

**Pattern of Administration  
for  
The Ohio State University  
Department of Teaching and  
Learning**

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## **I Introduction**

This document provides a brief description of the Department of Teaching and Learning 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 department and its faculty are subject. The latter 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 department chair. However, revisions may be made at any time as needed. All revisions, as well as periodic reaffirmation, are subject to approval by the college office and the Office of Academic Affairs. This pattern of administration (POA) is subject to continuing revision and structured to meet the goals and mission of the university as a whole and the interests of the department and the College as outlined in its mission, vision, values, and strategic goals.

The department and the College of Education and Human Ecology recognize the concept of shared governance with the presumption favoring faculty leadership on those matters in which faculty have primary responsibility, including: curriculum, subject matter and methods of instruction, faculty status (type of appointment), promotion and tenure of faculty. This includes annual Departmental oversight of curriculum and learning outcomes.

## **II Department Mission**

The vision of the Department of Teaching and Learning is, “We envision humanizing education contexts that are critical, inclusive and equitable, and that disrupt and decolonize systems of oppression, where all people are committed to working towards equity, anti-racism, and racial and linguistic justice.”

Our mission is to generate knowledge with communities and educators about effective practices for learning and teaching processes affecting people in diverse schools and environments, families, and communities through world-class research, innovative teaching, and responsive service that addresses pressing educational problems both locally and globally. We are especially concerned about preparing researchers, educators, and teachers who understand and enact social justice for under-represented groups, for emergent bilingual students, and for children and youth of immigrants and refugees.

Accordingly, the major focus of the department is the preparation of students:

- To be well prepared in theory, evidence-based, and research-based practices in pedagogy.
- To develop the knowledge, pedagogical abilities, and dispositions within a strong social justice framework to effectively teach diverse learners in ways that are culturally relevant and sustaining.
- To become leaders in the field, helping to critique and re-conceptualize knowledge and pedagogy for academic content, critical inquiry and reflection, and learning processes.

Our mission and vision link directly to The Ohio State University’s as well as the College’s Vision, Mission, Values and Goals. The four core elements are critical components in terms of achieving the university’s goals:

- To provide unsurpassed, student-centered learning experience led by engaged world- class faculty and staff, and enhanced by a globally diverse student body;
- To create distinctive and internationally recognized contributions to the advancement of fundamental knowledge and scholarship and toward solutions of the world’s most pressing problems;
- To advance a culture of engagement and collaboration involving the exchange of knowledge and resources in a context of reciprocity with the citizens and institutions in Ohio, the nation, and the world;

- To be an affordable public university, recognized for financial sustainability, unparalleled management of human and physical resources, and operational efficiency and effectiveness.

### **III Academic Rights and Responsibilities**

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

Academic freedom and intellectual diversity have been hallmarks of the ethic of The Ohio State University since it opened its doors in 1873. The Office of Academic Affairs leads the institutional effort to inform faculty (and students) about relevant policies and procedures and to promote frank, open, and respectful discussion about the issues of freedom of thought and expression. More information can be found [here](#). It is expected that all faculty, staff, and students will work in ways that promote a positive, respectful, collaborative and collegial climate. Integrity in ethical behavior and accountability in our actions while demonstrating respect in the absence of agreement is a core value.

### **IV Faculty and Voting Rights**

Faculty Rule [3335-5-19](#) defines the types of faculty appointments possible at The Ohio State University and the rights and restrictions associated with each type of appointment. For purposes of governance, the faculty of this department includes tenure-track, clinical, and associated faculty.

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

The Department of Teaching and Learning makes clinical appointments. Clinical faculty titles are assistant clinical professor; associate clinical professor; and clinical professor.

The department faculty voted to extend governance rights to clinical faculty. Clinical faculty may vote in all matters of department governance except tenure-track promotion and tenure decisions and research promotion decisions. Clinical faculty may participate in discussions of clinical faculty matters including promotion reviews. Any clinical faculty member appointed by the unit may stand for election to serve as a representative in the University Senate subject to representation restrictions noted in [Faculty Rule 3335-7-11\(C\)\(2\)](#).

#### **A Clinical Faculty Appointment Cap**

The appointment cap on this department's clinical faculty in relation to the total of its tenure-track and clinical faculty is established in the [college pattern of administration](#).

In accordance with [Faculty Rule 3335-7-03](#), unless an exception is approved by the University Senate and the Board of Trustees,

- clinical/teaching/professional practice faculty may comprise no more than 20% of the tenure-track, clinical/teaching/professional practice, and research faculty in the College of Education and Human Ecology;
- the number of clinical faculty members must be fewer than the number of tenure-track faculty members in this department.

The Department of Teaching and Learning 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 and faculty joint appointees with FTEs below 50% in this department may be invited to participate in discussions on non-personnel matters, but may not participate in personnel matters, including promotion and tenure reviews, and may not vote on any matter. Any joint appointments will be discussed with the Dean. The amount of remuneration is determined by the Chair, and is adjustable according to rank, workload, and market conditions.

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**

The Department of Teaching and Learning has one center of operations, which is the office of the department chair, who is responsible to the Dean for all aspects of administration; the department staff are responsible to the department chair. The Associate Chair is responsible for specific aspects of administration as supervision within the department as described below. There are five central office staff positions: Executive Assistant to the department chair, Administrative Associate, Human Resources Generalist, Finance Officer, and Fiscal Coordinator. These positions are integral to the functionality of the department. These staff members collaborate with faculty, staff, and students within the department, the college, and the university. The department chair monitors the effective functioning of these positions and may reconfigure staff assignments as needed.

### **Academic Programs**

#### Sections

The faculty are organized into three Sections which have programs within them. Faculty in their respective areas engage in program planning, faculty teaching assignments, and graduate admission and supervision. The sections are the following:

Section 1-**TLCTE**: Teaching and Learning Critical and Transformative Education

Section 2-**TLLLLA**: Teaching and Learning Literacy, Literatures, and Language Arts

Section 3-**TLISTEAM**: Teaching and Learning Inclusive STEAM

Whereas overall supervision of academic programs is the responsibility of the department chair, the operational authority and responsibility are located in the Section areas. Each section will have a *Section Head* who will be appointed by the department chair. *Section Heads* may serve up to three years based on performance. Section Heads are responsible for the following:

- Leadership of course scheduling within the program
- Coordination of admissions, recruitment, and retention activities in collaboration with the Office of Student Services
- Leading and approving curricular/programmatic revisions
- Attending monthly department meetings
- Attending monthly section head meetings

- Hosting regular section meetings
- Attending monthly executive committee meetings
- Managing program funds in consultation with the Fiscal Officer
- Maintaining communication with section faculty about pressing matters in the department, college, and university
- Coordinating with the Office of Student Services on fellowships
- Coordinating with the scholarship office on the awarding of scholarships
- Other duties as required to maintain the smooth running of the section, although those responsibilities may be delegated or arranged in various ways within the section.

Teacher Education

There are eight licensure programs at the undergraduate and M.Ed. levels that lead to initial teacher license. This program is managed by the Director of Accreditation, Placement, and Licensure (APL).

Director of Accreditation, Placement, and Licensure in EHE

The Director of APL in EHE is responsible for clearing OSU students for licensure in multiple teacher preparation programs. The Director supervises staff in the Office of APL, attend necessary conferences for Teacher Preparation programs, and serve on UTEC and other committees as required. Other responsibilities include the coordination of teacher preparation work with regional campuses, the teacher education schedule, placement for in-service teachers and other duties as assigned. The director is also responsible for writing and submitting multiple reports to the Council for Accreditations and Educator Preparation and the State of Ohio.

Assistant Director of Teacher Preparation:

The Assistant Director of Teacher Preparation is primarily responsible for diversity and social justice recruitment and retention in Teacher Education. They are expected to provide expertise and leadership to the Department of Teaching and Learning in four key areas: recruiting and supporting BIPOC educators in conjunction with the Office of Academic Affairs, particularly at the undergraduate-level across initial licensure programs in K-12 education; creating innovative learning and teaching experiences to best support and sustain BIPOC teacher candidates once they are admitted; conducting and disseminating research on these practices; and teaching courses in the teacher education program(s). The Assistant Director of Teacher Education will oversee a recruitment and support program for cohorts of BIPOC students throughout their teacher education major and serve as a key liaison between the Department of Teaching & Learning and the College of Education and Human Ecology Academic Affairs and the Office of Equity, Diversity and Global Engagement, and with the Diversity and Equity Committee (DeCO). The Assistant Director works in collaboration with the Director of APL in the College of EHE.

**A. Executive Assistant to the Department Chair**

Supports the chair of the Department of Teaching and Learning by providing effective leadership, administrative oversight, and communication within the department; organizes, prepares and analyzes grant applications, proposals and status reports; serves as point of contact to faculty, staff, students, and organizations inquiring about programs, committees, and department resources; independently creates administrative procedures and provides training for support staff; resolves employee issues/complaints as quickly and efficiently as possible.

**B. Administrative Associate**

Under the direction of the Executive Assistant to the department chair for the Department of Teaching and Learning (T&L), the Department Administrative Assistant provides a high level of administrative and department level coordination, support, and customer service for the Administrative Office in the Department of Teaching & Learning. This position serves as the primary point of contact and performs a variety of clerical support activities; manages Associate Chair calendar; helps the department chair's Executive Assistant as needed.

**C. Human Resources Generalist**

The department Human Resources Generalist advises and assists the department chair. The person in this position manages the human resource functions for the department in compliance with University and College guidelines.

**D. Finance Officer**

Serves as the finance administrative advisor, providing strategic oversight of all aspects of budget planning and financial management to the department chair. Analyzes data to support department short and long-term planning. Provides budget management and oversight for complex unit of department academics, research and outreach programs including the English Spoken Language Program, and RREL (Reading Recovery and Early Literacy). Provides a broad range of fiscal services for the department including creation of financial reports and analysis, PBA & cash budgeting, and expense control & revenue enhancements. Prepares and monitors budgets for general funds, conferences, earnings, grants, and contracts, OSP grants, development, agency, and plant funds in compliance with university policies and college guidelines.

**E. Fiscal Coordinator**

The department's Fiscal Officer advises and assists the department chair with fiscal planning and expenditure. The person in this position, in consultation with the Finance Officer, prepares/monitors all department and research grant budget expenditures; monitors the purchasing of supplies, services, equipment, and related items required for department operation; monitors personnel expense in coordination with department Human Resources Professional; aligns department fiscal initiatives with the mission and values of the university and college. The Fiscal Officer reports directly to the department chair with a dotted line to the EHE Director of Finance and Business Services and to the Department Finance Officer.

**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.

The nature and importance of any individual matter determines how it is addressed. Section-related decisions are made by section faculty and where necessary, in consultation with the department chair. Policy decisions are made by the department chair in consultation with the faculty. Standing, ad-hoc, or

special committees of the department may be created to offer recommendations or make general decisions.

The department chair maintains a strong commitment to open discussion. The department should expect that the department chair's actions will be supported by defensible rationales. Where appropriate, the department chair will make rationales public and subject to public comment. The department chair will embrace a willingness to alter decisions when compelling rationales for doing so are presented.

## **VII Department Administration**

### **A Department Chair**

The primary responsibilities of the department chair are set forth in Faculty Rule [3335-3-35](#). This rule requires the department 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 department 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 department 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.
- 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 their 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 department 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 department 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 department 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 department chair will explain to the faculty the reasons for the departure, ideally before action is taken.

## **B Department Associate Chair**

The Associate Chair works in collaboration with the department chair with the management duties of the Department. The Associate Chair will have oversight of curricular matters. The Associate Chair assumes responsibility when the department chair is not available. The Associate Chair supports the department chair in department responsibilities including such things as overall operations, policy development and implementation, budgetary decisions, curriculum oversight, personnel management, faculty annual reviews, and overall problem solving. The person in this position also oversees the Office of Academic Services and the Office of Intercultural English Language Programs. Other responsibilities of the Associate Chair, not specifically noted elsewhere in this Pattern of Administration, are detailed further within the [Department of T&L Administrative Handbook](#), which details processes and procedures.

## **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 department 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 and the Promotion and Tenure Committee. The department has one administrative, Executive Committee and four standing committees: Undergraduate Studies Committee, Graduate Studies Committee, Promotion and Tenure Committee, and Diversity and Equity Committee. The department chair may also appoint ad-hoc committees, when necessary, as the department chair deems helpful. All committees are advisory to the department chair and to the department faculty, except with regard to routine administrative matters within their purview.

As part of their service duties, department faculty are highly encouraged to run for election on one of these standing committees. Committee chairs and members on standing committees may not serve two consecutive terms on the same committee, nor will any individual serve as chair for more than

one committee at a time. While each committee has a committee chair it is expected that the committee members will be actively engaged in the work of the committees, so the load does not fall solely on the committee chair. Each Committee Chair will assign specific tasks to each committee member as needed. A quorum for department standing and ad-hoc committees shall consist of no less than one-half of the voting members of the committee. Scholarship Committee is the fifth committee, but its composition and scholarship liaison appointment follow the EHE Scholarship guidelines.

The department will endeavor to ensure that all committees are diverse to the point of reflecting the diversity of the faculty, students, and communities the Department of Teaching and Learning serves.

### **1. T&L Executive Committee**

The T&L Executive Committee participates in discussions around issues, concerns, and topics that are central to the business of the department. The Executive Committee assists the department chair in suggesting agenda items for Faculty meetings; reviewing budgetary requests such as faculty professional leaves, special assignments, and emeritus status; staff professional development funds; student travel (eligible for one conference per year up to three years), and others as needed. The department chair serves as the chair of the T&L Executive Committee. The T&L Executive Committee includes the department chair, Associate Chair, Section Heads, Chair of Graduate Studies, Chair of Undergraduate Studies, and Chair of the Diversity and Equity Committee. The department chair may add other leadership roles at his/her discretion.

### **2. Undergraduate Studies Committee**

The Undergraduate Studies Committee (UGSC) is responsible for curricular matters affecting undergraduate studies and awarding scholarships in the department. The Committee establishes policy and curriculum by majority vote. The Chair of Undergraduate Studies is appointed by the department chair and is a two-year position. The Chair of Undergraduate Studies would have preferably served previously on the committee. The Chair of Undergraduate Studies will assign each committee member a task to complete as part of the committee's mission. Additional members are elected by the faculty and include at least five tenured or tenure-track faculty members or clinical faculty, three from the Columbus campus and two regional campus representatives. The Chair of Undergraduate Studies shall also appoint one Undergraduate Student Representative to the Committee in consultation with the department chair. The Chair of Undergraduate Studies will also work in collaboration with the College Scholarship Manager in the Office of Academic Affairs for undergraduate scholarships and awards. All elected members serve staggered two-year terms.

### **3. Graduate Studies Committee**

The Graduate Studies Committee (GSC) reports directly to the department chair and is responsible for curricular matters affecting graduate programs, as specified in the [Graduate School Handbook](#) and the department [Graduate Program Handbook](#). The Committee establishes graduate policy and curriculum by majority vote. The Chair of Graduate Studies is appointed by the department chair and will serve a two-year term, renewable up to three years based on merit. Additional voting members are elected by the faculty and include at least four tenured or tenure-track members or clinical faculty from the Columbus campus – one representative from each of the three sections, and one at large member – and one tenured or tenure-track regional campus representative. The Director of the T&L Academic Services Office and a Graduate Student Representative (selected by the GSC Chair) also serve as non-voting members. All elected members serve staggered, two-year terms. The Chair of Graduate Studies will work in

collaboration with the Department of Teaching and Learning's Academic Services Office with course and program changes, advising, petitions, and fellowship decisions; student recruiting; orientation and advising; advising the department Associate Chair on graduate student appointments, curriculum, examinations, maintaining records, and the annual review of each student's academic progress and performance of teaching duties. The Chair of Graduate Studies will work with the committee members to assign specific duties or tasks.

#### **4. Promotion and Tenure Committee**

The Promotion and Tenure Committee, in consultation with the department faculty, shall make recommendations to the department chair on personnel matters including, but not limited to, promotion, tenure and annual review of untenured faculty and promotion and review of clinical faculty (for additional details, see [Appointments, Promotion and Tenure document, Section III.B](#)). Each year, the Chair of the Promotion and Tenure Committee is elected by the Promotion and Tenure Committee from the committee membership and may serve no more than two consecutive years as Chair. The committee will select a chair-elect as well so that there is a succession plan in place. The expectation is that the chair-elect will assume the chair position the following year.

The Promotion and Tenure Committee shall consist of a minimum of seven tenured faculty members elected for staggered-three-year terms so that the majority of the committee members are of professor rank. One of the members shall be a regional faculty member at the professor or associate professor level. In addition, an alternate at the associate rank and professor rank shall be elected.

#### **5. Diversity and Equity Committee**

The Diversity and Equity Committee (DECo) supports underrepresented students, staff, and faculty within the Department of Teaching and Learning across all degree programs and licensure areas. More specifically the committee works in collaboration with T&L Academic Services, the Sections, the Assistant Director of the Teacher Education Office, and the Graduate and Undergraduate Studies Committees on student, staff, and faculty issues, retention, and monitoring as part of the retention efforts. The Committee also provides support for diversity-themed programs in the department and the College in collaboration with EHE's Office of Equity, Diversity, Globalization, and Outreach (EDGE). The Committee will include four elected members serving staggered, two-year terms. The Chair of DECo will be selected from among the members and determined by a vote of the committee members. The Committee will also include, at minimum, one staff representative from the Department of Teaching and Learning, one graduate student representative, and one undergraduate student representative, all to be appointed by the department chair, in consultation with the Committee. Students are voting members on this committee.

#### **6. T&L Scholarship Committee**

Each department within the College of Education and Human Ecology forms a scholarship committee to review the scholarship applications and select recipients based on the EHE Scholarship Guidelines. Per College guidelines the Scholarship Committees should reflect professional and demographic diversity within each department. Each Scholarship Committee should include a combination of faculty, department chairs, program chairs, student services professionals, and fiscal officers. The department chair or their designee oversees the department Scholarship Committee and selects the members who will serve on the department Scholarship

Committee each year. One person from the Scholarship Committee will serve as the liaison between the EHE Scholarship Manager and the department Scholarship Committee. The department chair appoints the department Scholarship Committee Liaison. The department Committee Liaison organizes and leads scholarship committee meetings. The department Committee Liaison collects information from the Scholarship Manager and shares with the scholarship committee. The Liaison is responsible for completing and submitting the scholarship reporting form to the Scholarship Manager. The Department of Teaching and Learning's Scholarship process for nominations of students is housed in the Teaching and Learning Office of Academic Services.

### **VIII Faculty Meetings**

The department chair will provide to the faculty a schedule of department faculty meetings at the beginning of each academic term. The schedule will provide for least three times during the academic year and normally will provide for monthly meetings. All voting members of the department must be notified via email of the time and place of the regular faculty meetings. To the extent possible, all faculty meetings will be set for the academic year at the beginning of the academic year and provided to faculty. The department chair shall convene the first meeting of the academic year near the beginning of Autumn Semester. An agenda for each regularly scheduled faculty meeting is established by the department chair, in consultation with the T&L Executive Committee. Any department faculty member may request that items be included on the agenda. A quorum for faculty meetings shall consist of no less than two-thirds of the tenure-track and clinical faculty members of the department. Minutes are taken at each faculty meeting by an Administrative Assistant and then distributed electronically by the Administrative Associate. These minutes may be amended at the next faculty meeting by a simple majority vote of the faculty who were present at the meeting covered by the minutes. Votes on policy matters are only taken after a motion has been made and seconded and are usually completed by Qualtrics surveys by all members of the faculty with voting rights. Motions for action are typically submitted before meetings and included in writing on the meeting agenda.

The department 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. Typically, department 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. It is expected that all faculty, staff, and students will work in ways that promote a positive, respectful, collaborative, and collegial climate.

### **IX Distribution of Faculty Duties and Responsibilities**

The Office of Academic Affairs requires departments to have guidelines on the distribution of faculty duties and responsibilities (See the OAA [Policies and Procedures Handbook](#), Volume 1, Chapter 2, Section 1.4.3).

Faculty assignments are described in the initial letter of offer. The department chair is responsible for assuring that every faculty member has duties and responsibilities commensurate with his, her, or their appointment.

While faculty are expected to exercise "self-determination" in conducting their research or other scholarly activity, the department chair assigns teaching and, in most cases, department service. In making these assignments, the department chair must balance the needs of the department with the preferences of the faculty member within the context of the department's guidelines on faculty duties and responsibilities described below, consistent with the University expectation regarding faculty [commitment](#). 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 the department chair in order to ensure that no conflict of commitment exists.

During on-duty semesters, faculty members are expected to be available for interaction with students, service assignments, and other responsibilities even if they have no formal course assignment that semester. Faculty members should not be away from campus for extended periods of time unless they are on approved leave of absence. Faculty Rule [3335-5-08](#) requires that absence of any member of the teaching staff from ordinary service in the university, for any cause other than sickness, must be with the knowledge and approval of his, her, or their Department Chair and of the Dean of the College, or, in the case of faculty assigned to a regional campus, the Dean and Director of that campus; and that absence by a faculty member from campus for ten or more continuous business days during a semester must be approved by the Department Chair, Dean, and Executive Vice President and Provost. On-duty faculty members should not be away from campus for extended periods of time unless on an approved Special Assignment (SA), a Faculty Professional Leave (FPL), or other approved reason.

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 department 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 department, college, university, and/or community. The department 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 Department and the individual circumstances of faculty members may warrant temporary deviations from these guidelines.

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 department 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 four courses per academic year. 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 department 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 College of Education and Human Ecology has established the [\*EHE Principles to Guide Teaching Load\*](#) that the Department of Teaching and Learning will follow unless otherwise approved by the Department Chair.

### **Scholarship**

All tenure-track faculty members are expected to be engaged in scholarship as defined in the department's [\*Appointments, Promotion, and Tenure Document\*](#). Scholarly activity includes publishing research in refereed journals, authored books, edited books, textbooks, and in conference proceedings, giving seminars, lectures, and workshops; interdisciplinary activity between different areas of study within Teaching and Learning and other fields such as the arts, sciences, and professions; participation in conferences and consultation with colleagues at other universities, institutes, and national research centers and collaborative research with students, postdoctoral fellows, visitors, and other researchers. Scholarly activity may also include such activities as writing research monographs, expository articles and popular articles on learning and teaching, and scholarly contributions to curriculum development. Securing funding (e.g., internal or external), including research and training grants, is part of scholarly activity. A more detailed discussion can be found in the APT document. Over a four-year rolling period a faculty member who is actively engaged in scholarship will be expected to publish regularly in high quality peer-reviewed 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 that supports at least 15% AY release time and that supports at least two graduate students per year. Faculty members are also expected to seek appropriate opportunities to obtain patents and engage in other commercial activities stemming from their research.

### **Service**

Faculty members are expected to be engaged in service and outreach to the department, university, profession, and community. It is expected that each member of the department will conscientiously engage in service across these areas. All tenured faculty may serve on department committees and/or act as Section Heads and/or Course Supervisors, and/or Ad-Hoc Committees as needed. For tenure-track faculty, advising of students is an important service as well as an instructional activity. Faculty members, particularly senior faculty members, are expected to serve on College or University

committees as needed. Faculty members also perform professional service for the educational research community by serving on committees of professional societies, presenting invited talks, organizing conferences, refereeing articles, editing journals, and mentoring new and junior faculty members.

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.

Untenured faculty will normally be provided an SA for research for one semester during their probationary period. Tenure-track faculty members apply for SAs to have time away from classroom teaching and some other responsibilities in order to concentrate effort on a particular project. SAs are usually, but not necessarily, provided to faculty to develop a new research skill, initiate a new project, or complete an ongoing project. SAs of shorter duration may be provided for such purposes as facilitating travel related to research that is less than a semester in duration, but more than a week or two provided classroom teaching is not disrupted.

Reasonable efforts will be made to award SA opportunities to all other 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 department's Executive Committee will evaluate all SA proposals and make recommendations to the department chair. 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.

The SA application should describe any non-Ohio State compensation that the faculty member will receive during the period of the SA. Columbus campus SAs require the approval of the department chair and the College Dean. Regional Campus SAs require the approval of the department chair and the Regional Campus Dean.

### **B Clinical Faculty**

The Department of Teaching and Learning appoints clinical faculty. These appointments exist for faculty members who focus principally on the education needs for the Department Teaching and Learning. Clinical faculty members are expected to contribute to the department's research and education missions, as reflected by participation in graduate program development and teaching. Clinical faculty members are expected to contribute to the university's mission via teaching and service, and to a lesser extent scholarship. Service expectations are similar to those for the tenure-track.

In the Department of Teaching and Learning the normal range of teaching loads for Clinical Faculty members during the academic year is expected to be up to 8 courses or 24 credit hours under the semester system on the Columbus campus. Clinical faculty who have administrative duties, may receive a reduction in teaching load, which will be less than the 8 courses, at the discretion of the department chair. Clinical faculty members are also expected to engage in service and are eligible to serve on all T&L committees except as restrained by any rules set forth by OAA. Clinical teaching

duties may involve face-to-face or online instruction, as well as field-based supervision, and other clinical teaching endeavors. High quality teaching, including academic advising of licensure students, is the primary role of clinical faculty members in the Department of Teaching and Learning.

### **C 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.

### **D Modification of Duties**

The Department of Teaching and Learning 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 Education and Human Ecology's guidelines on modification of duties to provide its faculty members flexibility in meeting work responsibilities within the first year of childbirth/adoption/fostering, or care for an immediate family member who has a serious health condition, or a qualifying exigency arising out of the fact that the employee's immediate family member is on covered active duty in a foreign country or call to covered active duty status. See the [college pattern of administration](#) for details.

A faculty member requesting the modification of duties for childbirth/adoption/fostering and the department 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. Expectations must be spelled out in an MOU that is approved by the dean. See the OHR [Parental Care Guidebook](#) for additional details. See also the Parental Leave Policy in Section XII.

## **X Course Offerings and Teaching Schedule**

The department chair will annually develop a schedule of course offerings and teaching schedules in consultation with the faculty, both collectively and individually, and in coordination with the Associate Department Chair, the Section Heads, and the Academic Services Coordinator. The Section Heads and the faculty, both collectively and individually will develop course offerings, scheduling, and staffing assignments of faculty, staff, GTAs, and lecturers. The department's first obligation is to offer the courses needed by students at times most likely to meet student needs; reasonable efforts must be made to distribute course offerings across the days of the week; and reasonable efforts must be made to assure that course offerings match student demand and that conflicting course times are avoided. Further details regarding course offerings and teaching schedules may be found in the [T&L Administrative Handbook](#). A scheduled course that does not attract the minimum number of students required by Faculty Rule [3335-8-16](#) will normally be cancelled and the faculty member scheduled to teach that course will be assigned to another course for that or a subsequent semester.

## **XI Allocation of Department Resources**

The department chair is responsible for the fiscal and academic health of the department and for assuring that all resources—fiscal, human, and physical—are allocated in a manner that will optimize achievement of unit goals.

The department chair will discuss the department 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 rest with the department chair.

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.

The allocation of office space will include considerations such as achieving proximity of faculty in subdisciplines and productivity and grouping staff functions to maximize efficiency. Department Graduate Associates (GTAs, GRAs, and GAAs) will share available office spaces.

The allocation of salary funds is discussed in the Appointments, Promotion and Tenure Document.

Department funds will be allocated according to their availability for travel funds. Faculty members should consult with the department Finance Officer before using personal funds to be reimbursed from their FSA and for clarification concerning department and University procurement policies and procedures. All faculty members are encouraged to apply for funds needed outside of the normal faculty allocations (e.g., for international travel, etc.).

## **XII Leaves and Absences**

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](#)). 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](#). The information provided below supplements these policies.

### **A Discretionary Absence**

Faculty are expected to complete a travel request or a [request for absence form](#) 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 department 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 department 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](#).

### **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 information provided below supplements these policies. A Faculty Professional Leave (FPL) constitutes a more formal departure from regular academic duties than a Special Assignment (SA) and may be two semesters in length. FPLs may involve salary reductions and other considerations established by the Ohio legislature and University Board of Trustees. Faculty considering an FPL should fully acquaint themselves with these policies before applying for leave. Faculty members who desire an FPL should discuss the matter with the department chair during their annual evaluation or as soon thereafter as possible. The department chair will indicate whether submission of a full proposal to the T&L Executive Committee articulating the purpose and nature of the FPL is appropriate. Because FPL proposals must be recommended by the T&L Executive Committee and approved by the College Dean, the Office of Academic Affairs, and Board of Trustees before they may be implemented, faculty should submit FPL proposals for a particular year no later than the first Monday of February of the preceding year except when the development of an unexpected opportunity precludes such timing. The Department Chair's recommendation to the College 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, the recommendation of the T&L Executive Committee as well as the Department's ability to accommodate the leave at the time requested. The Department Chair will announce FPLs once the Board of Trustees approves them.

The department's Executive Committee will review all requests for faculty professional leave and make a recommendation to the department chair based on the following criteria:

- A faculty member requesting an FPL must submit a proposal to the T&L Executive Committee by the first Monday in February of the academic year before the leave is requested. The T&L Executive Committee will review the proposal along with the faculty member's history of FPLs. In addition to the research or curricular proposal for the FPL, the faculty member should suggest how their course load could be covered and how their service commitments will be met. The T&L Executive Committee will weigh the merits of each proposal and make their decision on the proposal as expediently as possible.
- Faculty Professional Leave proposals generally emphasize enhancement of research skills and knowledge. However, an FPL may be used for substantial investment in pedagogical or administrative skills and knowledge when these are judged to be mutually beneficial to the faculty member and his or her academic unit. In evaluating FPL proposals, the department places the greatest weight on the merits of the proposal in light of the professional development of the faculty member and the advancement of the academic mission of the department. Although there are many advantages to spending the FPL at another university, in industry, or at some other appropriate institution, such an appointment is not essential if the plan for the leave is meritorious in its own right. The Office of Academic Affairs approves FPL proposals that are consistent with the technical requirements of the program and that have been approved by the department chair and College Dean or regional campus dean.

Once approved by OAA, leaves are recommended to the Board of Trustees for final approval. OAA notifies the College Dean or regional campus dean when Board approval has been granted. Regional campus proposals are reviewed and approved first by the regional campus dean and then forwarded to the department chair for approval. The proposal is then returned by the department to the regional campus, which is responsible for submitting the leave application to the Office of Academic Affairs. The college office in which the department is located is notified, but is not directly involved in the approval process.

The department 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](#).

The College of Education and Human Ecology and the Department of Teaching and Learning strive to be family-friendly in their efforts to recruit and retain high quality faculty members. To this end, the college is committed to parental modification of duties to provide its faculty members flexibility in meeting work responsibilities within the first year of childbirth/adoption/fostering. See Section IX.D for additional detail. Faculty may be eligible for additional protective leave under the Family Medical Leave Act and/or the University's Paid Parental Leave policy.

## **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 department chair regardless of the source of compensation. External consulting must also be approved. 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.

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/her/them, such textbook or material may be required for a course by the faculty member only if (1) the faculty member's department

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.

University policies represent upper limits on what is possible. The department chair recommends approval of these requests and forwards them to the associate dean for faculty affairs, or in the case of supplemental compensation for research, to the associate dean for research, for review and approval prior to the beginning of service. All supplemental compensation and paid external consulting require a final sign-off from the dean's office.

#### **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 department 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.

Complaints and grievances initiated by faculty should be settled at the local level. The first attempt to resolve concerns should be with the faculty member and other faculty or staff directly involved, followed by the department chair. If the grievance is against the department chair the faculty member may bring the concerns directly to the Associate Dean for Faculty Affairs. If issues are not resolved at the department level, then they should be brought to the Associate Dean for Faculty Affairs for resolution. If the issue is still unresolved, then the Associate Dean for Faculty Affairs shall consult with the Dean and/or human resources and refer the case as necessary to the appropriate offices authorized to address them. Faculty may also consult with the University Ombudsman. Allegations of sexual misconduct, sexual harassment or other violations of law shall be reported immediately per university policy and state or federal law (see Section XV.D below). Faculty at regional campuses should follow procedures described in each regional campus's pattern of administration and other appropriate documents.

Procedures for review of specific types of grievances and complaints are below.

## **A Salary Grievances**

A faculty or staff member who believes that his/her/their salary is inappropriately low should discuss the matter with the department 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 department 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 department 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 and Staff Misconduct**

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

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

## **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 and equal employment opportunity are set forth in the university's [policy on affirmative action and equal employment opportunity](#).
- 2 Ohio State's policy and procedures related to nondiscrimination, harassment, and sexual misconduct are set forth in the university's [policy on nondiscrimination, harassment, and sexual misconduct](#).

## **E Violations of Laws, Rules, Regulations, or Policies**

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

## **F Complaints by and about Students**

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

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

Faculty complaints regarding students must always be handled strictly in accordance with university rules and policies. Faculty should seek the advice and assistance of the department 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](#).