

**PATTERN OF ADMINISTRATION**

**FISHER COLLEGE OF BUSINESS**

**OAA Approved 04/21/2021**

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## **I. INTRODUCTION**

This document provides a brief description of the Fisher College of Business 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's 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 as needed. All revisions, as well as periodic reaffirmation, are subject to approval by the Office of Academic Affairs (OAA).

## **II. COLLEGE MISSION**

The strategic plan of the Fisher College of Business notes that the college's mission is "to create and disseminate ideas, encourage scholarly thinking and develop principled leaders who serve with impact around the world." In implementable terms, this translates into the college striving for and achieving excellence in teaching, research, and related service. Through its thought leadership and innovative programs, the college seeks to impact academic peers and the practice of business.

The college creates and disseminates knowledge in an environment that is inclusive and collaborative, allowing students, faculty, and staff to excel. As an international leader in research, the college aggressively pursues cutting-edge inquiry influencing theory and practice. As an international leader in teaching, the college strives to deliver academic and professional programs that produce highly valued and ethical individuals for the worldwide business community. The college's educational and research programs lead to a proactive outreach agenda, connecting with alumni through life-long learning, partnering with businesses, leveraging the comprehensive strengths of The Ohio State University, and advancing the welfare of the people of Ohio and the global community.

This college mission is achieved through the efforts of the college's five TIUs, each of which has also detailed TIU-specific missions in their respective Pattern of Administration. The standards for appointments, promotion, and tenure presented in the college's [Appointments, Promotion, and Tenure document](#), implemented with judicious professional judgment of the faculty, contribute to the ability of the college and its TIUs to realize their missions.

## **III. ACADEMIC RIGHTS AND RESPONSIBILITIES**

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

## IV. APPOINTMENTS

[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 college includes tenure-track, clinical, and associated faculty.

Tenure-track faculty with at least 50% FTE can participate in and are eligible to vote on all non-personnel matters, and participate in and are eligible to vote on personnel matters as outlined in the college's Appointments, Promotion, and Tenure (APT) document.

Clinical faculty titles in the Fisher College of Business are assistant professor of clinical [TIU name], associate professor of clinical [TIU name], and professor of clinical [TIU name]. Clinical faculty in each academic department within the college cannot exceed 20% of the tenure-track faculty in that academic department. Clinical faculty with at least 50% FTE can participate in and are eligible to vote on all non-personnel matters at the college level; at the department level, the voting rights for clinical faculty on non-personnel matters are specified in each department's Pattern of Administration. Clinical faculty can participate in and are eligible to vote on personnel matters as outlined in the college's APT document; the approval of the APT is itself subject to a vote by the college's tenure-track faculty.

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

Associated faculty (adjunct faculty, lecturers and senior lecturers, visiting faculty and tenure-track and clinical faculty with less than 50% FTE) and emeritus faculty are invited to participate in discussions on non-personnel matters, but may not participate in personnel matters, including promotion and tenure reviews, and do not vote on any matter put to a vote at the college level.

Emeritus faculty status is an honor given in recognition of sustained academic contributions to the university as described in Faculty Rule [3335-5-36](#). Full-time tenure track, clinical/teaching/practice, research, or associated faculty may request emeritus status upon retirement or resignation at the age of sixty or older with ten or more years of service or at any age with twenty-five or more years of service. See the college [Appointments, Promotion, and Tenure Document](#) for additional detail.

### A. Distinguished Professor and Distinguished Associate Professor

Exemplary faculty members within the Fisher College of Business who do not hold a titled professorship or endowed chair may be awarded the title Fisher College of Business Distinguished Professor for a period of three to five years. Criteria for appointment as a Fisher College of Business Distinguished Professor include rank of a professor and excellence in research, teaching, and service. Typically, these recipients will routinely meet the college-set standard for traditional summer research funding though the dean retains discretion for making exceptions based on promoting other key college needs and

priorities. In cases wherein a faculty member at the associate professor rank exhibits excellence in research and teaching, the title Fisher College of Business Distinguished Associate Professor may be awarded. The intent of the college is to judiciously use these honorific titles to attract and retain high-performing faculty in the competitive business school landscape. Typically, the number of such awards will not exceed 10% of the tenure-track faculty.

Typically, appointment and re-appointment decisions will be made as part of the college's annual performance review process that involves the dean, associate deans, and department chairs. In cases of new senior faculty hires and/or when there is a need for immediacy (e.g., to provide a counter offer to a faculty member), the dean will consult with the appropriate department chair, and will award the distinguished faculty title if warranted. The decision of the dean on all distinguished faculty appointments and re-appointments is final.

## **V. ORGANIZATION OF THE COLLEGE**

The college has five academic departments: The Department of Accounting and Management Information Systems, the Department of Finance, the Department of Management and Human Resources, the Department of Management Sciences, and the Department of Marketing and Logistics.

The research, teaching, and service missions of the college, its academic departments, and its faculty, staff, and students are facilitated by a variety of support units including offices for alumni relations; career management; diversity and inclusion; external relations; global business; information technology; marketing and communication; shared services; and undergraduate, graduate, and executive education programs. The college also has a number of research and business partnership centers to support its academic and outreach missions.

## **VI. OVERVIEW OF COLLEGE ADMINISTRATION AND DECISION-MAKING**

College policy and program decisions are made in a number of ways: by the college faculty as a whole, by committees, or by the dean or a dean designee. A dean designee will be an associate dean or a senior associate dean most appropriate for the assignment at hand, as selected by the dean. When a standing committee of the college is chaired by a dean designee, the dean designee will participate fully in discussion and provide the committee with appropriate information; he or she will, however, not vote on matters. The college recognizes the value of shared governance, and is further guided in making decisions by the following related broad principles. First, critical matters are best addressed by extensive consultation and inclusive participation in decision-making. Second, majority faculty views are favored on academic matters for which faculty have primary responsibility including appointments, tenure, and promotion of faculty; curriculum; research; and matters related to student education. Third, while majority vote typically guides decisions, attempts to incorporate minority views and develop consensus are encouraged. Finally, decisions are improved by discussions and deliberations that are transparent, meaningful, and collegial.

## VII. COLLEGE ADMINISTRATION

### A. Dean

The college is administered by its dean with responsibilities and authority as outlined in [Faculty Rule 3335-3-29](#). The dean is responsible for the academic and administrative health of the college, subject to the approval of the president and the board of trustees. The dean is given authority requisite to carrying out the responsibilities of his or her position. While the dean may delegate any of his or her responsibility and authority to another member of the faculty of the college, the dean retains final responsibility and authority.

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

- To preside at meetings of the college faculty and to appoint all college committees unless their membership has been designated by faculty rule or by the college faculty.
- To approve courses of study for students in his or her college, to warn students who are delinquent in their studies and to recommend appropriate student disciplinary action to the appropriate university disciplinary body or official.
- To present candidates for degrees to the president on behalf of the college faculty and to serve as a member of the Council of Deans (see Rule [3335-3-22](#) of the Administrative Code).
- After consultation with the TIU heads within the college, to make recommendations to the executive vice president and provost concerning the college budget, the appointments to and promotions within the membership of the college faculty.
- To review salary appeals and other faculty issues in a professional and timely manner.
- To facilitate and participate in prescribed [academic program review](#) processes, in collaboration with the Office of Academic Affairs and TIU heads.
- To appoint and review TIU heads.
  - 1) TIU heads shall be selected and appointed by the dean, in consultation with the faculty of the TIU and subject to approval by the president and the Board of Trustees. Each TIU head shall be appointed for a term of four years and shall be eligible for reappointment. TIU heads will be reviewed annually by the dean.
  - 2) During the last year of the term of a TIU head, the dean will conduct a thorough review of the performance of the TIU head during her or his term, ascertain whether or not the TIU head desires to serve another term, and assess the level of support in the TIU for the TIU head's continuation. If the TIU head agrees to serve another term and his or her performance review is satisfactory, the dean will seek feedback from the unit and then

choose whether to reappoint the TIU head to another term.

- 3) If a new TIU head is to be selected, the dean will meet with the faculty of the TIU to discuss the selection of a new head. The meeting is followed by a formal period where input and formal nominations are obtained, and then voting in the TIU is conducted.
- 4) The decision to hire an internal or external chair will be made by the dean after input from the TIU is considered.
- 5) For external searches for a TIU head, normal faculty search procedures will be followed.
- 6) Incorporating input from the TIU, including the formal vote, the dean will appoint a TIU head. In the event the dean's selection differs from that provided by the TIU, he will also meet with the TIU faculty to explain her/his decision.

Operational efficiency requires that the dean exercise a degree of autonomy in establishing and managing administrative processes. The articulation and achievement of college academic goals, however, is most successful when all faculty members participate in discussing and deciding matters of importance. The dean 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 dean will explain to the faculty the reasons for the departure, ideally before action is taken.

Pursuant to university rules, the dean appoints associate deans and other administrative officers including support unit directors as he or she determines appropriate and necessary for the efficient functioning of the college and its programs, and as needed to move the college forward in the fulfillment of its mission. These appointees, including the associate deans and support unit directors, are accountable to the college dean. This accountability to the dean does not substitute but rather supports accountability to other offices of the university as may be designated or apparent for specific duties and functions. The dean retains final responsibility and authority for all matters covered by this Pattern, subject when relevant to the approval of the Office of Academic Affairs and Board of Trustees.

## **B. Department Chairs**

The primary responsibilities of department chairs are set forth in [Faculty Rule 3335-3-35](#). Department chairs have general administrative responsibility for the business of the department and for department initiatives, subject to the approval of the dean of the college. The department chairs perform a dual function. In addition to being the administrative head of the department, the chair represents the faculty of the department in dealing with the dean or others in the university administration. Department chairs report to the dean of the college.

## C. Committees

The development and implementation of the college's guidelines and programs make use of the following standing committees of the college. Unless explicitly specified otherwise, members on these committees serve one-year terms, and can be reappointed.

### 1 College Executive Committee (EC)

- Purpose

The Executive Committee advises the dean on matters of priorities, guidelines, plans, and concerns of faculty and staff. The committee also works with the dean to transact the day-to-day business of running the college as provided by rules and established precedents. In line with the broad principles noted in section VI, the EC brings to the college faculty any critical matter requiring faculty attention, input, and consideration, as well as all matters required by university rules. Either the dean or a simple majority of the faculty and staff representatives and department chairs can bring a matter to the attention of the faculty prior to formal action.

- Composition

The Executive Committee consists of the dean, who serves as chair, the chairperson of each academic department, the associate deans of the college, two elected faculty representatives, the chair of the advisory committee of the clinical faculty and senior lecturers, and a staff representative chosen by the advisory committee of staff.

Appointment to the positions set forth above constitutes appointment to the EC except for elected faculty representatives and staff member.

- Executive Committee Faculty Representatives

*Terms of Office.* Except in cases of fulfilling unexpired terms, the two elected faculty representatives are elected in alternate years to each serve a two-year term (with terms beginning July 1).

An elected faculty representative may resign from the position if his or her written resignation is accepted by the dean. In the event of a resignation of an elected faculty representative whose term was scheduled to expire in the next three months, the dean, in consultation with the remaining elected faculty representative, chooses a replacement for the remainder of the term. In the event the duration of the remaining term is more than three months, a replacement election is held to complete the remainder of the term.



*Duties.* The elected faculty representatives operate in the interest of the college and its faculty in discharging their duties. Their role also requires them to facilitate appropriate communication between the faculty and the Executive Committee.

*Eligibility, Nomination, and Election.* The nomination and election process to select a faculty representative to serve on the Executive Committee occurs annually during the Spring semester. All tenure-track and clinical faculty members with 50% or greater appointments are eligible to vote. All full-time tenured faculty members other than the dean, associate deans, and department chairs, are listed as eligible candidates. Faculty members unable to serve on the EC for personal or professional reasons (e.g., a planned FPL) must inform the dean.

The voting process proceeds first via a nomination ballot and then via an election ballot; electronic voting can be employed. The nomination ballot is open for a period of at least one week, and permits each eligible voter to cast one vote for any eligible candidate. At least a simple majority of eligible voters must participate in the nomination process for its results to be considered valid.

The top four vote recipients from the nomination ballot enter the election ballot (the number may be more than four in the event of a tie). Each eligible voter again exercises one vote in the election. At least a simple majority of eligible voters must participate in the election process for its results to be considered valid.

If a simple majority of the eligible faculty does not cast votes in either the nomination ballot or the election ballot, the voting period is extended by one week and, if still needed, by another week. In the unfortunate circumstance that a simple majority of faculty has still not voted, the process proceeds in accordance with the results obtained at the end of the second extension of voting.

- Attendance and Process

Except when the Executive Committee meets in Executive Session, all faculty and staff members are welcome to attend EC meetings as observers. Observers may request voice at a meeting by requesting the dean no later than the end of the business day prior to the meeting; the dean also retains discretion to invite observers to participate when warranted.

The meeting agenda will typically be distributed to the faculty and staff at least two business days before the meeting. The minutes of the meeting, after electronic ratification by the Executive Committee, will be distributed to the faculty and staff within two weeks after the meeting.

When the Executive Committee formally votes on a matter, the votes will be tabulated and recorded in two ways: (i) votes cast by all EC members and (ii) votes cast by a subset of the EC that excludes members of the dean's office (i.e., the associate deans). In the event, the two votes are in conflict, the issue is returned to the Executive Committee for further deliberations.

## 2 College Personnel Committee (CPC)

- Purpose

Following the college's Appointments, Promotion, and Tenure (APT) document, the College Personnel Committee reviews and makes recommendations to the dean on faculty tenure and promotion cases. The CPC also makes recommendations on Fourth-Year reviews of probationary faculty members. The CPC regularly reviews the APT and recommends changes to the dean for further consideration.

- Composition

The College Personnel Committee consists of seven elected full-time, tenured professors of the college faculty. The committee elects a chair in the Spring semester, after the election of new members for the ensuing year. The members serve overlapping terms of two years (terms beginning July 1), with no more than two faculty members from any department serving on the CPC simultaneously. Appointments vacated by a member because of resignation or other reasons are filled by election for the remaining term of the vacating member.

*Eligibility, Nomination, and Election.* The nomination and election of faculty members to the College Personnel Committee occurs annually during the Spring semester. All tenure-track faculty members with 50% or greater appointments are eligible to vote. All full-time, tenured professors other than the dean, associate deans, and department chairs, are listed as eligible candidates. Faculty members unable to serve on the College Personnel Committee for personal or professional reasons (e.g., a planned FPL) must inform the dean.

The voting process proceeds first via a nomination ballot and then via an election ballot; electronic voting can be employed. The nomination ballot is open for a period of at least one week, and employs "cumulative voting." That is, each eligible voter is entitled to one vote per position to be filled in the election. The voter may choose to cast each of these votes for separate candidates or all of these votes for one candidate or allocate the votes across candidates according to choice. At least a simple majority of eligible faculty

members must participate in the nomination process for its results to be considered valid.

The top six vote recipients from the nomination ballot enter the election ballot, which too employs cumulative voting (the number may be more than six in the event of a tie). At least a simple majority of eligible faculty members must participate in the election process for its results to be considered valid. The vacant seats are filled by the top vote recipients, subject to the previously mentioned constraint that no more than two faculty members from any department can serve on the CPC simultaneously.

If a simple majority of the eligible faculty does not cast votes in either the nomination ballot or the election ballot, the voting period is extended by one week and, if still needed, by another week. In the unfortunate circumstance that a simple majority of faculty has still not voted, the process proceeds in accordance with the results obtained at the end of the second extension of voting.

### **3 College Investigations and Salary Appeals Committee**

- Purpose

[Faculty Rule 3335-5-04](#) requires that each college create a standing College Investigation Committee with the mandate to investigate complaints involving individual faculty members. This committee serves that role and is also charged with the review of individual salary appeals cases referred to it by the dean's office. Reviews are conducted in the context of assessing whether relevant college and university guidelines have been equitably and appropriately applied.

- Composition

The two faculty representatives elected to the EC and the chair of the CPC serve on the committee. A fourth member, a tenured faculty member, is appointed by the dean. If one of the faculty members elected to the EC is also the chair of the CPC, the two EC members shall select another tenured faculty member to serve on the committee. The dean shall, with written notice and information to all parties involved in a complaint, appoint a replacement if he or she believes that a member of the committee is a party to and/or has a conflict of interest with the filed investigation or appeal. The committee selects its chair, and may opt to select a different chair for the different cases it investigates.

### **4 College Research Committee**

- Purpose

The College Research Committee is responsible for facilitating research efforts in the college. The committee advises, recommends, and responds on matters pertaining to research, the research environment, and faculty engagement in research. The dean or the dean designee seeks assistance from the committee as needed including, for example, to evaluate college seed grants, applications for faculty summer research support, and nominations for research awards; to judge research competitions; to edit the Fisher SSRN research paper series; and so forth.

- **Composition**

The committee is chaired by a dean designee (currently the Associate Dean for Faculty and Research) and includes at least five tenured faculty members, with at least one from each department, selected via a consultative process between the dean and the department chairs and faculty.

Typically, during the consultative process to compose this committee (and committees listed subsequently), a dean's designee (currently the Senior Associate Dean for Academics) and department chairs jointly create a "tentative list" of committee assignments. The tentative list is shared with the college faculty for input and suggestions. A final list is then prepared by the dean designee and department chairs, with unresolved issues addressed by the dean.

## **5 Committee for Teaching Excellence**

- **Purpose**

The committee supports the university's strategic priorities of Teaching and Learning as well as Fisher's priority of increasing agility and proactivity of programs and operations. It will partner closely with the college's curriculum committees and with TIU chairs to ensure improvements in teaching are tailored to programs and departments.

More broadly, the committee will focus on identifying and sharing teaching best practices with all faculty for a variety of class sizes/levels and for offerings in a variety of formats (face-to-face instruction, online delivery, hybrid formats) via Fisher's Keep Teaching site (or an akin site hosted on a university approved information sharing platform) and routine brown bag lunch forums, etc. The committee members will serve as vital contact points for teaching questions, concerns, and initiatives. The committee will also help to ensure that new teachers in Fisher receive appropriate guidance and support.

- **Composition**

The committee is chaired by a dean designee (currently co-chaired by the Associate Deans for the undergraduate and graduate programs) and includes up to two full-time faculty members from each department, selected via a consultative process between the dean and the department chairs and faculty. The selected committee will represent various faculty (tenure-track, clinical, and senior lecturer) and program expertise (undergraduate, graduate, executive education).

The committee also includes three staff representatives (one each from Instructional Development, Undergraduate Programs Office, and Graduate Programs Office). Student representatives can be invited on an ad hoc basis to provide input; invited members do not have voting rights.

## **6 Educational and Professional Diversity Committee**

- Purpose

The committee monitors, advises, and actively works with the faculty and the college leadership toward attainment of the college's diversity and inclusion goals. With the changing face of the nation itself, the terms "diversity" and "inclusion" have expanded over time to include persons from a growing array of backgrounds, cultures, identities, and experiences. Because diversity is dynamic, not static, the college will continue to reflect these changes, recognizing that a diverse learning environment benefits everyone.

- Composition

The committee is chaired by a dean designee (currently the Associate Dean for Diversity and Inclusion) and includes at least five full-time faculty members, one from each department, selected via a consultative process between the dean and the department chairs and faculty, up to five staff members, and up to three students drawn from a cross section of the college's academic programs; all members have voting rights. The committee chair also has discretion to invite guest members as appropriate (with no voting rights).

## **7 Advisory Committee: Clinical Faculty and Senior Lecturers**

- Purpose

The committee provides a venue for full-time teaching faculty (senior lecturers and clinical faculty) to raise concerns and suggest potential solutions to issues most pertinent to teaching faculty. It also provides a conduit to share the perspectives of these faculty members ensuring college discussions represent a diverse set of experiences and viewpoints.

- Composition

The committee includes up to two members from each department. To ensure an appropriate mix, both full-time clinical faculty members and senior lecturers serve on the committee. The committee representatives are appointed by department chairs via input from the non tenure-track faculty in their departments. The members serve terms of two years (terms beginning July 1), and the committee selects its chair at the start of its term. The committee chair also serves as a member of the college's executive committee.

## **8 Advisory Committee: Staff**

- Purpose

The staff advisory committee (SAC) works closely with the faculty and staff of the college to provide a voice for staff input across the spectrum of decisions faced by the college. SAC also serves as an advocate for matters pertinent to staff in the college and in promoting staff retention and improving the staff experience in the college. SAC is a representative group of staff members who also serve as leaders who can elevate issues college-wide and communicate key developments throughout the college's staff.

- Composition

In accordance with the SAC Bylaws, the committee is composed of nine regular members. Each member serves a two year term. Any Fisher staff member with one year of continuous regular service, with an FTE of 75% or higher at the time of active membership (July 1), who is not covered by a bargaining agreement, nor is a member of a union represented at the university, nor reports directly to the dean, is eligible for membership.

An annual Call for Nominations takes place each April with voting in May. Following staff-wide voting, open slots will be filled by those who receive the most number of votes.

SAC seeks to maintain a diversity of membership and viewpoints. In no event shall any member serve more than two consecutive terms. In addition, the committee includes no more than one new member each election cycle from a department (i.e., Graduate Programs Office, Office of Career Management, etc.).

Two members serve as co-chairs at the beginning of their term on SAC. The co-chairs may self-nominate or be nominated by the committee. A secret ballot among the SAC membership is administered to appoint the co-chairs.

## **9 Curriculum Committees**

### **➤ Undergraduate Programs Committee**

- Purpose

The Undergraduate Programs Committee is responsible for establishing and managing the curriculum and educational guidelines for the Bachelor of Science in Business Administration (BSBA) program as well as minors and other academic programming in the college serving undergraduate students. This includes overseeing the composition of the core and elective curricula of the BSBA program and the development of the program and curriculum over time. In curricular matters, the committee reviews and approves new courses, course change requests, and course withdrawals within the undergraduate program envelope. Once handled by the committee, proposals and requests move to the dean or a dean designee, to the Executive Committee, or to other bodies such as the Council on Academic Affairs as set forth in college and university policy and practice.

In addition, the committee works with the dean's office and the program's academic and administrative leadership as needed on a variety of issues related to undergraduate education including setting academic standards, monitoring academic progress of enrolled students, and prescribing general parameters around standards for admissions, scholarships, and financial aid awards.

- Composition

The committee is chaired by a dean designee (currently the Associate Dean for Undergraduate Students and Programs) and includes at least five full-time faculty members, with at least one from each department, selected via a consultative process between the dean and the department chairs and faculty, the Executive Director of Undergraduate Program (with voting rights limited to non-curricular matters), and invites other guest members (with no voting rights) determined by the committee chair as appropriate for the concerns before the committee. Student guests may also be included to serve in an advisory role as determined by the committee chair. The specialization within academic departments and the year in the program of student guests should be representative of the concerns before the committee.

➤ **MBA Programs Committee**

- Purpose

The MBA Programs Committee is responsible for establishing and managing the curriculum and educational guidelines of the MBA degree. This includes overseeing the composition of the core and elective curricula of the MBA program. In curricular matters, the committee reviews and approves new courses, course change requests, and course withdrawals within the MBA envelope. Once handled by the committee, proposals and requests move to the dean or a dean designee, to the Graduate School, or to other bodies such as the Council on Academic Affairs as set forth in university policy.

In addition, the committee works with the dean's office and the program's academic and administrative leadership as needed on a variety of issues related to MBA education including setting academic standards, monitoring academic progress of enrolled students, and prescribing general parameters around standards for admissions, scholarships, and financial aid awards.

Given unique characteristics of an Executive MBA program (EMBA) and EMBA students, the MBA committee creates and utilizes a subcommittee to manage curriculum and admission decisions of the EMBA program. The MBA Programs Committee chair also chairs this subcommittee, and subcommittee members can include other members of the MBA Programs Committee as well as other involved faculty and staff from the college. The subcommittee reports to and seeks advice from the MBA Programs Committee as warranted.

- Composition

The committee is chaired by a dean designee (currently the Associate Dean for Graduate Students and Programs) and includes at least five full-time faculty members, with at least one from each department, selected via a consultative process between the dean and the department chairs and faculty, and the MBA academic program director. The committee chair also appoints a staff member from the Graduate Programs Office to serve on the committee (with voting rights limited to non-curricular matters), and invites other guest members (with no voting rights) as appropriate for the concerns before the committee.

➤ **Committee for Specialized Master Programs**

- Purpose



This committee serves multiple roles. For programs with a Specialized Master of Business (SMB) designation (e.g., SMB-Finance), this committee serves as the appropriate graduate studies committee, one responsible for establishing and managing the curriculum and educational guidelines. In curricular matters, the committee reviews and approves new courses, course change requests, and course withdrawals within the SMB envelope. The committee will consult closely with departments and department chairs on academic offerings.

In addition, for all discipline-centric academic programs, including those not designated as SMB (e.g., Master of Accounting, Master of Human Resource Management, Master of Business Logistics Engineering, and Master of Business Operational Excellence), the committee serves to facilitate the sharing of best practices across all graduate programs of the college and to coordinate efforts on issues common to all master-level programs.

- **Composition**

The committee is chaired by a dean designee (currently the Associate Dean for Graduate Students and Programs) and includes program chairs for all master-level professional programs. The committee chair will invite department chairs and/or appropriate faculty to participate when cross-department coordination issues so warrant. The committee chair also appoints a staff member from the Graduate Programs Office to serve on the committee (with voting rights limited to non-curricular matters).

- **Executive Education Committee**

- **Purpose**

The Executive Education Committee is responsible for advising the dean and the Executive Committee on matters related to non-degree executive development and continuing education programs.

- **Composition**

The committee is chaired by a dean designee (currently the Senior Associate Dean for Academics) and includes at least five full-time faculty members, at least one from each department, selected via a consultative process between the dean and the department chairs and faculty, and the Executive Director of Executive Education (with voting rights limited to non-curricular matters).

- **Graduate Studies Committee for Certificate Programs**

- **Purpose**

The committee is responsible for establishing and managing the admission, curriculum, and educational policies for existing certificate programs and for making recommendations for initiating new certificate offerings. In making recommendations, in addition to providing curriculum and staffing details, the committee will explicitly note any permissible credit transfers, examine potential conflicts or synergies with other college programs, and detail fiscal implications of the new offerings. The committee will coordinate with department chairs, associate dean of graduate programs, and appropriate staff. In addition, the committee will work closely with curriculum committees in the college and, importantly, with appropriate department-centric program committees to obtain approvals and ensure quality academic offerings. The committee's recommendation to initiate a new graduate certificate program is provided to the dean who makes the final decision at the college level. Prior to making her/his decision and forwarding requests to the university for further action, the dean informs and consults with the college's executive committee.

- **Composition**

The committee is chaired by a dean designee (currently the Associate Dean for Executive Education) and includes at least five full-time tenure-track or clinical faculty members, at least one from each department, selected via a consultative process between the dean, the department chairs, and the faculty. In addition, the college's senior fiscal officer works closely with the committee to assist and advise on corporate contract terms, tuition and fee rates, and other budgetary matters that may be associated with the diverse range of certificate offerings.

- **PhD in Business Administration Committee**

- **Purpose**

The PhD in Business Administration Committee is responsible for establishing and managing the curriculum and educational guidelines for the doctoral program in business administration (PhD program in Business Administration). While much of the curricular design responsibility for the various specializations within the program rests with the graduate faculty of the individual academic departments of the college, the committee and its chair seek, where appropriate, to coordinate and address issues impacting common aspects of doctoral education.

The Accounting and MIS graduate program (both at the PhD and the master-level) is governed by its department-centric graduate studies committee and, thus, has independent representation in the Graduate School. For other graduate programs, and for organizational convenience, the chair of the PhD in Business Administration Committee is designated as the graduate studies

committee chair on the records of the Graduate School. This faculty member is then expected to facilitate appropriate communications with graduate programs and committee chairs in the college.

- **Composition**

The committee is chaired by the academic director for the PhD program in Business Administration and includes at least four other tenure-track faculty members, with at least one from each department in the college that has students enrolled in the PhD program in Business Administration. The academic director of the PhD program in Accounting and MIS is also a committee member. On voting matters, each department receives one vote.

- **A Note on Department-centric Academic Programs and Committees**

Several additional graduate programs having curricula predominantly specific to a given discipline (in contrast to curricula drawn from across the full set of academic disciplines of the college) fall within the purview of the Fisher College of Business and its academic departments. These department-centric academic programs include: The PhD program in Accounting and MIS, the Master of Accounting (MAcc) program, the Master of Business Logistics Engineering (MBLE) program, the Master of Human Resource Management (MHRM) program, and the Master of Business Operational Excellence (MBOE) program.

Descriptions of the committees that manage these programs are found in the Pattern of Administration document of the academic department with which the program is most closely affiliated. These committees have direct responsibility for establishing and managing the curriculum and educational policies of their academic program, including the review and approval of new courses, course change requests, and course withdrawals within their program's course envelope.

Any matter having resource allocation implications in terms of financial or faculty/staff resources are addressed jointly by a dean designee (currently the Senior Associate Dean for Academics) and the department chair of the discipline-centric program; disagreements are resolved by the dean. In addition, and as previously noted, for all discipline-centric master-level academic programs, the Committee for Specialized Master Programs will serve to facilitate the sharing of best practices and to coordinate efforts on overlapping issues; a similar role is served by the PhD in Business Administration Committee for doctoral education.

In addition to the standing committees in the college listed above, the Dean may appoint ad hoc committees to address needs and issues that may arise (e.g., seek input on an endowed appointment or re-appointment), and will appoint members to such committees

with appropriate expertise in the matter being addressed. The committees will serve in an advisory capacity to the Dean, and can be disbanded and re-constituted as warranted.

## **D. Centers**

### **1 Establishment of College Centers**

College centers will have a mix, with variable emphases, of research/scholarship, instruction, service and outreach missions; and will typically draw upon faculty from more than one academic department. Faculty members wishing to establish a college center should consult with their department chair and appropriate dean designee (currently the Senior Associate Dean for Academics). The faculty members should create a proposal to the dean addressing the following: center mission stressing elements that are needed but currently unmet by existing departments and centers; degree of faculty interest and involvement; administrative structure; and budget and funding sources for the proposed center. The dean will consult with the Executive Committee and other constituents as appropriate in making decisions.

### **2 Review of College Centers**

College centers will be reviewed every three years by the dean and the Executive Committee to examine how the center has met and advanced on its mission. In doing so, the center's contributions on both academic and fiscal fronts are evaluated. The center's expenses (including any reliance on college resources) and its externally generated revenues are examined. After discussing these materials with the center director, the EC will make an advisory recommendation to the dean to continue, modify, or discontinue the center. In addition, information on the center's ongoing activities and its contributions to the college is also shared frequently with the EC and the faculty.

## **VIII. FACULTY MEETINGS**

A college faculty meeting is normally held in both the Autumn and the Spring semester of the academic year. A faculty meeting provides an opportunity to transact the business of the college and to plan for the future. The meeting gives the dean an opportunity to provide updates on current issues, report on progress with college initiatives, answer questions, seek input, and discuss matters of concern. The meeting provides the faculty with an opportunity to exercise its responsibilities under shared governance.

Additional meetings of the faculty may be scheduled by the dean as needed. A meeting of the college faculty will also be scheduled on receipt of a written, signed request of 25% of the tenure-track and clinical faculty.

An agenda is normally delivered to faculty at least seven days prior to any scheduled meeting. Reasonable efforts are made to call for agenda items before the meeting. Agendas and materials for college faculty meetings that include important proposals for approval or formal vote are normally sent in advance of meetings to facilitate faculty

preparation for discussions. The dean's office normally distributes minutes of faculty meetings to faculty by e-mail, within seven days following the meeting.

While regular faculty meetings provide an opportunity to facilitate discussion of agenda items, they may also lead to discovery of issues requiring voting. Voting may occur during a meeting itself or may be undertaken subsequent to the meeting. For a vote to be valid, a simple majority of all faculty members eligible to vote must cast a vote (abstentions do not count as votes). A matter will be considered decided when a particular position is supported by at least a simple majority of the voting faculty members. If, even after the use of electronic voting and extension of the voting period, voting does not decide a matter but a decision must be made, the dean will necessarily make the final decision.

Either the dean or one-third of all faculty members eligible to vote may determine that a vote conducted by written ballot is necessary on matters of importance. Balloting can also be conducted by mail or email when deemed necessary by the dean to assure maximum participation in voting. When conducting a ballot by mail or email, faculty members will be given at least one week to respond.

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

The college accepts the fundamental importance of full and free discussion and also recognizes that such discussion can only be achieved in an atmosphere of mutual respect and civility. Normally 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 achieve these goals.

## **IX. DISTRIBUTION OF FACULTY DUTIES AND RESPONSIBILITIES**

The faculty of the Fisher College of Business 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. Fluctuations in the demands and resources of a TIU 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 by the TIU head based on TIU needs as well as faculty productivity and career development.

During on-duty periods, faculty members are expected to be available for interaction with students, conduct research, and participate in departmental meetings and events even if they have no formal course assignment. 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. Faculty members are expected to schedule and hold office hours sufficient for meeting student needs in the classes assigned to them.

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

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 TIU heads 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.

The university's guidelines on the distribution of faculty duties and responsibilities, including teaching loads, are provided in OAA's [Policies and Procedures Handbook, Volume 1, Chapter 2, Section 1.4.3](#). This is supplemented by the college's workload guidelines detailed in the Appendix to this document.

### **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 TIU 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.

### **Parental Modification of Duties**

The Fisher College of Business 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 a parental modification of duties that provide its faculty members flexibility in meeting work responsibilities within the first year of childbirth/adoption/fostering.

The faculty member requesting the modification of duties for childbirth/adoption/fostering and the TIU head 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. The guidelines in the Appendix provide more details.

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.

## **X. COURSE OFFERINGS AND TEACHING SCHEDULE**

The college administration, working with department chairs and academic program leadership, annually develops an envelope of course offerings and course schedules. In doing so, the department chairs consult with the faculty. While every effort will be made to accommodate the individual preferences of faculty, the college's first obligation is to offer the courses needed by students at times and in formats most likely to meet student needs. To assure classroom availability, reasonable efforts must be made to distribute course offerings across the day and 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. 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. Finally, to the extent feasible, it is recommended that required courses in any curriculum or critical courses with routinely high demand be taught by at least two faculty members across semesters of offering to assure that instructional expertise is always available for such courses.

## **XI. ALLOCATION OF COLLEGE RESOURCES**

The dean makes decisions about the allocation of all resources, and consults with the Executive Committee, associate deans, department chairs, senior staff, and others as appropriate. The dean is responsible for the fiscal and academic health of the college and, along with department chairs, ensures that all resources – fiscal, human, and physical – are allocated in a manner that optimizes department, college, and university goals.

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. Final decision on budgetary matters rests with the dean.

The allocation of salary funds is discussed in the [Appointments, Promotion and Tenure Document](#).

## **XII. LEAVES AND ABSENCES**

The university's policies and procedures with respect to leaves and absences are set forth in OAA's [Policies and Procedures Handbook](#) and the Office of Human Resources (OHR) [Policies and Forms website](#). The general categories for leaves are summarized below.

### **A. Discretionary Leave**

Faculty members are expected to complete a travel request or a [request for absence](#) well in advance of a planned absence (including for attendance at a professional meeting or to

engage in consulting) to provide time for its consideration/approval and 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 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. [Faculty Rule 3335-5-08](#) requires that OAA approve any discretionary absence longer than ten consecutive business days.

## **B. Absence for Medical Reasons**

When absences for medical reasons are anticipated, faculty members are expected to complete a [request for absence](#) as early as possible. When such absences are unexpected, the faculty member, or someone speaking for the faculty member, should inform the department chair 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](#). A faculty member may request an unpaid leave for personal or professional reasons. Professional reasons include the opportunity to take a temporary paid position outside the university that will enhance professional development and increase the faculty member's value to the academic unit on return. A faculty member applying for unpaid leave should submit a written request for the absence as far in advance as feasible since such leaves require approval by the department chair, dean, and OAA. Among other factors, approval will be based on the ability of the department and the college to cover the faculty member's responsibilities, and the implications of the leave on furthering the missions of the department and the college.

## **D. Faculty Special Assignments**

A Special Assignment (SA) redistributes some of the regular duties of a tenure-track faculty member for a period of up to one full semester so that he or she may concentrate on a unique research, teaching, or service endeavor or invest in a relatively brief professional development opportunity. Faculty may request a SA, consistent with their TIU's requirements for SA proposals. The TIU head shall make a recommendation to the dean regarding a SA proposal. Award of the SA will be based on the quality of the proposal and its potential benefit to the TIU or university and to the faculty member as well as the ability of the TIU to accommodate the SA at the time requested. A Special Assignment may be completed on campus or away from campus. Since the faculty member is not on leave, but rather on full-time duty with the university during a Special Assignment, he or she is not permitted to receive compensation from another institution other than approved paid external consulting. The Special Assignment also does not change the faculty



member's promotion schedule nor the annual performance evaluation standards. The college adheres to the procedures specified in OAA's policy on [Faculty Special Assignment](#).

### **E. Faculty Professional Leave**

The Faculty Professional Leave (FPL) program was created to give long-serving tenured faculty a period of uninterrupted time (one or two semesters) to invest in their professional development. FPL proposals generally emphasize enhancement of research skills and knowledge – see OAA's policy on [Faculty Professional Leave](#).

The procedure for applying for an FPL for college faculty is as follows. Faculty members should complete OAA's [Application for Faculty Professional Leave](#). In addition, they should also complete any application forms required by their department's Pattern of Administration. The proposal is reviewed by the department chair, who consults with faculty as per the department's Pattern of Administration. The chair's recommendation should discuss the merits of the proposal, the potential benefits to the department and to the faculty member, and the ability of the department to accommodate the leave at the time requested. Only if the chair's recommendation is to approve, the proposal and the recommendation are forwarded to the dean or the dean designee (currently the Senior Associate Dean for Academics). The dean or the dean designee will evaluate these proposals using similar criteria while also accounting for college mission and needs.

An FPL requires approval from department chair, college dean, OAA, and Board of Trustees. Given this, FPL proposals for a particular year must be submitted no later than the end of the Autumn Semester of the preceding year. Exceptions to this timing can be granted if unexpected opportunities arise. But, even in these cases, proposals should be submitted to the department chair at least three months prior to the start of the proposed leave in order to meet deadlines for subsequent approvers.

### **F. Parental Leave**

The university and the college recognize the importance of parental leave to faculty members. The details are provided in the university's [Parental Care Guidebook](#), the [Paid Leave Programs](#), and the [Family and Medical Leave policy](#). The college also provides assistance and flexibility to faculty to manage their workload during parental leave as provided for in the college's workload guidelines presented in the Appendix.

## **XIII. SUPPLEMENTAL COMPENSATION AND PAID EXTERNAL CONSULTING**

Information on faculty supplemental compensation is presented in OAA's policy on [Faculty Compensation](#). Information on compensation for external consulting is presented in OAA's policy on [Faculty Paid External Consulting](#).

The college adheres to these policies but for any specific exceptions granted. In addition, the college 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 and, where appropriate, the dean, 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 or college. In addition, it is university policy that faculty may not spend more than one business day per week on supplemental 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 faculty member wish to use a textbook or other material that is authored by the faculty member and the sale of which results in a royalty being paid to him or her, such textbook or material may be required for a course by the faculty member only if (1) the faculty member's TIU head 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 TIU or college reviews and approves the use of the textbook or material for use in the course taught by the faculty member.

Individuals 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**

The college adheres to 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 also disclose any other conflicts of commitment that arise in relation to consulting or other work done for external entities.

## **XV. GRIEVANCE PROCEDURES**

A faculty or staff member with grievance should discuss the issue with their TIU head or supervisor who will review the matter as appropriate and either seek resolution or explain why resolution is not possible. This section deals with grievances that have proceeded from the TIU level to the college level. If the grievance involves the TIU head/supervisor or the TIU head/supervisor is not the appropriate contact for some other reason, the faculty or staff member should bring the matter to the attention of the associate dean for faculty or staff, as appropriate, with notification to the college's HR Business Partner. Complaints concerning the associate deans should be brought to the attention of the dean.

### **A. Salary Grievances**

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

In cases that cannot be resolved at the TIU level, a faculty member may file a salary grievance with the dean. The College Investigations and Salary Appeals Committee (see section VII.C.3) handles salary appeals according to procedures outlined in the [OAA Policies and Procedures Handbook](#).

Staff members who are not satisfied with the outcome of the discussion with the supervisor 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 College Investigations and Salary Appeals Committee (see section VII.C.3) 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.

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

2 Ohio State’s policy and procedures related to sexual misconduct are set forth in university [Policy 1.15](#).

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

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

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

Normally student complaints about courses, grades, and related matters are brought to the attention of individual faculty members. In receiving such complaints, faculty should treat students with respect regardless of the apparent merit of the complaint and provide a considered response. When students bring complaints about courses and instructors to the department chair, the chair will first ascertain whether or not the students require confidentiality. If confidentiality is not required, the chair or the committee designated by the department for this purpose 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. In this case, the student is directed to the associate dean for undergraduate or graduate programs in the college, as appropriate. The associate dean, with the assistance of executive directors of the appropriate programs office, will investigate the student complaint, and provide a recommendation to the dean

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**

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](#).

Approved by the Fisher College of Business Faculty on 03/31/2021.

Approved by the Fisher College of Business Dean on 03/31/2021.

## APPENDIX

### **Distribution of Faculty Duties and Responsibility: Workload Guidelines**

Faculty responsibilities in the Fisher College of Business are allocated consistent with the core values and objectives that guide the actions of the college, as reflected in the college strategic plan; appointments, promotion, and tenure (APT) document; and formal positions taken by the Executive Committee and the college faculty as a whole. The underlying premise of the workload guidelines is that the goals for excellence reflected in these documents can be achieved only by capitalizing on the strengths and interests of the college faculty while also working to achieve their developmental goals.

Teaching and delivery of programs at the undergraduate, master, and doctoral levels is a key element of our mission. This includes classroom instruction and other teaching activities, such as the preparation of texts and materials, preparation of new courses, individual student counseling, curriculum development, and advising. Another critical component of the mission is research, especially for tenure-track faculty. Finally, service is expected and requested of all faculty. Workload units are allocated to teaching, research, and service depending on the faculty member's specific role.

#### ➤ **Workload Principles**

- Contributions to workload can be made in the form of teaching (classroom and non-classroom), research, and service (including outreach activities). The assessments of the value of specific faculty activities must be consistent with the college's APT document and compensation guidelines. This workload statement does not alter the APT document of the Fisher College of Business, which stands as is.
- Department chairs, in consultation with the dean (or his/her designee), make preliminary workload assignments for faculty members in their departments during the annual review process. These workload assignments are shared with all department chairs in their joint meeting with the dean. The dean manages differing opinions, and retains discretion and final decision rights. The final workload assignments are then shared with individual faculty members in their annual review letters written by department chairs.
- For a faculty member on full-time appointment, in terms of time allocated, the sum of workload contributions should equal the equivalent of 8 units per academic year, with each unit roughly corresponding to effort and time engaged with teaching a classroom section of three credit hours.
- Unless specifically stated otherwise, all classroom teaching sections will count equally toward the total workload. Any differences among sections in the time or effort required are normally to be offset either by rotating assignments or by providing offsetting resources (e.g., student or staff support).
- The teaching allocations across the college across are evaluated by the dean in

consultation with department and program chairs to ensure consistency with accreditation standards and college and university needs.

- On a regular basis, the teaching loads of the faculty are to be compared with those of benchmark and aspirant institutions to assure competitiveness in our ability to attract and retain high quality faculty. The assignment of workload credits should allow faculty members with active research programs the ability to invest in research at a rate that is comparable with standard opportunities across peer institutions.
- Flexibility may be required to accommodate unexpected changes in the course envelope or other exigencies. For example, a class may be cancelled at the last minute because of low enrollment leaving the assigned faculty member a class unit short of meeting their individual teaching load (ITL). Conversely, the need for an extra course unit may arise late in the planning process resulting in a course unit assignment greater than the assigned ITL. In either case a “bank” may be used to carry forward inadequate or excessive workload credits until the next semester or academic year. The “bank” for each faculty member will be maintained in the dean’s office and verified annually by departments. If an individual owes the college teaching, his or her negative ITL balance must be resolved within two academic years. A faculty member with a positive ITL balance can use the balance in consultation with and approval from the department chair; requests to use the balance must be made in timely fashion and in increments that permits the department chair to appropriately staff courses.

➤ **Typical Workload Allocations**

- Typically, units awarded for service and non-classroom teaching will not exceed 1 unit in total.
- Typically, senior lecturers and clinical faculty members are assigned 7 units of teaching. Teaching reductions of 1/2 to 1 unit may be made for clinical faculty members actively engaged in publishing appropriate research or teaching materials.
- Typically, a research active tenure-track faculty member is assigned 3 units of teaching and 4 units of research. The assigned teaching units are increased (and research units decreased) depending on continuing research productivity of the tenure-track faculty member. A tenure-track faculty member is not assigned more than 6 units of teaching.
- Contractual commitments (e.g., for endowed chairs, new hires, counter-offers, exceptional service assignments) can prescribe a reduction in teaching from units noted above. Typically, exceptional research performance of endowed chairs results in a 1 unit reduction in teaching units; new tenure-track faculty hires teach 2 units in their first year of employment; and major service assignments such as an academic program director can receive up to a 1/2 unit teaching reduction while

department chairs and associate deans can receive up to 2 units in teaching reduction.

- The university and the college recognize the importance of parental leave to faculty members. The details are provided in the university's [Parental Care Guidebook](#), the [Paid Time Off Programs](#), and the [Family and Medical Leave policy](#). In terms of teaching load, in the college, a faculty member (tenure-track, clinical, or senior lecturer) who is a birth mother is assigned 50% of her ITL during the year of the birth. Further, given the tight mandatory tenure review deadlines, and the need for continuity in research, the ITL for birth mothers who are tenure-track assistant professors in the Fisher College of Business is set to 1 unit in the academic year associated with the child's birth.

Department chairs will also schedule the teaching and service assignments of fathers, domestic partners, or adoptive parents in accordance with the [Paid Time Off Programs](#), and the [Family and Medical Leave policy](#) in the university; the flexibility afforded by the workload "bank" can be used to structure teaching as appropriate. No reduction in the ITL is granted to fathers, domestic partners, or adoptive parents.

The dean's office, the department chair, and the faculty member will work together to schedule this teaching in a manner that is most appropriate in the circumstance. Of course, extenuating circumstances may require flexibility. Longer periods of leave are managed via the university's sick and disability leave policy. No service will be assigned during parental leave. Appropriate workload reductions on a case-by-case basis also apply, more broadly, to any Fisher faculty member granted university leave for a significant period (e.g., for family and/or medical reasons). Such circumstance-contingent decisions will be made by the dean (or his/her designee) after consultation with the faculty member and department chair; the decisions will then be appropriately shared to ensure consistency across departments.

- For a faculty member on approved professional leave (FPL) for one semester, the faculty member's annual teaching workload is half of what she/he would have been assigned otherwise; for an approved one-year FPL, the faculty member is not assigned any teaching.
- In instances when a faculty member is assigned teaching that does not conform to the conventional structure of "one faculty member teaching one course," workload credit will be granted on the basis of rough workload equivalency with a conventional course. For example, in the instance of two faculty members co-teaching a 1 unit class, each will be credited with 1/2 unit of teaching.

➤ **Timing of Workload assignments**

- Teaching and overall workload for faculty members will generally be based on the performance of each individual during the previous three calendar years (except in

the case of new faculty). The portfolio of contributions will be considered. As outlined in the college's APT document, faculty members are responsible for submitting complete performance information and to do so by the deadline announced by the dean's office. The department chair's annual review letters will note allocation of workload units; given changing student demand for courses and department needs, the precise teaching assignments may follow later, but the assignment will be done in a manner to provide sufficient time for faculty to appropriately prepare courses.

➤ **Appeals**

- Any faculty member who believes he or she is unfairly disadvantaged by department variance in guidelines implementation may appeal the workload decision. Any appeal of workload assignment must be written and must occur within 30 days of a faculty member being notified of the action generating the appeal. Appeals first go to the appropriate department chair. The department chair should inform the dean's office of an appeal and should respond to the appeal in writing within 20 days of its receipt. In the absence of a response, the appeal is considered denied and the faculty member may move to the next stage of appeal. The faculty member will have one week from receipt of the chair response to appeal the matter (in writing) to the dean or the dean designee. The dean's decision in this matter is final.