair and dean or designee have approved the use of the textbook or material for the course taught by the faculty member, or (2) an appropriate committee of the College reviews and approves the use of the textbook or material for use in the course taught by the faculty member.

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

XIV. FINANCIAL CONFLICTS OF INTEREST

Information on faculty financial conflicts of interest is presented in the University's [Policy on 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

Faculty and staff with grievances should discuss them with the Division Chair, supervisor, or appropriate College administrators who will review the matter and either seek resolution or explain why resolution is

not possible. If the grievance involves the Division Chair, the faculty or staff member should bring the matter to the attention of the Dean. 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 of salary equity with the Division Chair and Dean. The faculty or staff member should provide documentation to support the complaint.

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

B. Faculty Misconduct

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

C. Faculty Promotion and Tenure Appeals

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

D. Harassment, Discrimination, and Sexual Misconduct

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

Ohio State's policy and procedures related to affirmative action, equal employment opportunity, and non-discrimination/harassment are set forth in University [Policy 1.10](#).

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 Division Chair, the Chair will first ascertain whether or not the students require confidentiality. If confidentiality is not required, the chair will investigate the matter as fully and fairly as possible and provide a response to both the students and any affected faculty. If confidentiality is required, the chair will explain that it is not possible to fully investigate a complaint in such circumstances and will advise the student(s) on options to pursue without prejudice as to whether the complaint is valid or not.

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

G. Academic Misconduct

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

XVI. PROCESS FOR AMENDING THE PATTERN OF ADMINISTRATION

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

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

Policies for Amending the Pattern of Administration:

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

XVII. IMPLEMENTATION OF THE PATTERN OF ADMINISTRATION

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

Amended: Faculty Vote 4/20/1999
Revised: 4/00
Revised: Faculty Vote 5/15/2001
Revised: Faculty Vote 6/08/2004
Revised: Faculty Vote 2/24/2006
Revised: Faculty Vote 1/11/2007
Revised: Faculty Vote 10/10/2008
Amended: Faculty Vote 1/16/2009
Revised: Faculty Vote 6/1/2012
Revised: Faculty Vote 6/5/2014

Amended: Faculty Vote 12/10/2014
Revised: Faculty Vote on 01/31/2022