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**Pattern of Administration
for
The Ohio State University
Department of Civil, Environmental and Geodetic Engineering**

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Pattern of Administration

Department of Civil, Environmental and Geodetic Engineering (CEGE)

The Ohio State University (OSU)

I Introduction

Purpose

This document provides a brief description of the Department of Civil, Environmental and Geodetic Engineering (CEGE), as well as a description of its policies and procedures. It supplements the [Rules of the University Faculty](#) and other policies and procedures of the University to which CEGE and its faculty are subject. The latter rules, policies, and procedures, and changes in them, take precedence over statements in this document.

Revision

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

Scope

This POA governs all Departmental matters in which the Faculty has power to act. Powers of the Faculty are delegated to committees or otherwise only by this POA. In alignment with the general policies and procedures related to the governance of the College of Engineering, the Department recognizes the presumption favoring faculty rule on those matters in which the Faculty have primary responsibility, including: curricula, subject matter and methods of instruction, research, appointments, promotion and tenure of faculty, faculty governance including departmental faculty meetings, peer mentoring and peer evaluation of teaching, and those aspects of student life related to the educational process.

Interpretation

This POA shall be interpreted consistently with applicable statutes of the State of Ohio, the By-Laws of the Board of Trustees, and the Rules of the University faculty. All references to periods of time in days refer to calendar days; in computing a period of time, the date of the act or event from which the period of time begins to run shall not be included.

II Department Mission

To create and disseminate civil, environmental and geodetic knowledge through innovative research and instruction that is in service to society.

III Academic Rights and Responsibilities

In April 2006, the university issued a [reaffirmation](#) of academic rights, responsibilities, and processes for addressing concerns. This statement can be found on the Office of Academic Affairs website.

IV Faculty

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

130 associated faculty with total compensation of at least 50% FTE. In cases where a faculty member holds a
131 joint appointment, governance rights in CEGE extend when the majority of the appointment is assigned
132 to the CEGE Department. Associated faculty with total compensation below 50%, emeritus faculty and
133 tenure-track faculty with a joint appointment with a minority portion assigned to the CEGE Department
134 may be invited to participate in discussions on non-personnel matters, but they may not participate
135 discussion in personnel matters, including appointment, promotion and tenure reviews, and they may not
136 vote on any matter.

137 **Practice Faculty and Research Faculty Appointment Cap and Governance Rights**

138 The total practice faculty plus research faculty is capped at 25% of the total tenure track, practice faculty
139 and research faculty in the CEGE Department. Hence, tenure-track faculty would be 75% of the total
140 faculty in the department. Practice faculty and research faculty may vote in all non-personnel matters.
141 The College and CEGE Appointments, Promotion & Tenure (APT) documents detail the participation of
142 practice faculty and research faculty in personnel matters; practice faculty are not permitted to vote in the
143 appointment, promotion or tenure review of tenure track faculty or the appointment, reappointment, or
144 promotion review of research faculty and research faculty are not permitted to vote in the appointment,
145 promotion or tenure review of tenure track faculty or the appointment, reappointment, contract renewal,
146 or promotion review of practice faculty.

147 **Associated Faculty Governance Rights**

148 Associated faculty with total compensation at or above 50% are permitted to vote in all non-personnel
149 matters. Under no circumstances may persons with associated faculty titles vote in matters pertaining to
150 tenure-track, practice or research faculty appointment, promotion and tenure decisions.

151 **Emeritus Faculty Governance Rights**

152 Emeritus faculty may be invited to participate in discussions on non-personnel matters, but may not
153 participate in discussions about personnel matters, including appointment, promotion and tenure reviews,
154 and may not vote on any matter.

155 **V Organization of Department Services and Staff**

156 To run a successful and smooth Department requires the expertise of a support staff made up of Civil
157 Service and Administrative and Professional Personnel to assist the CEGE Chair and faculty on a day-to-
158 day basis.

159 **A. CEGE Program Assistant**

160 The CEGE Program Assistant supports department-level business and activities. The responsibilities of
161 the CEGE Program Assistant include:

162 → provide administrative support to the Department Chair, including scheduling of Chair's calendar of
163 meetings and maintaining an archive of Chair written communications related to departmental matters

164 → interface with the College HR, Business and Dean offices to fulfill regular and special requests
165 to/from department that relate to hiring, promotion and tenure, departmental budgets

166 → schedule regular and special meetings of the department faculty, standing and ad hoc departmental
167 committees

168 → provide support for the Promotion & Tenure (P&T) committee by reviewing dossiers for
169 completeness, collecting and organizing external review letters at the request of the Department Chair,
170 providing access of eligible faculty to promotion dossiers, delivering P&T documentation to College

171 → initiate paperwork for faculty searches, files final paperwork for faculty searches, on-boards new
172 faculty, including preparation of assigned office space

173 → coordinate graduate student desk assignments and key authorizations in consultation with Chair

- 174 → hold responsibility for hiring, on-boarding, training and coordinating the assignments of Student
175 Assistants in the department, including Student Assistant support to Departmental committee or special
176 project requests
- 177 → coordinate departmental annual review process including collection of requested documentation in
178 advance for chair review, scheduling of review meetings and distributing Chair's letters
- 179 → place purchase requisition requests for department-initiated events and department investments in
180 office and lab infrastructure

181 **B. Academic Advising Staff and Office**

182 The CEGE Academic Advising staff is responsible for supporting undergraduate students through
183 activities that include:

- 184 → support to navigate the Bachelor degree requirements, academic standards and associated processes,
185 course selection and schedule, minors, honors/research/distinction opportunities and graduate
186 opportunities
- 187 → assist with Orientation for new first-year, transfer and international students
- 188 → assist with transfer credit evaluation
- 189 → provide guidance and support to faculty to resolve student issues, including, but not limited to:
190 disruptive students, distressed students, allegations of academic misconduct
- 191 → review applications to majors in Civil Engineering and Environmental Engineering
- 192 → maintain undergraduate student records
- 193 → serve in an advisory capacity to the Undergraduate Studies Committee to provide recommendations
194 and guidance for improving the student experience, based on their interactions with undergraduate
195 students during routine advising duties.
- 196 → submit the departmental room scheduling request to the Registrar prior to the institutional deadlines
197 for Autumn and Spring semesters. The Department Chair, with input from faculty, assigns instructors to
198 courses. The advising staff does not assign instructors to courses.
- 199 → provide support in leadership and professional development of students, including organization of the
200 Industry Mentor program, the e-council of CEGE student groups.
- 201 → fulfill duties as defined by College Advising Team
- 202 → interface with College Advising team to recommend and implement guidelines relevant to CEGE
203 Department

204 **C. Graduate Program Coordinator**

205 The CEGE Graduate Program Coordinator provides support to the Graduate Studies Committee with
206 responsibilities that include:

- 207 → serves as academic liaison for graduate students, the CEGE Graduate Studies Chair, the Graduate
208 School and Graduate Admissions, including guidance on academic programs and policies regarding
209 admission, financial support and graduation requirements
- 210 → serves in an advisory capacity to the Graduate Studies Committee to provide recommendations and
211 guidance for improving the graduate student experience
- 212 → supports Graduate Student Council
- 213 → provides administrative support for review of graduate applications, including management of
214 applicant records during the review process and Graduate School notification of applicant decision
- 215 → maintains graduate student records for the department and monitors academic progress of graduate
216 students
- 217 → coordinates graduate student on-boarding and serves as graduate student advocate

218 → coordinates application and training process for GTAs

219

220 **D. Communications Specialist**

221 The CEGE Communications Specialist is responsible for maintaining Departmental ‘public relations’
222 with external stakeholders, including alumni and industry with duties that include:

223 → maintain the CEGE website

224 → produce photography, videography, social and print media in support of initiatives of CEGE Chair and
225 College Advancement

226 → support faculty research websites

227 → publicize Department news and achievements through the College, university and regional
228 communications

229 → logistic support for CEGE Departmental Advisory Board meetings and special events with external
230 stakeholders

231 → coordinate invitations and agendas for faculty searches

232 **E. Lab Supervisors**

233 The CEGE Lab Supervisors are responsible for overseeing activities associated with regularly scheduled
234 laboratory courses and providing support to experimental research facilities (chemical or physical) with
235 duties that include:

236 → teaching lab set-up and oversight of clean-up, including order placement for consumables

237 → maintain and calibrate instruments used in teaching lab and/or research facilities

238 → train and supervise undergraduate researchers

239 → conduct safety training for undergraduate and graduate students

240 → perform preventative maintenance on FOD supplied utilities, including weekly flush of safety eye
241 wash stations and routine checks of fume hood operation

242 → manage assets, including asset audits, tagging and retiring of all capital assets, surplus management
243 and pick-up

244 → coordinate access to CEGE buildings including, delivery of large equipment, hazardous waste pick-up
245 with EHS

246

247 **F. Building Manager**

248 The CEGE Building Manager (reports to the Associate Dean for Infrastructure) is responsible for the
249 regular function of the physical infrastructure of CEGE buildings, Hitchcock Hall and Bolz Hall, with
250 duties that include:

251 → advance, and follow-up with OSU Facilities Operations and Development (FOD) regarding,
252 notifications of faulty function of physical infrastructure, including lighting, plumbing, locks and
253 security, fume hoods

254 → overall cleanliness and hard trash

255 → coordinate between building occupants and FOD during renovation activities, including work with
256 contractors and project engineers through FOD

257

258 **G. Student Assistants**

259 The CEGE Department maintains a staff of Student Assistants who are responsible for clerical support to
260 some departmental activities. Duties include:

- 261 → answer phones and emails and respond to queries
- 262 → distribute mail and ship parcels via UPS
- 263 → make copies, scans and faxes
- 264 → schedule conference rooms and teleconference lines
- 265 → make hotel and dinner reservations
- 266 → support Departmental committees with note-taking and typing/transcription, proof-reading, etc;
- 267 activities to be coordinated at least one week in advance with CEGE Program Assistant
- 268 → support Departmental faculty with special projects; activities to be coordinated at least one week in
- 269 advance with CEGE Program Assistant

270

271 **H. Other Staff**

272 The College of Engineering maintains a centralized business office that provides support for HR and
273 fiscal matters with dedicated personnel assigned to CEGE.

- 274 → HR Specialist for matters related to faculty, post-doc and visiting scholars visa status and immigration
- 275 issues, flexible work arrangements and Family Medical Leave.
- 276 → HR Generalist for matters related to graduate student research appointments and undergraduate
- 277 student hires, hiring of post-doc scholars, coordination of visiting scholars. Visiting scholar
- 278 appointments must first be approved by the CEGE Department
- 279 → Fiscal Officer for purchasing requests originating from faculty-directed fund sources and PCard.
- 280 → Fiscal Associate for travel requests originating from faculty-directed fund sources and PCard.
- 281 → Engineering Technical Services (ETS) provides support for faculty and staff to resolve IT and
- 282 university account related issues. ETS service is accessed through the [ticket request system](#).

283

284 **VI Overview of Department Administration and Decision-Making**

285 Policy and program decisions are made in a number of ways: by the CEGE faculty as a whole, by
286 standing or special committees of the Department, or by the CEGE Chair. The nature and importance of
287 any individual matter determine how it is addressed.

288 CEGE governance proceeds on the general principle that the higher priority or urgency of the matter to
289 be decided, the more inclusive the participation in decision making is adhered to.

290 Open discussions, both formal and informal, constitute the primary means of reaching decisions of
291 central importance to CEGE.

292 **A Chair**

293 The primary responsibilities of the Chair are set forth in Faculty Rule [3335-3-35](#). This rule requires the
294 CEGE Chair to develop, in consultation with the faculty, this Pattern of Administration with specified
295 minimum content. This rule, alongside Faculty Rule [3335-6](#), also requires the Chair to prepare, in
296 consultation with the faculty, a document setting forth policies and procedures pertinent to promotion and
297 tenure.

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

300 → To have general administrative responsibility for CEGE programs, subject to the approval of the Dean
301 of the OSU College of Engineering, and to conduct the business of the Department efficiently. This
302 broad responsibility includes the acquisition and management of funds and the hiring and supervision of
303 CEGE faculty and staff.

304 → To plan with the members of the faculty and the Dean of the OSU College of Engineering, a
305 progressive program that encourages research and educational investigation.

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

309 → To evaluate faculty members annually in accordance with University, College and CEGE established
310 criteria; to inform faculty members when they receive their annual review of their right to review their
311 primary personnel file maintained by their Department and to place in that file a response to any
312 evaluation, comment, or other material contained in the file.

313 → To recommend appointments, promotions, dismissals, and matters affecting the tenure of members of
314 the CEGE faculty to the Dean of the College, in accordance with procedures set forth in Faculty Rule
315 [3335-6](#) and the CEGE Appointments, Promotion and Tenure (AP&T) document.

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

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

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

322 → To prepare, in consultation with the faculty, annual budget recommendations for the consideration of
323 the Dean of the College.

324 Day-to-day responsibility for specific matters may be delegated to others, but the CEGE Chair retains
325 final responsibility and authority for all matters covered by this Pattern of Administration, subject when
326 relevant to the higher decision rights and approval of the Dean of the OSU College of Engineering, the
327 Provost and the OSU Office of Academic Affairs, and the OSU Board of Trustees.

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

335

336 **B. Other Administrators**

337 **1. Associate Chair**

338 The CEGE Chair is supported by an Associate Chair who is appointed by the CEGE Chair. The
339 responsibilities of the CEGE Associate Chair include:

- 340 → serve as co-Chair of the Undergraduate Studies Committee
- 341 → serve as faculty representative to College and University in matters of student disciplinary actions
342 related to undergraduate students, e.g. COE ASAP, OSU COAM
- 343 → implement teaching assignments in consultation with CEGE Chair, including hiring of part-time
344 lecturers and GTAs and making available the full schedule of instruction to the department in a timely
345 fashion
- 346 → coordinate peer review of teaching for all departmental faculty according to the schedule set forth in
347 the CEGE APT document and disseminate review letters to candidates, the P&T committee and the
348 CEGE Chair
- 349 → support advising activities, as necessary, in coordination with the Advising Team
- 350 → advise CEGE Chair on infrastructure, space and other physical needs of department
- 351 → coordinate outreach activities for student recruiting and retention, with particular attention to diversity
352 and inclusion

353 Additional responsibilities may be assigned by the CEGE Chair as necessary for issues of department-
354 wide interest and importance that are not appropriate to standing or ad-hoc committees. Examples could
355 include participation in Advancement initiatives.

356 **2. Undergraduate Studies Co-Chairs**

357 The CEGE Undergraduate Studies Co-Chairs responsibilities include:

- 358 → setting agenda items for regularly scheduled meetings of the CEGE Undergraduate Studies Committee
- 359 → coordinating assignments of Undergraduate Studies Committee members to accomplish committee
360 activities as detailed by committee duties
- 361 → serving on the CEGE Executive Committee
- 362 → coordinating departmental communications to the College or University on matters of undergraduate
363 curriculum or undergraduate student experience

364 **3. Graduate Studies Chair**

365 The CEGE Graduate Studies Co-Chairs responsibilities include:

- 366 → setting agenda items for regularly scheduled meetings of the CEGE Graduate Studies Committee
- 367 → coordinating assignments of Graduate Studies Committee members to accomplish committee activities
368 as detailed by committee duties
- 369 → supports graduate students and graduate student thesis and exam committees in interpretation of CEGE
370 and Grad School policy
- 371 → serving as a Department signatory, as indicated on Graduate School student forms
- 372 → faculty liaison to Graduate School in matters of admissions, student records
- 373 → serving on the CEGE Executive Committee
- 374 → serve on the COE Graduate Studies Committee

375

376 **C Committees**

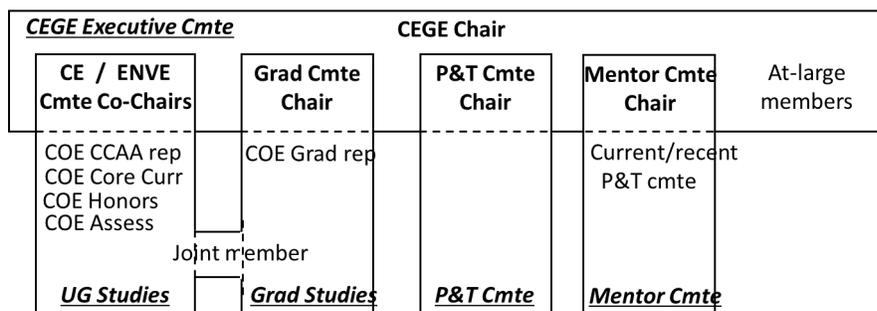
377
 378 Much of the development and implementation of the department's policies and programs is carried out by
 379 standing and ad hoc committees. The chair is an ex officio member of all department committees and
 380 may vote as a member on all committees, except the Committee of Eligible Faculty and the Promotion
 381 and Tenure Committee.

382 Committees serve the roles to investigate, to recommend and/or to take action on aspects of departmental
 383 business in a manner that has greater efficiency than the full faculty body. Committees are smaller and
 384 organized somewhat more informally, and committees are composed of members that are selected for
 385 their competence, expertise and willingness to undertake certain responsibilities. Committees have the
 386 agility to undertake thorough analysis of the benefits, risks, and alternatives around guidelines or action
 387 items from which they can formulate recommendations and motions to bring to the full faculty. As such,
 388 the timely and efficient completion of committee work by agreed upon deadlines is critical to the
 389 advancement of the CEGE department mission.

390 **1. Standing Committees**

391 Standing committees are permanent committees that meet regularly to conduct business relevant to the
 392 function of the Department. Membership on standing committees may change over time as appointment
 393 terms expire.

394 CEGE standing committee membership allows for effective flow of information so that Department
 395 business can be conducted efficiently. The following relationship between CEGE Standing Committees
 396 recognizes that proposed actions and decisions arising from one committee may affect other committees
 397 as a result of the interconnected nature of undergraduate and graduate instruction, research and
 398 scholarship and service within the Department:



399

400 **a. CEGE Executive Committee**

401 **Charge:** The CEGE Executive Committee serves as a steering committee to provide advisement on
 402 matters of importance to the Department.

403 **Membership:** The CEGE Executive Committee shall consist of the Department Chair (*ex officio*), the
 404 chairs of all other CEGE standing committees and up to three at-large members to ensure that the CEGE
 405 Executive Committee has representation across rank and departmental subdisciplines.

406 **Selection Process and Terms of Office:** Members are appointed by the Department Chair for one-year
 407 appointments that are renewable up to 3 years.

408 **Duties:** → To provide timely faculty input on decision-making for requests or policy matters that
409 originate from the College or University, or from departmental committees
410 → To allow for coordination among standing committees, and ad-hoc committees if necessary, when
411 charges, actions or other activities of one committee have potential to impact responsibilities of other
412 committees
413 → To advise on long-range departmental planning
414 → To formulate proposals for presentation to, and consultation with, CEGE faculty as a whole
415 **Committee Chair Selection:** The CEGE Chair serves as the committee chair in session of the CEGE
416 Executive Committee. The departmental Program Assistant will record and distribute minutes of all
417 CEGE Executive Committee meetings.

418 **Meeting organization:** The CEGE Executive Committee will meet once per month in closed session.
419 Special sessions may be called as necessary to address urgent issues that arise outside of the regular
420 meeting schedule.

421 **b. CEGE Undergraduate Studies Committee**

422 **Charge:** The CEGE Undergraduate Studies Committee is responsible for reviewing, recommending, and
423 developing guidelines, documents and actions for all matters related to the students and curricula of the
424 Bachelor degree programs in Civil Engineering and Environmental Engineering.

425 **Membership: Organization:** The CEGE Undergraduate Studies Committee shall consist of the
426 Associate Department Chair plus a minimum of five other members such that the committee as a whole
427 has equal disciplinary representation for the two Bachelor degree programs of the CEGE Department. A
428 minimum of one member of the CEGE Undergraduate Advising team shall also serve on the CEGE
429 Undergraduate Studies Committee as a non-voting member. The Associate Department Chair will Co-
430 Chair the committee and a Co-Chair will be appointed in an area different from the Associate Chair. To
431 facilitate committee function, members of the committee will be organized into two subcommittees as
432 follows:

- 433 • **ABET¹ assessment subcommittee:** responsibilities include maintaining program compliance
434 with ABET assessment requirements. This committee will be comprised of four members, with
435 two taking a lead role for each degree program.
- 436 • **Course review subcommittee:** responsibilities include providing timely review and oversight on
437 activities pertaining to course approvals. This committee will be comprised of the remaining
438 members not on the ABET assessment subcommittee and will have a designated lead.

439 **Relationships to other committees:** Certain members of the CEGE Undergraduate Studies Committee
440 have additional roles to facilitate communication of pertinent matters to and from the Undergraduate
441 Studies Committee. These additional roles are: (i) joint membership on the CEGE Graduate Studies
442 Committee, (ii) membership on the COE College Committee on Academic Affairs, (iii) membership on
443 the COE committee on the Core Curriculum Teaching and Learning, (iv) membership on the COE
444 committee on Outcomes Assessment for UG Engineering, and (v) membership on the COE College
445 Honors Committee.

446 **Selection Process and Terms of Office:** Members are appointed by the CEGE Chair annually for one-
447 year appointments that are renewable up to 3 years. The CEGE Chair will receive advisement from the
448 Advising Coordinator for the member representing the CEGE Undergraduate Advising team to ensure a
449 balance among committee and advising duties. No more than half of the committee can be appointed as

¹ Formerly Accreditation Body for Engineering and Technology

450 'new' members in a given year so as to ensure continuity in the Committee's work. The CEGE Chair
451 will assign the member who will hold the role of joint membership on the Undergraduate Studies
452 Committee and the Graduate Studies Committee. The Undergraduates Studies Committee will provide a
453 recommendation to the CEGE Chair at the end of spring semester each year of committee members who
454 will serve in COE committee roles in the subsequent academic year.

455 **Responsibilities of the CEGE Undergraduate Studies Co-Chairs:**

- 456 → Setting agenda items for regularly scheduled meetings of the CEGE Undergraduate Studies Committee
- 457 → Coordinating assignments of Undergraduate Studies Committee members to accomplish committee
- 458 activities as detailed by committee duties
- 459 → Serving on the CEGE Executive Committee
- 460 → Coordinating departmental communications to the College or University on matters of undergraduate
- 461 curriculum or undergraduate student experience

462 **Responsibilities of the entire CEGE Undergraduate Studies Committee:**

- 463 → To provide timely faculty input on decision-making for requests or policy matters that pertain to
- 464 undergraduate teaching, curriculum and advising that originate from the College or University, from
- 465 departmental committees, or from the CEGE Chair
- 466 → To oversee undergraduate curriculum by implementing changes from annual reviews
- 467 → To provide recommendations on undergraduate transfer credits and substitutions
- 468 → Work with the undergraduate advisors and the College of Engineering to develop criteria for
- 469 admission to CEGE programs including the review of applicant submissions with additional appointed
- 470 faculty members (if needed)
- 471 → Work with the undergraduate advisors and the College of Engineering to review CEGE admission to
- 472 major guidelines and propose changes to the process if deemed necessary
- 473 → To recommend representatives to the COE and University committees responsible for developing and
- 474 implementing undergraduate guidelines and curricula, including the COE CCAA, Core Curriculum
- 475 committee, and COE assessment committee. Recommendations must be made annually by the last day
- 476 of regularly-scheduled Spring semester classes
- 477 → To prepare and submit nomination packages for undergraduate student awards to both internal and
- 478 external competitions
- 479 → To provide advice to the CEGE Chair on student curriculum and instructional grievances
- 480 → To provide recommendations to the CEGE Chair for the formation of an ad-hoc committee to address
- 481 undergraduate issues or actions of large scope for which inclusion of additional non-Committee members
- 482 is important
- 483 → To review and approve the use of a textbook or other materials in a course taught by a faculty member
- 484 in the case that the textbook or other materials is/are authored by the faculty member and the sale of
- 485 which results in a royalty being paid to the faculty member
- 486 → To provide a report of activities at least once per semester to the full faculty, or at other times as per
- 487 the request of the Chair

488 **Responsibilities of the ABET assessment subcommittee:**

- 489 → To review and recommend procedures to satisfy ABET requirements, including program educational
- 490 objectives, student outcomes, and the programs' continuous improvement process. To annually report
- 491 findings and recommendations to the Faculty and CEGE Advisory Board
- 492 → To prepare an assessment plan, collect, maintain materials, and document assessment tools used to
- 493 maintain ABET accredited CEGE programs

494

495 **Responsibilities of the Course Review Subcommittee:**

496 → Provide oversight and review of new course proposals and course modifications

497 → Maintain current and accurate catalog descriptions

498 → To bring motions to the general faculty for modifications of courses and new course proposals and
499 other pertinent initiatives that are recommended as a result of deliberations on undergraduate matters
500 originating from the College, University, other departmental committees, or the CEEG Chair

501 → To provide recommendations on concurrence from CCAA and other university unit requests

502 **Committee Chair Selection:** The CEEG Undergraduate Studies Committee will be co-chaired by a
503 representative of the Civil Engineering program and a representative of the Environmental Engineering
504 program. One of the co-chairs will be the Associate Department Chair and the other co-chair will be
505 appointed by the Department Chair.

506 **Meeting organization:** The CEEG Undergraduate Studies Committee will meet at least once per month.

507 **c. CEEG Graduate Studies Committee**

508 **Charge:** The CEEG Graduate Studies Committee is responsible for reviewing, recommending, and
509 developing guidelines, documents and actions for all matters related to the students and curricula of the
510 Master and Doctoral degree programs in Civil Engineering.

511 **Membership:** The CEEG Graduate Studies Committee shall consist of a minimum of six committee
512 members such that the committee as a whole has balanced disciplinary representation for the major
513 graduate tracks. The Graduate Program Coordinator shall also serve on the Graduate Studies Committee
514 as a non-voting member.

515 **Relationship to other committees:** One member of the Graduate Studies Committee will be appointed
516 to the CEEG Undergraduate Studies Committee. The CEEG Graduate Studies Chair will serve as the
517 Department's delegate at College and University committees pertaining to graduate student affairs.

518 **Selection Process and Terms of Office:** Members are appointed by the CEEG Chair annually for one-
519 year appointments that are renewable up to 3 years. No more than half of the committee can be
520 appointed as 'new' members in a given year so as to ensure continuity in the Committee's work.

521 **Duties:** → To provide timely faculty input on decision-making for requests or policy matters that pertain
522 to graduate teaching, curriculum and advising that originate from the College or University, from
523 departmental committees, or from the CEEG Chair

524 → To oversee graduate curriculum by implementing changes from annual reviews, considering/reviewing
525 new course proposals, and maintaining current and accurate catalog descriptions

526 → To bring motions to the general faculty for modifications of courses and new course proposals and
527 other pertinent initiatives that are recommended as a result of deliberations on graduate program matters
528 originating from the College, University, other departmental committees, or the CEEG Chair

529 → To provide recommendations on concurrence from CCAA and other university unit requests

530 → To review graduate student advisory committee recommendations on graduate transfer credits and
531 substitutions

532 → To oversee the review of graduate student application admissions to the Civil Engineering graduate
533 programs in a timely manner using consistent and inclusive standards, and to forward recommendations
534 for admittance to the Graduate Program Coordinator

535 → To prepare and submit nomination packages for graduate student awards to both internal and external
536 competitions that recognize academic, outreach and scholarly accomplishments, including graduate
537 applicant nominees for university or college fellowships; preparation of travel award nomination
538 packages are excluded.

539 → To publicize departmental travel award competition windows at least 30 days in advance of the
540 quarterly application deadlines of the 1st day of the months of May, Sept., Nov. and Feb.

541 → To select graduate student travel awardees from on-line applicants for each quarter by the 15th of the
542 months of May, September, November and February

543 → To monitor graduate student degree progress and provide advisement

544 → To provide advice to the CEGE Chair on student curriculum and instructional grievances

545 → To provide recommendations to the CEGE Chair for the formation of an ad-hoc committee to address
546 graduate issues or actions of large scope for which inclusion of additional non-Committee members is
547 important

548 → To provide a report of activities at least once per semester to the full faculty, or at other times as per
549 the request of the Chair

550 **Committee Chair Selection:** The CEGE Graduate Studies Chair will be appointed by the CEGE
551 Department Chair. The CEGE Graduate Studies Chair will serve as the Department's delegate at College
552 and University committees pertaining to graduate student affairs.

553 **Meeting organization:** The CEGE Undergraduate Studies Committee will meet at least once per month.

554

555 **d. CEGE Promotion and Tenure Committee**

556 **Charge:** The CEGE Promotion & Tenure Committee is responsible for reviewing mandatory and non-
557 mandatory faculty promotion cases and developing guidance on policies detailed in the CEGE
558 Department APT Document.

559 **Membership:** The CEGE Promotion and Tenure Committee shall consist of a minimum of three tenured
560 faculty with rank of professor such that the committee, as a whole, has balanced disciplinary
561 representation of departmental instruction and scholarship. The Committee will designate a Procedures
562 Oversight Designee for each case under review from its membership. Promotion and Tenure Committee
563 membership will be augmented temporarily with additional members only for review of practice faculty
564 and research faculty promotion cases, according to the guidelines detailed in the CEGE APT document.

565 **Selection Process and Terms of Office:** Members are appointed by the CEGE Chair for three-year
566 appointments that are renewable. Appointments will be staggered to the greatest extent possible,
567 considering leaves, administrative appointments and other factors that may impact the availability of
568 eligible tenured professors.

569 **Duties:** → To follow all procedures as detailed in the CEGE Departmental Appointments, Promotion and
570 Tenure (APT) document

571 → To check dossiers prepared by candidates for completeness and accuracy, including inclusion of the
572 minimum number of peer reviews of teaching, and to request additional clarification and corrections by
573 candidates to ensure compliance with University standards.

574 → To review dossiers prepared by candidates for promotion, promotion and tenure, and fourth-year
575 review, and to prepare for the Committee of Eligible Faculty a detailed quantitative and qualitative

576 evaluation of the candidate in terms of his/her own field and role in the Department, revising this
577 evaluation, if necessary, to reflect the final vote of the Eligible Faculty.
578 → To perform an annual review of the University and College of Engineering promotion and tenure
579 criteria and procedures to ensure that Department policies are in compliance
580 → To formulate and recommend revisions to the CEGE Promotion and Tenure procedures and criteria to
581 the Faculty where appropriate and necessary
582 → To provide annually to faculty, an overview of the Promotion and Tenure review processes with
583 discussion of the criteria for promotion to various ranks
584 → To evaluate Special Assignment requests and make recommendations to the CEGE Chair
585 → To review requests for Faculty Professional Leave and make recommendations to the Chair

586 **Committee Chair Selection:** The CEGE Promotion and Tenure Committee Chair will be appointed by
587 the CEGE Department Chair.

588 **Meeting organization:** The CEGE Promotion and Tenure Committee will meet in closed session as
589 necessary to meet the College deadlines for dossier review. Membership will be augmented as detailed in
590 the APT document for review of Practice Faculty and Research Faculty cases.

591 e. CEGE Mentoring Committee

592 **Charge:** The CEGE Mentoring Committee is responsible for recommending, developing and reviewing
593 activities to support the professional development of faculty in the CEGE department with the particular
594 goal to assist in situating for successful promotion those with ‘Assistant’ and ‘Associate’ titles.

595 **Membership:** The CEGE Mentoring Committee shall consist of a minimum of four tenure-track
596 professors such that the committee, as a whole, has balanced disciplinary representation of departmental
597 instruction, scholarship and rank. At least one member of the CEGE Mentoring Committee will be a
598 current member, or an immediate past member, of the CEGE or COE Promotion and Tenure Committee.

599 **Selection Process and Terms of Office:** Members are appointed by the CEGE Chair for one-year
600 appointments that are renewable up to three years.

601 **Duties:** → To organize a program of group- and peer-mentoring activities to support assistant- and
602 associate-rank professor success. Individual mentors will be assigned by the CEGE Chair.

603 → To coordinate, at least annually, a meeting with member(s) of the CEGE Promotion and Tenure
604 committee to review promotion and tenure procedures and expectations

605 → To review annually the status and success of the mentoring program, including the contribution of
606 individual mentoring, and to provide a report to the CEGE Chair

607 → To serve as a clearinghouse for information related to mentoring best practices

608 → To provide a report of activities at least once per semester to the full faculty, or at other times as per
609 the request of the Chair

610 **Committee Chair Selection:** The CEGE Mentor Committee Chair will be appointed by the CEGE
611 Department Chair.

612 **Mentoring Program:** Details of the mentoring program are included as Appendix I to the CEGE POA.

613

614 **f. CEGE Awards Committee**

615 Duties: → To organize a program of group- and peer-mentoring activities to support assistant- and
616 associate-rank professor success. Individual mentors will be assigned by the CEGE Chair.
617 → To prepare and submit nomination packages for faculty and staff awards to both internal and external
618 competitions

619 **Selection Process and Terms of Office:** Members are appointed by the CEGE Chair for three-year
620 appointments that are renewable.

621

622 **2. Ad-Hoc Committees**

623 In addition to the standing committees, the faculty may from time to time form and serve on ad-hoc
624 committees through the initiative of the CEGE Chair in coordination with the faculty. Approval of an ad-
625 hoc committee must be sought through a vote of the CEGE faculty. The need for an existing ad-hoc
626 committee will be reviewed annually during the development of the annual CEGE committee
627 assignments. An ad-hoc committee in existence for more than three years must be disbanded, re-
628 authorized, or made a permanent standing committee by CEGE faculty vote.

629 **3. Individual Assignments**

630 The CEGE Chair may appoint individuals to special individual assignments. Examples are CEGE
631 representative to: College Promotion and Tenure Committee, College of Engineering Committee on
632 Academic Affairs; College of Engineering Committee on Outcomes Assessment for Undergraduate
633 Engineering Programs; College of Engineering Core Curriculum and Undergraduate Services
634 Committee; and other similar assignments. Examples within CEGE include faculty search committees,
635 faculty contacts for student organizations, student project competitions, Undergraduate Honors Program,
636 professional society student chapters, undergraduate program technical advisors, and others.

637

638 **4. Other Related Groups**

639 a. Civil, Environmental and Geodetic Engineering Graduate Student Association

640 The Civil, Environmental and Geodetic Engineering Graduate Student Association (CEGA) is a student
641 organization formed with the goal of promoting the professional and social development of the graduate
642 student community in the CEGE Department. A portion of the CEGA mission is to serve as an advocate
643 for issues of importance to graduate students. The CEGE department provides support for CEGA
644 through the Graduate Program Coordinator who can help with event organization (advertising, room
645 reservations, etc.) and through some financial support. CEGA is registered as a Student Organization
646 with the OSU Office of Student Life and follows the constitution created to be achieve 'Student
647 Organization' status at the University.

648 b. Civil, Environmental and Geodetic Engineering Department Advisory Board

649 The CEGE Department engages an Advisory Board composed of distinguished leaders of business,
650 industry, government, non-government and academic organizations. The CEGE Advisory Board
651 provides support to ensuring an exceptional and robust engineering education at all levels by sharing
652 feedback, recommending departmental strategy and offering opportunities for student and faculty
653 engagement. The CEGE Advisory Board is governed by their own ByLaws.

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VII Faculty Meetings

A. Schedule

The CEGE Chair will provide to the faculty a schedule of Department faculty meetings at the beginning of each academic term. The schedule will provide for at least one meeting per academic term and normally will provide for monthly meetings. A meeting of the Department faculty will also be scheduled on written request of 25% of the CEGE faculty. The CEGE Chair will make reasonable efforts to have the meeting take place within one week of receipt of the request.

B. Agenda

A call for agenda items and completed agenda will be delivered to faculty by e-mail before a scheduled meeting. Reasonable efforts will be made to call for agenda items at least seven days before the meeting, and to distribute the agenda by e-mail at least three business days before the meeting. All motions to be brought to a faculty meeting from committees will be stated in the agenda and accompanied with supporting documentation for faculty to review prior to the faculty meeting.

C. Business and Voting

1. Quorum – Non-personnel Matters: For purposes of discussing Department business other than personnel matters, and for making decisions where consensus is possible and a reasonable basis for action, a quorum will be defined as a simple majority of all CEGE faculty members eligible to vote.

2. Quorum – Personnel Matters: Special policies pertain to quorum and voting on personnel matters, and these are set forth in the CEGE Appointments, Promotion and Tenure (AP&T) document.

3. Voting: The CEGE Chair or one-third of all faculty members eligible to vote may determine that a formal vote conducted by written ballot is necessary on matters of special importance. For purposes of a formal vote, a matter will be considered decided when a particular position is supported by at least a majority of all faculty members eligible to vote. Balloting will be conducted by mail or e-mail when necessary to assure maximum participation in voting. When conducting a ballot by mail or email, faculty members will be given one week to respond.

When a matter must be decided and a simple majority of all CEGE faculty members eligible to vote cannot be achieved on behalf of any position, the CEGE Chair will necessarily make the final decision.

4. Inclusive Participation: 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 and civility. Normally, 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, *Keeseey's Modern Parliamentary Procedure* will be invoked when more formality is needed to serve these goals.

D. Faculty Meeting Minutes

Faculty meeting minutes will be made available within 48 hours following the start of the faculty meeting. An email will announce that draft copy of the minutes are posted to the CEGE Shared Drive and open for corrections until 7 days following the date of the faculty meeting. Corrections should be addressed to the meeting Secretary, usually the CEGE Program Assistant. Faculty will be notified when final meeting minutes are available to review. Meeting minutes will be accepted by group consent at the following faculty meeting.

697 **E. Significant Changes in Departmental Guidelines**

698

699 Periodically, recommendations for major changes in guideline documents may originate from a
700 Committee, the Department Chair, or another institutional body. A ‘major’ change is defined as more
701 than five continuous lines of text, or more than five individual lines of text distributed through a
702 guidelines document. Major guideline changes should be introduced and evaluated in a phased approach
703 that balances the necessity of thoughtful faculty input while recognizing time constraints of a regular
704 faculty meeting. These procedural steps follow:

705 (i) Guideline change is introduced at a faculty meeting by the originator who introduces the broad goals
706 and rationale for guideline change with highlights of the substantive nature of the changes. A brief high-
707 level discussion is appropriate; detailed editing will not be undertaken. A copy of the revised guideline
708 should be distributed in advance, if possible.

709 (ii) An edited version of the guideline will be posted to the CEGE Shared Teams drive for a minimum of
710 one calendar week for commentary. The posted guideline should have the format of a pdf file with line
711 numbers, strikethrough text for deleted sections, colored font for text additions and review note
712 annotations as appropriate to provide extra rationale or queries. A separate document should be posted
713 for comments to be provided.

714 (iii) The guideline originator will collate the comments and assess whether any substantive issues are
715 raised that require further consensus discussion. If this is the case, the process will repeat from the first
716 step.

717 (iv) When a final version of the revised guideline has been developed, it will be posted to the CEGE
718 Shared Teams drive for a minimum of two business days before a motion for a vote is introduced at a full
719 faculty meeting.

720

721 **VIII Distribution of Faculty Duties and Responsibilities**

722

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

726

727 During on-duty academic terms, faculty members are expected to be available for interaction with
728 students, service responsibilities and other responsibilities even if they have no formal course assignment
729 during a term. Expected office hours for each faculty member are a minimum of 1 hr/wk per course on an
730 academic term basis. On-duty faculty members should not be away from campus for extended periods of
731 time unless on an approved Faculty Professional Leave or other approved leaves.

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

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

742

743 **A. Tenure-Track Faculty**

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

747 **Teaching**

748 All tenure-track faculty are expected to contribute to the department's teaching, including large
749 enrollment and specialized courses in both the undergraduate and graduate curriculums. The standard
750 teaching assignment for full-time tenure-track faculty members is detailed in Appendix II. Faculty
751 members are also expected to advise graduate students, supervise independent studies and thesis and
752 dissertation work.

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

756 The standard teaching assignment may vary for individual faculty members based on their research
757 and/or service activity. Faculty members who are especially active in research may have a reduced
758 teaching assignment. Likewise, faculty members who are relatively inactive in research may have an
759 increased teaching assignment. Faculty members who are engaged in extraordinary service activities
760 may have a reduced teaching assignment.

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

765 **Scholarship**

766 All tenure-track faculty are expected to engage in discovery, scholarly and creative work, applied
767 research, and/or the scholarship of pedagogy, as defined in the APT document. Faculty engaged in basic
768 or applied research are expected to attract extramural funding that supports their efforts. Faculty
769 members are also expected to seek appropriate opportunities to obtain patents and to engage in other
770 commercial or entrepreneurial activities stemming from their research, as appropriate.

771 **Service**

772 Faculty members are expect to be engaged in service and outreach to the university, profession and
773 community. All faculty members are expected to attend and to participate in faculty meetings, faculty
774 and student recruitment activities, and other Department and College events.

775 **1. Guidelines on Faculty Workload**

776 **General**

777 Assignment of teaching and workload responsibilities to each faculty member is the responsibility of the
778 CECE Chair. In meeting this responsibility, first priority for course assignment will be to meet the
779 degree requirements for undergraduate and graduate students.

780

Timing of Teaching Assignment

781 By June 30 of each year, the CEGE Chair will have identified courses required to be taught in the
782 following academic year, and will have assigned teaching responsibilities to each faculty member. The
783 required number of course sections, support personnel and facilities, and time of offering shall also have
784 been determined. It is understood that the CEGE Chair may find it necessary to modify these assignments
785 as the academic year progresses, based upon instructional demands and individual circumstances.

786

Expected Workload

787 All tenured and tenure track faculty are expected to teach graduate and undergraduate courses, conduct
788 research and perform services at the department, college and/or university levels in addition to
789 professional society services. Expected distribution among these three components is as follows:

- 790 • Service: 10% of FTE
- 791 • Research: 40% of FTE
- 792 • Teaching: 50% of FTE

793 Detailed expectations of each component as well as policies regarding the redistribution of this workload
794 for deficiencies in the service and/or research components are outlined in Appendix II.

Special Assignments

796

797 Information on special assignments (SAs) is presented in the Office of Academic Affairs [Special](#)
798 [Assignment Policy](#). The information provided below supplements these policies.

799

800 Reasonable efforts will be made to award SA opportunities to all productive faculty members on a
801 rotating basis subject to the quality of faculty proposals, including their potential benefit to the
802 department or university, and the need to assure that sufficient faculty are always present to carry out
803 department work. The department's committee on Promotion and Tenure will evaluate all SA proposals
804 and make recommendations to the chair. The chair's recommendation to the dean regarding an SA
805 proposal will be based on the quality of the proposal and its potential benefit to the department or
806 university and to the faculty member as well as the ability of the department to accommodate the SA at
807 the time requested.

808

B. Practice Faculty

810 Practice faculty (clinical faculty members) are expected to contribute to the university's mission through
811 teaching and service, and to a lesser extent through scholarly and creative works. Service expectations
812 are similar to those for tenure-track faculty. All Practice faculty are expected to contribute to teaching of
813 courses, or instructional situations involving professional skills.

C. Research Faculty

815 Research faculty members are expected to contribute to the university's mission through research. In
816 accord with Faculty Rule [3335-7-34](#),

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

822 Research expectations are similar to those for tenure-track faculty, albeit proportionally greater since the
823 majority of effort for research faculty members is devoted to research.

824 **D. Associated Faculty**

825 Compensated associated faculty members are expected to contribute to the university's mission via
826 teaching or research depending on the terms of their individual appointments. Faculty members with
827 tenure-track titles and appointments < 50% FTE will have reduced expectations based on their
828 appointment level. Expectations for compensated visiting faculty will be based on the terms of their
829 appointment and are comparable to that of tenure-track faculty members except that service is not
830 normally required. The University standard for a lecturer full-time teaching load is 8 courses per year.

831 **E. Modification of Duties**

832 Faculty may request a modification of duties from the College of Engineering to allow faculty the
833 flexibility to meet work responsibilities associated with birth or adoption of a child; care for an
834 immediate family member who has a serious health condition, or a qualifying exigency arising out of the
835 fact that the faculty member's immediate family member is on covered active duty in a foreign country or
836 call to covered active duty status. The Department Chair will work with the faculty member to identify a
837 modification plan that is fair to both the faculty member and addressing Department needs. Expectations
838 must be spelled out in an MOU that is approved by the Dean.

839

840 **IX Course Offerings and Teaching Schedule**

841 The CECE Chair will annually develop a schedule of course offerings and teaching schedules in
842 consultation with the faculty, both collectively and individually. While every effort will be made to
843 accommodate the individual preferences of faculty, the Department's first obligation is to offer the
844 courses needed by students at times most likely to meet student needs. To assure classroom availability
845 reasonable efforts must be made to distribute course offerings across the day and week. To meet student
846 needs reasonable efforts must be made to assure that course offerings match student demand and that
847 timing conflicts with other courses students are known to take in tandem are avoided. A scheduled course
848 that does not attract the minimum number of students required by Faculty Rule [3335-8-16](#) will normally
849 be cancelled and the faculty member scheduled to teach that course will be assigned to another course for
850 that or a subsequent semester. Finally, to the extent possible, courses required in any curriculum or
851 courses with routinely high demand will be taught by at least two faculty members across semesters of
852 offering to assure that instructional expertise is always available for such courses.

853 For the Department to make classroom requests that meet the needs of instructors in a timely manner, the
854 timeline for instructional assignments for the following academic year will progress as follows using
855 calendar dates from the current academic year:

856 Sept. 15 Request faculty groups submit preferred teaching assignments for subsequent AY, including
857 courses 'not offered', special room requests, ID potential adjuncts if needed

858 Oct. 15 Faculty groups submit preferred teaching assignments to department for review

859 Oct. 31 Department review of proposed teaching assignments completed and sent to faculty groups

860 Nov. 1 – Nov 15 Meet with faculty groups to finalize teaching assignments
861 Nov. 15 – Nov 30 Enter Autumn teaching assignments into system
862 Jan. 1 Faculty complete review of Autumn teaching assignments on pulled schedule report; issues
863 sent to Associate Chair for review
864 Jan. 15 Submit final Autumn teaching assignments to Registrar
865 Jun 15 – Jul 1 Enter Spring assignments into system
866 Aug. 1 Faculty complete review of Spring teaching assignments on pulled schedule report; issues sent
867 to Associate Chair for review
868 Aug. 15 Submit final Spring teaching assignments to Registrar

869 Note that it is critical for the CEGE Chair to be notified by Sept. 15 of intent to apply for Faculty
870 Professional Leave (see Section IX.D below) in the following academic year to allow for appropriate
871 accommodations in instructional assignments. FPL applications that were not prefaced with a
872 notification of intent will be denied.

873 Reasonable effort will be made to cancel courses with sufficient notice to allow for reassignment of
874 teaching duties. Dec. 1 will be the review date for Spring semester courses; Jul. 1 will be the review date
875 for Autumn semester courses. The threshold for course cancellations are: (i) fixed at 15 students for
876 undergraduate courses or primarily undergraduate 5000-level courses; (ii) fixed at 5 students for graduate
877 courses, and (iii) subject to review for graduate courses with 6 – 9 students which may result in
878 cancellation, after consideration of past enrollments and scheduled offerings and the existence of other
879 departmental teaching needs.

880 Procedures to allocate teaching support for classes through undergraduate graders and graduate teaching
881 assistants are detailed in Appendix III.

882 **X Allocation of Department Resources**

883 The CEGE Chair is responsible for the fiscal and academic health of the Department and for assuring that
884 all resources – fiscal, human, and physical – are allocated in a manner that will optimize achievement of
885 Department goals.

886 The CEGE Chair will discuss the CEGE budget at least annually with the faculty and attempt to achieve
887 consensus regarding the use of funds across general categories. However, final decisions on budgetary
888 matters rest with the CEGE Chair.

889 Research space shall be allocated on the basis of research productivity, including external funding and
890 will be reallocated periodically as these faculty-specific variables change.

891 The allocation of office space will include considerations such as achieving proximity of faculty in sub-
892 disciplines and productivity and grouping staff functions to maximize efficiency.

893 The allocation of salary funds is discussed in the CEGE Appointments, Promotion and Tenure (AP&T)
894 document.

895 **XI Leaves and Absences**

896 The University's policies with respect to leaves and absences are set forth in the OSU Office of Academic
897 Affairs [Policies and Procedures Handbook](#) and Office of Human Resources [Policies and Forms website](#).
898 The information below supplements these policies.

899 **A Discretionary Absence**

900 Faculty are expected to complete a travel request or an Application for Leave form well in advance of a
901 planned absence (e.g., as for attendance at a professional meeting or to engage in consulting) to provide
902 time for its consideration and approval and time to assure that instructional and other commitments are
903 covered. Discretionary absence from duty is not a right and the CEGE Chair retains the authority to
904 disapprove a proposed absence when it will interfere with instructional or other comparable
905 commitments. Such an occurrence is most likely when the number of absences in a particular quarter is
906 substantial. Rules of the University Faculty require that the Office of Academic Affairs approve any
907 discretionary absence longer than 10 continuous business days (See Faculty Rule [3335-5-08](#)) and that
908 such a leave must be requested through an absence form available [here](#).

909 **B Absence for Medical Reasons**

910 When absences for medical reasons are anticipated, faculty members are expected to complete an
911 Application for Leave form as early as possible. When such absences are unexpected, the faculty
912 member, or someone speaking for the faculty member, should let the CEGE Chair know promptly so that
913 instructional and other commitments can be managed. Faculty members are always expected to use sick
914 leave for any absence covered by sick leave (personal illness, illness of family members, medical
915 appointments). Sick leave is a benefit to be used – not banked. See OHR [Policy 6.27](#) for details.

916 **C Unpaid Leaves of Absence**

917 The university's policies with respect to unpaid leaves of absence and entrepreneurial leaves of absence
918 are set forth in OHR [Policy 6.45](#). The information provided below supplements these policies.

919 A faculty member may request an unpaid leave of absence for personal or professional reasons.
920 Professional reasons would include an opportunity to accept a visiting appointment at another institution.
921 A faculty member desiring an unpaid leave of absence should submit a written request for the absence as
922 far in advance as possible of the time for which the leave is desired. Approval will be based on, but not
923 limited to, the nature of the request, the extent to which the faculty member's responsibilities can be
924 covered or deferred during the proposed absence, and the positive or negative impact on the Department
925 of the proposed absence. Unpaid leaves of absence require the approval of the Dean, OSU Office of
926 Academic Affairs, and OSU Board of Trustees.

927 **D Faculty Professional Leave**

928 Information on faculty professional leaves is presented in the OAA [Policy on Faculty Professional Leave](#).
929 The information provided below supplements these policies.

930 A Faculty Professional Leave (FPL) constitutes a more formal departure from regular academic duties
931 than a Special Research Assignment and may be one or more academic terms up to one academic year.
932 FPLs involve salary reductions and other considerations established by the Ohio legislature and OSU
933 Board of Trustees. Faculty considering an FPL should fully acquaint themselves with these policies
934 before applying for leave.

935 Faculty members who desire an FPL should discuss the matter with the CEGE Chair during their annual
936 evaluation or as soon thereafter as possible and before Sept. 15 of the calendar year preceding the
937 academic year in which leave will be requested. The CEGE Chair will indicate whether submission of a
938 full proposal articulating the purpose and nature of the FPL is appropriate. Because FPL proposals must
939 be approved by the Dean of the OSU College of Engineering, OSU Office of Academic Affairs, and OSU
940 Board of Trustees before they may be implemented, faculty should submit FPL proposals for a particular

941 year no later than the end of Autumn term of the preceding year, except when the development of an
942 unexpected opportunity precludes such timing.

943 The Department's Promotion and Tenure Committee will review all requests for faculty professional
944 leave and make a recommendation to the Department Chair. Requests should follow the form provided
945 by the Office of Academic Affairs. The application should provide the committee with (i) clear
946 indication of the activity to be undertaken during the leave, (ii) insight into the motivation for the leave,
947 and (iii) the expected outputs and outcomes to be realized from the leave experience, and (iv) letters of
948 invitation or support from sponsors of the planned leave activity. The CECE Executive Committee will
949 assess applications based on the degree to which the proposed activity enhances teaching effectiveness,
950 scholarly interests or overall professional development; strengthens and develops the department's
951 mission; and realistically achieves the applicant's goals during the period requested.

952 Highest priority in the review process will be given to those applicants who have a positive record of
953 achievement, service, and commitment to the department and can show the benefits of the requested
954 leave to their continuing professional development and the Department.

955 The CECE Chair's recommendation to the Dean of the OSU College of Engineering regarding an FPL
956 proposal will be based on the quality of the proposal and its potential benefit to CECE and to the faculty
957 member, as well as the ability of CECE to accommodate the leave at the time requested.

958 **E Parental Leave**

959 The university, the college, and this department recognize the importance of parental leave to faculty
960 members. Details are provided in the OHR [Parental Care Guidebook](#), Paid Leaves Program [Policy 6.27](#),
961 and the [Family and Medical Leave Policy 6.05](#).

962 **XII Supplemental Compensation and Paid External Consulting**

963 Information on faculty supplemental compensation is presented in the OAA [Policy on Faculty](#)
964 [Compensation](#). Information on paid external consulting is presented in the university's [Policy on Faculty](#)
965 [Paid External Consulting](#). The information provided below supplements these policies.

966
967 CECE adheres to these policies in every respect. In particular, the Department expects faculty members
968 to carry out the duties associated with their primary appointment with the University at a high level of
969 competence before seeking other income-enhancing opportunities.

970 All activities providing supplemental compensation must be approved by the CECE Chair and College
971 Dean regardless of the source of compensation. External consulting must also be approved. Approval will
972 be contingent on the extent to which a faculty member is carrying out regular duties at an acceptable
973 level, the extent to which the extra income activity appears likely to interfere with regular duties, and the
974 academic value of the proposed consulting activity to the Department. In addition, it is University policy
975 that faculty may not spend more than one business day per week on supplemental compensated activities
976 and external consulting combined.

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

979 Faculty with an administrative position (for example, chair, associate/assistant dean, center director)
980 remain subject to the Policy on Faculty Paid External Consulting and with appropriate approval, are
981 permitted to engage in paid external work activities. However, faculty members with administrative

982 positions are not permitted to accept compensation/honoraria for services that relate to or are the result of
983 their administrative duties and responsibilities.

984 Should a departmental faculty member wish to use a textbook or other material that is authored by the
985 faculty member and the sale of which results in a royalty being paid to him or her, such textbook or
986 material may be required for a course by the faculty member only if the CEGE Executive Committee an
987 appropriate departmental or college committee reviews and approves the use of the textbook or material
988 for use in the course taught by the faculty member.

989 **XIII Financial Conflicts of Interest**

990 Information on faculty conflict of interest is presented in the university's [Policy on Faculty Financial](#)
991 [Conflict of Interest](#). A conflict of interest exists if financial interests or other opportunities for tangible
992 personal benefit may exert a substantial and improper influence upon a faculty member or administrator's
993 professional judgment in exercising any university duty or responsibility, including designing, conducting
994 or reporting research.
995

996 Faculty members with external funding, or otherwise required by university policy, are required to file
997 conflict of interest screening forms annually and more often if prospective new activities pose the
998 possibility of financial conflicts of interest. Faculty who fail to file such forms or to cooperate with
999 university officials in the avoidance or management of potential conflicts will be subject to disciplinary
1000 action.

1001 In addition to financial conflicts of interest, faculty must disclose any conflicts of commitment that arise
1002 in relation to consulting or other work done for external entities.

1003 **XIV Grievance Procedures**

1004 Members of the Department with grievances should discuss them with the CEGE Chair who will review
1005 the matter as appropriate and either seek resolution or explain why resolution is not possible. Content
1006 below describes procedures for the review of specific types of complaints and grievances

1007 **A Salary Grievances**

1008 A faculty or staff member who believes that his or her salary is inappropriately low should discuss the
1009 matter with the CEGE Chair. The faculty or staff member should provide documentation to support the
1010 complaint.

1011 Faculty members who are not satisfied with the outcome of the discussion with the chair and wish to
1012 pursue the matter may be eligible to file a more formal salary appeal (the Office of Academic Affairs
1013 [Policies and Procedures Handbook](#)).

1014 Staff members who are not satisfied with the outcome of the discussion with the CEGE Chair and wish to
1015 pursue the matter should contact [Employee and Labor Relations](#) in the OSU Office of Human Resources.

1016 **B Faculty Misconduct**

1017 Complaints alleging faculty misconduct or incompetence should follow the procedures set forth in
1018 Faculty Rule [3335-5-04](#).

1019 **C Faculty Promotion and Tenure Appeals**

1020 Promotion and tenure appeals procedures are set forth in Faculty Rule [3335-5-05](#).

1021 **D Harassment, Discrimination, and Sexual Misconduct**

1022 The [Office of Institutional Equity](#) exists to help the Ohio State community prevent and respond to all
1023 forms of harassment, discrimination, and sexual misconduct.

1024 Ohio State's policy and procedures related to affirmative action, equal employment opportunity, and non-
1025 discrimination/harassment are set forth in university [Policy 1.10](#).

1026 The university's policy and procedures related to sexual misconduct are set forth in OHR [Policy 1.15](#).

1027 **E Violations of Laws, Rules, Regulations, or Policies**

1028 Concerns about violations of laws, rules, regulations, or policies affecting the university community
1029 should be referred to the [Office of University Compliance and Integrity](#). Concerns may also be registered
1030 anonymously through the [Anonymous Reporting Line](#).

1031 **F Student Complaints**

1032 Normally student complaints about courses, grades, and related matters are brought to the attention of
1033 individual faculty members. In receiving such complaints, faculty should treat students with respect
1034 regardless of the apparent merit of the complaint and provide a considered response. When students bring
1035 complaints about courses and instructors to the CEGE Chair, the CEGE Chair will first ascertain whether
1036 the students require confidentiality or not. If confidentiality is not required, the CEGE Chair will
1037 investigate the matter as fully and fairly as possible and provide a response to both the students and any
1038 affected faculty. If confidentiality is required, the CEGE Chair will explain that it is not possible to fully
1039 investigate a complaint in such circumstances and will advise the student(s) on options to pursue without
1040 prejudice as to whether the complaint is valid or not. See Faculty Rule [3335-8-23](#).

1041 Faculty complaints regarding students must always be handled strictly in accordance with University
1042 rules and policies. Faculty should seek the advice and assistance of the CEGE Chair and others with
1043 appropriate knowledge of policies and procedures when problematic situations arise. In particular,
1044 evidence of academic misconduct must be brought to the attention of the [Committee on Academic
1045 Misconduct](#) (see Faculty Rule [3335-23-05](#)).

1046 **G Academic Misconduct**

1047 In accordance with the [Code of Student Conduct](#), faculty members will report any instances of academic
1048 misconduct to the Committee on Academic Misconduct.

1049 **H Professional Student Honor Code**

1050 The department has an academic standard and requirements guidelines that is explained in the [Graduate
1051 Studies Program handbook](#). Students must also comply with the Graduate School's [professional
1052 standards](#) of academic, research, and scholarly conduct, and the University's [Code of Student Conduct](#).
1053

1054 **Appendix I –**

1055 **Faculty Mentoring Program**

1056 **Department of Civil, Environmental and Geodetic Engineering**

1057 **March 2018**

1058 **Goal and Objectives**

1059 The goal of the Faculty Mentoring Program in the Department of Civil, Environmental and Geodetic
1060 Engineering is to support faculty to reach their full potential as scholars, teachers and members of
1061 professional and institutional communities, as they move through rank at OSU.

1062 This goal will be achieved by building a strong community of early-career faculty and mentors who are
1063 collectively engaged in faculty development with a two-fold objective for open communication:

- 1064 1. To promote the successes of faculty in scholarship, teaching and service activities, and
- 1065 2. To develop effective strategies and tools for early-career faculty to surmount difficulties,
1066 challenges and pitfalls on the pathway to reaching their full potential as faculty members.

1067

1068 **Philosophy**

1069 The departmental Faculty Mentoring Program is grounded in transparency of the faculty promotion
1070 process. Early career faculty can most effectively advance on a pathway of success through faculty rank
1071 when they feel embraced and cherished and supported in the department, and when they are
1072 knowledgeable of the process by which promotion evaluations are made. Such knowledge is advanced
1073 beyond the detailed OSU, COE and CECE institutional expectations (as described in the relevant
1074 *Appointments, Promotion, and Tenure Criteria and Procedures* (APT) documents) to highlight how
1075 external letter writers and Promotion and Tenure (P&T) Committees evaluate individual dossiers within
1076 the context of APT expectations.

1077 This philosophy informed the organization of the Faculty Mentoring Program and the choices of
1078 resources and strategies outlined in this document. There are many other mentoring approaches that
1079 have been implemented in engineering, and other, university departments. The Faculty Mentoring
1080 Committee views the Program to be organic such that it may change over time with input from faculty
1081 and mentors as expectations of faculty success and sub-disciplinary practices evolve, and as strategies to
1082 promote faculty success are tested and feedback is provided and analyzed.

1083 Collectively, the mentoring process should advance prioritization of activities and time and construction
1084 of scholarly and teaching networks by early-career faculty, and the process should provide tools and
1085 resources for early-career faculty to identify, and solve problems.

1086

1087 **Role of Early-career faculty (Mentee)**

1088 The foremost responsibility for an early career faculty to develop their full potential lies with the
1089 individual faculty. This is easy when it pertains to asking questions about neutral topics; it is much
1090 harder to ask questions that could reveal a vulnerability, or may generate conflict. Mentors are assigned
1091 to help early-career faculty; if faculty don't reveal "trouble spots", mentors will not be able to help them
1092 to develop effective strategies for success in those areas of their portfolio. Early-career faculty should

1093 share successes with their mentors; mentors likely have more extensive service assignments in the
1094 institution and professional community where they can market and promote the early-career faculty's
1095 expertise. Early-career faculty should use mentors' guidance and recognize that multiple mentors can
1096 provide a variety of experience, opinions and styles.

1097

1098 **Role of Mentor**

1099 A mentor may be defined broadly as a person who facilitates the career and development of another
1100 person, usually junior, through one or more of the following activities: providing advice and counseling;
1101 providing psychological support; advocating for, promoting, and sponsoring the career of the mentee
1102 (Smock and Stephenson, 2008)

1103 The primary role of the mentor is to take a special interest in their mentee's professional development
1104 as a scholar, teacher and member of the professional and institutional communities. It is easy to share a
1105 mentee's successes with other institution and professional community members. It is much more
1106 difficult to ask an early-career faculty hard questions about teaching evaluations and paper or proposal
1107 reviews. Mentors need to understand the details around any "trouble spots" that early career faculty
1108 may have so they can help mentees develop effective strategies for success in those areas. Such help
1109 may need to be offered proactively as a mentee may feel uncomfortable asking for help. It should be
1110 the mentor's initiative to discuss the timeline of activities and achievements (see Appendix B) and
1111 progress achieved by the mentee. Recognize that it is ultimately a mentee's responsibility to implement
1112 changes, where needed, in their pathway toward success.

1113 Mentoring can take many forms: individual mentoring by a more senior colleague with extended
1114 experience in a tenure-track position; group mentoring by a more senior colleague to multiple mentees,
1115 and peer mentoring by colleagues from a similar cohort along the promotion track.

1116 A mentor may also be asked to serve as *ex officio* member of the Promotion and Tenure Committee to
1117 act as a resource for the Committee in discussion of a mentee's case. Mentors will not participate in
1118 crafting the Promotion and Tenure Committee recommendation letter for the mentee.

1119

1120 **Avoiding Reinvention While Custom Tuning**

1121 The notion of formal mentoring programs to support the academic success of university faculty
1122 members moving through rank gained increasing attention for institutionalization with the
1123 implementation of the NSF ADVANCE program. The ADVANCE program provided large grants to
1124 universities to implement 'institutional transformation' of the culture of departments and colleges in
1125 such a way to support the advancement and retention of women tenure track faculty in STEM
1126 disciplines. Consequently, there is a deep resource base of best practices and program models to draw
1127 on to support the successful career development of all faculty members.

1128 The framework of the CEGE Department Mentor Program was crafted with guidance from the Michigan
1129 State University (MSU) Mentoring Toolkit. The MSU program was developed following a thorough
1130 review of the mentoring literature and provides evidence-based rationale for integrating particular
1131 features in a mentoring program, including organization, participation, and the expectations and roles of
1132 participants. A bibliography of readings, program models and worksheets is available at the MSU
1133 ADAPP-ADVANCE website for further exploration.

1134

1135 **Guiding Principles**

1136 The Principles that guide best practices for a mentoring program include:

- 1137 1. Mentoring needs of faculty change at different stages of their careers.
- 1138 2. Program participants and program design should demonstrate sensitivity to potentially different
1139 challenges faced by faculty with diverse experiences, including women, persons of color, and other
1140 facets of identity.
- 1141 3. Conflicts of interest should be minimized and confidentiality should be protected to ensure that all
1142 faculty are provided with an environment free from fear of retribution.
- 1143 4. Mentoring programs for faculty with joint appointments will be coordinated among units.
- 1144 5. Faculty may choose to 'opt out' of participation with the option to participate at a later time.
- 1145 6. Mentoring policies should be clearly detailed and communicated with efforts to ensure clarity of
1146 expectations between mentors and mentee.
- 1147 7. Mentoring activities will be considered in the annual review of faculty accomplishments.
- 1148 8. Formative evaluation will be included in the program design to maximize the benefit to mentors
1149 and mentees.

1150 The CEGE Department Mentoring Program encapsulates these principles and considers the pragmatic
1151 challenges and opportunity afforded by initiating this program at a time when the department was
1152 'bottom heavy' with faculty in assistant professor ranks. It is/was anticipated that the program is
1153 evolving/will evolve organically as mentors and mentee refine their roles, expectations and needs more
1154 clearly, and as new ideas for supporting faculty success emerge. Such program evolution will be guided
1155 by formative and summative evaluations directed by the CEGE Mentoring Committee.

1156

1157 **Mentoring Model**

1158 The CEGE Department Mentoring Program utilizes a hybrid mentoring model that consists of three
1159 elements:

- 1160 1. **Individual mentoring** through which mentors of higher rank will be assigned to mentee by the
1161 Department Chair. Individual mentors will work most closely with mentee to develop their
1162 dossiers and associated career goals. These individual mentors will likely have close disciplinary
1163 experience to their mentee and so can provide information relevant to the specific scholarly
1164 program under development by the mentee.
- 1165 2. **Group mentoring** whereby experienced faculty will facilitate workshop or 'brown bag lunch'-style
1166 discussions of topics of general relevance to mentee, independent of their scholarly focus.
1167 Example topics could include service activities, large class management.
- 1168 3. **Peer mentoring** that capitalizes on the knowledge and experience of faculty of a similar
1169 'generation' in which they are establishing scholarly research programs, honing their effectiveness
1170 as instructors and choosing how to contribute to the advance of the institution and their
1171 disciplines.

1172 Coordination of individual-, group- and peer-mentoring events will be undertaken by the CEGE
1173 Mentoring Committee. Peer mentoring events that the committee will coordinate will include the
1174 assistant-professor lunch meetings. Additionally, the Mentoring Committee will coordinate a voluntary
1175 listing of 'Subject Matter' experts that early-career faculty can contact for *ad hoc* discussions of issues.
1176 Subjects could include such topics as grant agencies, work-life balance, teaching. Further, early-career
1177 faculty must recognize that construction of a mentoring network will provide them with multiple

1178 perspectives to support decisions that they are making and will provide a balance of strengths among
 1179 their mentors across all areas for which they seek input.

1180 A tentative, but not comprehensive, distribution of mentoring topics and activities across the mentor
 1181 groups is listed in the table below:

Activities	Individual	Group	Peer	Other
Dossier Narrative construction Goal setting and planning Interpretation of P&T feedback	X X X		X	X (dossier library)
Research Introduction to network, incl. program managers, editors, etc. Proposal review Navigating state and federal agencies Group management strategies Writing manuscripts with students	X X		X X	Subj Expert
Teaching Best practices Notes Assessment design (e.g. tests)		X		DITL/ODEE DITL/ODEE Dept Subj Expert
Service Commitments and pitfalls	X			
Skills Communicating Managing time Administrative skills	X X	X X	X	
General Understanding CEGE/COE/OSU Balancing work/life Departmental/Admin Orientation/ onboarding	X X x	X X x	X	

1182

1183 **Structure of Program**

1184 The Academic Dossier is the central document that is used by external letter writers and internal P&T
 1185 committees to assess whether a faculty member meets the criteria for promotion. The criteria for
 1186 promotion are set by the Office of Academic Affairs, with amplification first by the College of
 1187 Engineering, and subsequently by the Department of Civil, Environmental and Geodetic Engineering.
 1188 Current versions of the APT documents are located with the OAA [Governance Documents](#).

1189 The purpose of the Academic Dossier is to describe the achievements of the faculty member, with
 1190 particular emphasis on the faculty member’s development as an independent subject matter expert.
 1191 *Assistant-to-Associate Professor Promotion:* External letter writers evaluate the Academic Dossier for
 1192 evidence that a candidate has built upon the foundational knowledge obtained from PhD and Post-Doc
 1193 experiences and advanced the field into a new direction as a nationally visible expert. Establishing such
 1194 an area of impactful contributions requires publications and conference presentations in high profile
 1195 venues that are products of collaboration with advisees, which in turn are facilitated by grant funding.

1196 *Associate-to- Professor Promotion:* External letter writers still continue to evaluate scholarly impacts of
1197 a candidate’s work, including additional new areas of impact and/or larger roles in collaborative
1198 initiatives as candidates progress in their careers from associate professor to professors. Evidence of
1199 leadership initiatives in advancing research or the profession also become important at this career
1200 transition.

1201

1202 **Academic Dossier**

1203 The Academic Dossier distributed to external letter writers is composed of narrative sections that
1204 describe the scholarly, teaching and service accomplishments of the candidate in a holistic manner with
1205 reference to specific details in an accompanying CV. This document can use the same narrative sections
1206 that are contained within the OSU-internal VITA system; but, it should not be the direct output from the
1207 VITA system as the VITA output is difficult to interpret by those who are external to OSU.

1208 Key elements of the Academic Dossier for external reviewers:

1209 **Summary of Professional Accomplishments.** Similar to a bio, this ½ to 1-page document highlights
1210 the most pertinent information about your research, teaching, mentoring, and service.

1211 **Statement of Research.** This 1 to 1 ½-page document summarizes (i) the focus of your research
1212 program (ii) its relation to your funded projects and manuscripts (published and in preparation) with
1213 specific reference to numbered entries in CV, and (iii) any tangible broader impacts from your
1214 research (i.e. newspaper highlights, radio interviews, impact on professor, etc.).

1215 **Statement of Teaching.** This ½ to 1-page document summarizes (i) how you’ve contributed to
1216 curriculum development and (ii) your approach and goals in teaching.

1217 **Statement of Service Activities:** This 1/2 –page document highlights impactful outcomes from (i)
1218 what service activities you have undertaken to advance professional community, and (ii) what
1219 activities you have participated in to advance the department/college/institution.

1220 **CV.** This document should contain a numbered list (for reference from statements) of (i) publications
1221 with student advisees noted, (ii) presentations, (iii) funded projects, (iv) students advised, (v) courses
1222 taught, (vi) service activities.

1223 **Five Representative Works.** These may be accompanied by a short narrative summary that
1224 highlights the significance of this choice of work directed by you as the lead investigator.

1225 Note that the VITA system output is the required dossier format for internal P&T review at OSU
1226 Guidelines for constructing a VITA record are provided in Appendix A.

1227

1228 **Timeline for recommended activities and achievements for tenure**

1229 The P&T Committee has developed recommendations of the timeline of activities and recommended
1230 milestones (Appendix B) toward review for promotion from assistant to associate professor and granting
1231 of tenure. Most candidates have had little to no experience in all of the aspects that are reviewed for
1232 promotion prior to stepping into an assistant professor appointment. Consequently, the CEGE timeline
1233 provides a framework to prioritize these activities by identifying some key milestones toward developing
1234 a research program and honing teaching experience. For example, recruiting high quality PhD students

1235 is emphasized in the early years, while national service leadership is not highlighted until several years
1236 later.

1237 The mentoring committee will act as an orientation committee for new faculty during their first year.
1238 The will mentoring committee will advise the new faculty about resources, training opportunities, and
1239 topics they need to cover and be familiar with regarding department and university administration and
1240 procedures, and regarding the promotion process, and dossier building.

1241 By the end of their first year, mentors are appointed by the department chair in consultation with the
1242 new faculty as ad-hoc members in the P&T committee. Preferably, the mentor will be the same person
1243 that acts as the departmental mentor in the College of Engineering mentoring committee for the new
1244 faculty. The mentor's feedback will be requested from the P&T committee to clarify specific issues
1245 related to disciplinary culture, and generally, to offer a voice for the candidate.

1246 A '2nd year review' will occur, and candidate will provide their dossier during the candidate's second year
1247 of their appointment. This 2nd-year review will serve primarily to provide technical and topical feedback
1248 on the dossier, and to identify areas of weakness the candidate should focus on over the next 2 years.

1249 APT documents for the '4th year review' are provided during the fall semester of the fourth year of an
1250 assistant professor appointment. This review is an important feedback step for the early-career faculty
1251 and will indicate any deficiencies, problem points and also strengths in the candidates' dossier. The 4th
1252 year review holds a similar structure as other P&T activity, however, no external letters will be
1253 requested, and the discussion of the faculty stays within the department and does not go for approval in
1254 the College P&T committee.

1255

1256 **Individual Mentor-Mentee Pairings**

1257 A primary mentor will be assigned to a mentee by the Department Chair by the end of their first year in
1258 the department. Mentor and Mentee will meet to develop an agreement to detail the conditions of
1259 their relationship. A sample document can be found in appendix C. It contains specific provisions of
1260 confidentiality that helps to address potential conflict of interest issues. It also contains provisions for
1261 dissolving the relationship. Mentors and Mentees may terminate their relationship at any time, at
1262 which point the mentee will work with the Department Chair to identify a new mentor.

1263 Early-career faculty members are encouraged to seek a second mentor from outside of the department
1264 (may be outside of OSU) as an additional resource that is at arms-length from the department.

1265 The Department Chair will discuss mentoring relationships and progress each year as part of the annual
1266 review procedure to assess the success of the mentoring program. The Mentoring Committee will
1267 conduct an annual review of the Mentoring Program through an anonymous survey tool. It will also
1268 keep track of mentoring activities (meeting dates, participants).

1269 Faculty with joint appointments in other departments and/or through a Discovery Theme program could
1270 use the same members of their mentoring team to meet both departmental and Discovery Theme
1271 requirements.

1272 **Schedule of Activities**

1273 Individual mentors will meet with mentee at least four times during the academic year, with interim
1274 meetings being highly encouraged. Two particular meeting times are emphasized: (i) early September

1275 to review the Mentor/Mentee agreement and goals for the Academic Year, and (ii) mid-January to
1276 review dossier narratives and corresponding planning of portfolio entries. This second meeting will
1277 coincide with mid-year overview of the tenure process to be presented by the P&T committee.

1278 At the start of fall semester, the Mentoring Committee will identify dates for: (i) a minimum of three
1279 group mentoring meetings during the academic year, and (ii) a minimum of three peer mentoring
1280 meetings during the academic year. In all cases, the Mentoring Committee will solicit topics from the
1281 broad community of mentee. Activity planning may also take advantage of other programming events,
1282 such as through the College of Engineering or Discovery Themes mentor programs.

1283

1284 **Responsibilities of the Mentoring Committee**

1285 The Mentoring Committee will undertake activities that best serve mentee with consideration to
1286 balancing time commitments of primary mentors, including:

- 1287 • arranging and publicizing annual programming of group mentoring and peer mentoring sessions
- 1288 • maintaining a listing of topic matter experts consisting of self-identified faculty who are
1289 available for ad hoc consultation
- 1290 • monitoring the list of mentor/mentee individual meetings
- 1291 • conducting an annual formative review of the Mentoring Program and implementing updates to
1292 promote the success of the program.

1293

- 1294 • Recognition for mentoring activities – Listing of mentoring activities will be added to the annual
1295 evaluation report table. A clear mention of the mentor roles will be added to the POA document.

1296

1297 **Program Evaluation**

- 1298 • The mentoring committee will seek out a list of mentoring activities from each candidate on
1299 annual basis.
- 1300 • A brief paragraph stating mentoring activities and the perception of effectivity of the mentoring
1301 activity that took place during the past year will be added to the annual performance review
1302 document that each tenure-track faculty provides to the department chair every year. These
1303 paragraphs will be used by the department chair to identify individual problems and
1304 deficiencies.
- 1305 • The mentoring committee will complete an annual anonymous survey to all mentees and
1306 mentors to evaluate the effectivity, and identify problem and points for improvements in the
1307 mentoring process.

1308

1309 **Annual Schedule of Activities**

1310 Mentors will be assigned shortly after start of work at CECE.

1311 An orientation folder with resources, a check-list of recommended introduction meetings with staff and
1312 admin and listing of administrative tools and skills needed will be prepared and shared with all new
1313 hires.

1314 Individual meetings with mentor/s will occur continuously, based on need by the mentee. At least two
1315 meetings per year should occur.

1316 Peer mentoring activities will occur per need basis. The mentoring committee will circulate information
1317 and schedules of these activities.

1318 Evaluation of mentoring will occur through an online survey annually, and by department chair in annual
1319 review meeting with mentors and mentees.

1320

1321 **Getting Started**

1322 **For the Mentee:**

1323 **Guidance information:** (i) Guidance Document for P&T. Carefully read/follow this document and refer to
1324 it as needed; (ii) CEGE timeline. Look at this timeline to think about where you may have trouble spots
1325 and work to address these trouble spots with help of your mentor(s); (iii) learn the components for
1326 tenure as listed in the CEGE APT document and work to achieve them (see below).

1327 **Starting your dossier:** As you are starting to your careers, document your activities as you do them so it
1328 is easier when you get to the 2nd and 4th year **review**.

1329 [Here](#) is the OAA website with P&T information. At the [link](#) for the core dossier outline, you will find core
1330 dossier outline which are the components needed in a dossier. I suggest you keep this information on a
1331 Word document so it is easier to put into a CV for external reviewers and to plug into an online dossier
1332 eventually. If you want to see an example, I suggest you ask an assistant professor that recently did
1333 4th year review or promotion and tenure.

1334 The mentoring committee will curate a library of dossiers for professors in the department that were
1335 recently promoted. This will be done with permission of the dossier owners. Mentees are encouraged to
1336 seek out advice and feedback from these faculty with regards to specific editorial or topical questions
1337 regarding dossier items.

1338 **Use your Mentors' Guidance:** Meet with them annually and touch base with them regularly. Ask them:
1339 to review an abstract of a proposal, to read reviews from a declined proposal, how to get involved in
1340 service, for ideas on improving your teaching, for advice on how to get better at.... Your mentors are
1341 assigned to help you. If you don't reveal to them your trouble spots, they can't help you.

1342 **Think about your plans for the future:** As you plan for tenure and work with your mentor, think about
1343 goals to get tenure but also goals for your career. You should tend to both and write yearly goals
1344 thinking about both tenure and your overall career.

1345 **For the Mentor:**

1346 **Use CEGE Timeline:** Reference this timeline and use it as a way to start a conversation with your
1347 mentee. Also, share the timeline with your mentee.

1348 **Ask your mentee the hard questions:** Ask mentee about teaching evaluations and look at these; ask
1349 mentee about proposals submitted/funded and unfunded. Ask your mentee about their research lab
1350 and group, and whether the level of output and professional capabilities of the group and lab
1351 infrastructure are where they want it to be.

1352 **Provide unsolicited advice:** A mentee may not feel comfortable asking for help so you may need to offer
1353 it.

1354 **Potential discussion topics:** Reflect on your comfort level for each of these items that constitute a non-
1355 inclusive list of topics for discussion with your mentor

- 1356 • Expectations for reappointment, promotion and tenure
- 1357 • Early career – ways to maximize my chances of getting tenure
- 1358 • Using a start-up package fully and wisely
- 1359 • Issues in research
 - 1360 ○ Identifying appropriate funding sources
 - 1361 ▪ internal, federal, state, private
 - 1362 ○ Crafting effective proposals
 - 1363 ○ Constructing and managing a grant budget
 - 1364 ○ Identifying appropriate journals for submission
 - 1365 ○ Recruiting graduate students
 - 1366 ○ Supervising graduate students
 - 1367 ○ Designing UG research projects
 - 1368 ○ Managing a research group/lab
 - 1369 ○ Institutional resources, including analytical, computational facilities
 - 1370 ○ Developing productive collaborations – when and how
 - 1371 ○ Strategizing conference attendance
 - 1372 ○ Balance with other demands
- 1373 • Issues relevant to the discipline or sub-discipline
- 1374 • Navigating a joint appointment
- 1375 • Understanding the institution
 - 1376 ○ Department
 - 1377 ○ College
 - 1378 ○ University
- 1379 • Time investments in service activities
 - 1380 ○ High profile professional
 - 1381 ○ Institutional
- 1382 • Networking with others
 - 1383 ○ Research collaborators with and outside of institution
 - 1384 ○ Potential external reviewers for promotion
- 1385 • Other

1386

1387 **Possible activities to undertake with a mentee:**

- 1388 • Meet at regular intervals (bi-weekly, monthly, bi-monthly, once per semester)
 - 1389 • Write annual 'state of mentee progress' letter to P+T committee/department head
 - 1390 • Review a grant proposal or request for funding
 - 1391 • Review a manuscript for publication
 - 1392 • Review a reappointment, promotion or tenure dossier
 - 1393 • Provide feedback on run-through of a conference presentation
 - 1394 • If appropriate, observe mentee at professional meeting or conference
 - 1395 • Collaborate on project or research
 - 1396 • Introduce mentee to colleagues with relevant expertise
 - 1397 • Promote mentee for beneficial appointments, e.g. review panel service, awards
 - 1398 • Attend cultural or social events together
- 1399

1400 **Literature Cited**

1401 Smock, P.J. and R. Stephenson, "[Giving and Getting Career Advice: A Guide for Junior and Senior Faculty](#)"
1402 Advance at the University of Michigan, 2008

1403

1404 **Additional Resources**

1405 **General**

1406 Brené Brown "[The power of vulnerability](#)" TED Talk

1407 Radhika Nagpal "[The-Awesome-7-Year-Postdoc or: How I Learned to Stop Worrying and Love the](#)
1408 [Tenure-track-faculty-life](#)" Scientific American, July 21, 2013

1409 [MSU ADVANCE Faculty Mentoring Toolkit](#)

1410 **Suggestions for Dossier Preparation**

1411 1. Start in advance! It will likely take you ~160 hours (4+ weeks or more) to develop your narratives and
1412 enter your materials into the online system if you wait to complete all of this input at the time of a
1413 mandatory review. Don't underestimate the amount of time that it will take to learn the software and dig
1414 into your files for details (e.g. project numbers, proposal submission dates, abstract authors). Start
1415 compiling your materials in the online system (currently, VITA) when you begin your position, and request
1416 feedback on your VITA portfolio during **every** annual review, the 4th year review, and prior to your tenure
1417 review.

1418 2. Compile information as you go. This is particularly important for documents that cannot be accessed
1419 after a certain amount of time (i.e. SEI comments!). Keep a record of (i) SEIs (scores and comments for
1420 courses you lead and co-taught), (ii) courses taught, including guest lectures, (iii) peer reviews of teaching
1421 conducted, (iv) submitted proposals (PIs in order listed, dates, total and individual \$, your role,
1422 funded/unfunded), (v) submitted abstracts (title, authors, dates, your role), (vi) seminars
1423 (oral/poster/invited), (vii) publications (including description of your role, % effort is not needed), (viii)
1424 service activities (committees, events), (ix) outreach activities, and (x) impacts of your work (e.g., press or
1425 influence on practice). We recommend compiling this information in a Word dossier/extended CV
1426 document following the components needed for the OSU dossier.

1427 3. Develop a list of 5-10 arms-length prominent experts that **could** serve as external letter writers and, if
1428 desired, a list that **should not** serve as external writers (be prepared to disclose any potential biases).
1429 Three to four names will need to be submitted to the P&T chair by June of your tenure review year. At
1430 least five letters will be solicited and not more than half are to be suggested by you. Identify names that
1431 are known in the discipline and ideally experts in your specific field. Also important are to suggest names
1432 from people that will understand the needs of a CEGE type department. Faculty that are more advanced
1433 in their careers and/or have served in administrative roles (i.e. department chairs, center directors, journal
1434 editors, NAE members, and chaired professors) should be included as well as other established (tenured)
1435 faculty that can comment on your impact in the broader field. Discuss these persons and strategies with
1436 your mentors before you make your final determination and submit these recommendations. **NOTE:** It is
1437 a great idea to network with colleagues in your field and those that may become an external evaluator for
1438 your P&T review. But it is **not ok** to ask a person if you can include him/her on your list or if s/he would
1439 provide a good review for you. Such an action compromises the process and could even result in stopping
1440 the review. Also, be mindful of your title. **Do not use a title that is inaccurate** or inflates your status. For
1441 example, using the title "Professor" on Google Scholar or an e-mail signature is unethical and may irritate
1442 a potential evaluator as his/her role is to evaluate a promotion for you.

1443 4. Finalize your materials in VITA before you put together your external review package (i.e., by May 31).
1444 This ensures that materials being reviewed by external letter writers are **exactly** the same as what will be
1445 discussed by P&T committee(s) and the department.

1446

1447 **When you are Preparing External Review Materials...**

1448 5. CEGE has a practice of sending out an extended CV rather than VITA dossier to external evaluators. The
1449 CV for external review does not have a set format. This document should conform to the general VITA
1450 format (in terms of content and flow), but should exclude written descriptions of your role in proposals,
1451 manuscripts, and abstracts (which is required by the College).

1452

1453 6. You should prepare **four** statements to include with and aid in the external review process:

1454 **Summary of Professional Accomplishments.** Similar to a bio, this ½ to 1-page document highlights
1455 the most pertinent information about your research, teaching, mentoring, and service.

1456 **Statement of Research.** This 1 to 1 ½-page document summarizes (i) the focus of your research
1457 program (ii) its relation to your funded projects and manuscripts (published and in preparation) with
1458 specific reference to numbered entries in CV, and (iii) any tangible broader impacts from your
1459 research (i.e. newspaper highlights, radio interviews, impact on professor, etc.).

1460 **Statement of Teaching.** This ½ to 1-page document summarizes (i) how you've contributed to
1461 curriculum development and (ii) your approach and goals in teaching.

1462 **Statement of Service Activities:** This 1/2 –page document highlights impactful outcomes from (i)
1463 what service activities you have undertaken to advance professional community, and (ii) what
1464 activities you have participated in to advance the department/college/institution.

1465 **CV.** This document should contain a numbered list (for reference from statements) of (i) publications
1466 with student advisees noted, (ii) presentations, (iii) funded projects, (iv) students advised, (v) courses
1467 taught, (vi) service activities.

1468 **Five Representative Works.** These may be accompanied by a short narrative summary that
1469 highlights the significance of this choice of work directed by you as the lead investigator.

1470

1471 **When you are Preparing Your Dossier for P&T Review...**

1472 Please see detailed guidelines provided by OAA in Volume 3 of the [Policies and Procedures Handbook](#),
1473 [COE](#), and [CEGE](#) for the required sections and format. Other general points of confusion are listed below.

1474 7. You should compile all teaching, research, and service information for your career in VITA. However,
1475 courses taught, service activities, and research funding obtained before your date of hire should be
1476 removed from your dossier when you submit this for tenure (this is simple using the date filter in VITA).
1477 On the other hand, any impact from your research (i.e. publications, seminars, etc.) is cumulative, and
1478 should be included in the dossier (e.g. papers from your graduate work before your date of hire).

1479 8. Track as feasibly as possible the total amount of research funding you have competed for (both awarded
1480 and not awarded) as well as the portion that is directly related to your research group. For competitive
1481 grants/contracts that provide in-kind equipment, personnel or use of facilities (i.e., time using analytical
1482 equipment at National Labs or structural testing labs) provide details describing why no dollar amounts
1483 are reported.

1484 9. You shouldn't list x999 courses (e.g. 6999, 8999) or guest lectures under "teaching" as it dilutes this
1485 section. In 2016, the CECE P&T Committee recommended excluding x999 courses from the dossier as a
1486 whole. Guest lectures are important to include, but can be summarized under the "Extension/Continuing
1487 Education" section and/or the Curriculum Development narrative.

1488 10. It can be difficult determining how to classify talks and seminars in your dossier. Here are some
1489 recommendations from my 2016 tenure review:

1490 i. Talks should be classified by the "reach" of the audience not by the name of the society.
1491 Additionally, I would recommend only using the Local, State, National or International categories
1492 (ignore the nebulous "Regional"). If a conference draws primarily Americans it should be considered
1493 "National" while another conference drawing a more global audience should be considered
1494 "International" in reach. For example, I classified American Society of Environmental Engineering

1495 and Science Professors (AEESP) as National. On the other hand, American Society for Microbiology
1496 and Gordon Conference (Environmental Sciences, Water) meetings are attended by scientists from
1497 around the world, therefore I classified these as "International" as that is truly the reach.

1498 ii. When presentations given at an institution drawing an audience from more than just a local
1499 student or resident population, or were broadcast as webinars to a broader public, I considered
1500 them "State" as opposed to "Local". Similarly, talks broadcast to multiple universities or national
1501 laboratory groups would be considered "National" as there are audiences across the nation. Make
1502 sure to provide details on your classification process in this gray zone.

1503 iii. One member of the P&T committee recommended omitting any interview talks from the dossier
1504 while another advised that I should include these. In the end, I ended up including all my interview
1505 talks because they provide information on the reach of my research at the interview stage.
1506 However, there is currently no consensus about this in the P&T committee.

1507 11. Each P&T case is unique. Think about how your case is unique, what may need additional
1508 explanation, and how/where to add this explanation. You may want to include supplemental
1509 information supporting your strengths in teaching, research, and/or service including: (i) letters for
1510 collaborators describing your role in projects/publications/mentoring, (ii) peer evaluations from faculty
1511 outside the department if you taught guest lectures or sections of their courses, (iii) letters from faculty,
1512 DT leadership, or chair in departments where you have a strong link or partial appointment, and (iv)
1513 detailed information which sets your tenure case apart or makes it unique (*e.g.*, gap in research prior to
1514 appointment due to time in industry, maternity leave pre-tenure, unique service activity or award).
1515 **NOTE:** If you wish for (i), (ii), or (iii) to be included, discuss with your mentors and work with the
1516 department chair and P&T committee. OAA has specific rules about how (i) and (iii) are solicited (*e.g.*,
1517 NOT by the candidate and many times (iii) is required) and for (ii) to bear more weight it is best for the
1518 P&T committee and department chair to be aware of these before they show up as part of a dossier.

1519 **Appendix II – Workload Guidelines**

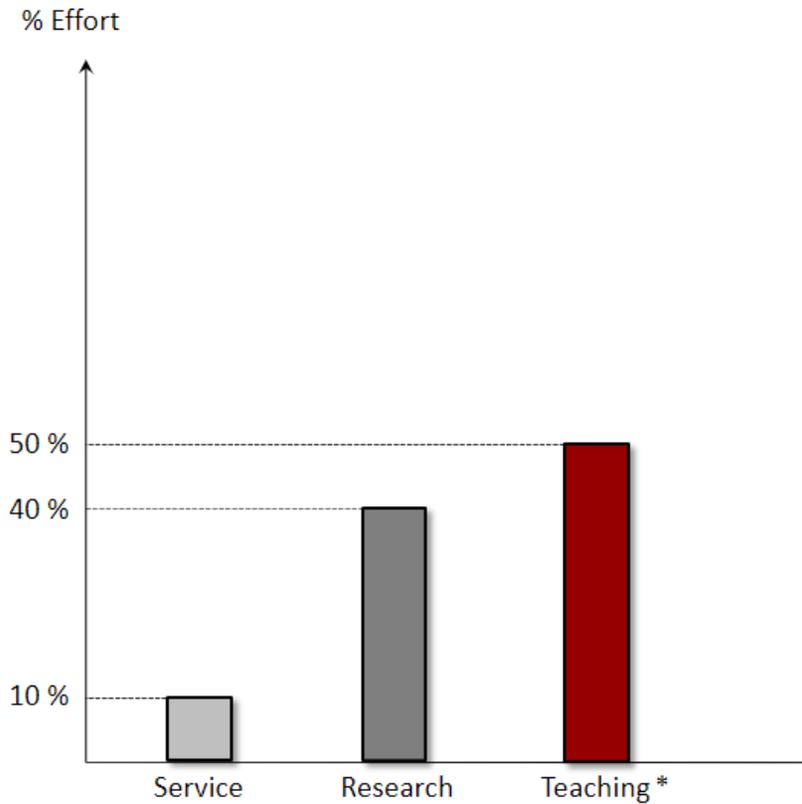
1520 **Civil, Environmental and Geodetic Engineering Workload Guidelines**

1521 These guidelines are under revision. A motion at the Apr. 19, 2019 faculty meeting set the workload at
1522 three courses per academic year for all faculty. Some faculty may have provisions for teaching release
1523 detailed in their appointment letters. The department committed to a good faith effort to review the
1524 curriculum and teaching needs during AY19-20 so that the workload could be reduced below three
1525 courses per year as a standard assignment.

1526 The prior, 2014, workload guidelines are also included on the following pages. They are under review for
1527 update during AY20-21.

1528

FACULTY WORKLOAD:

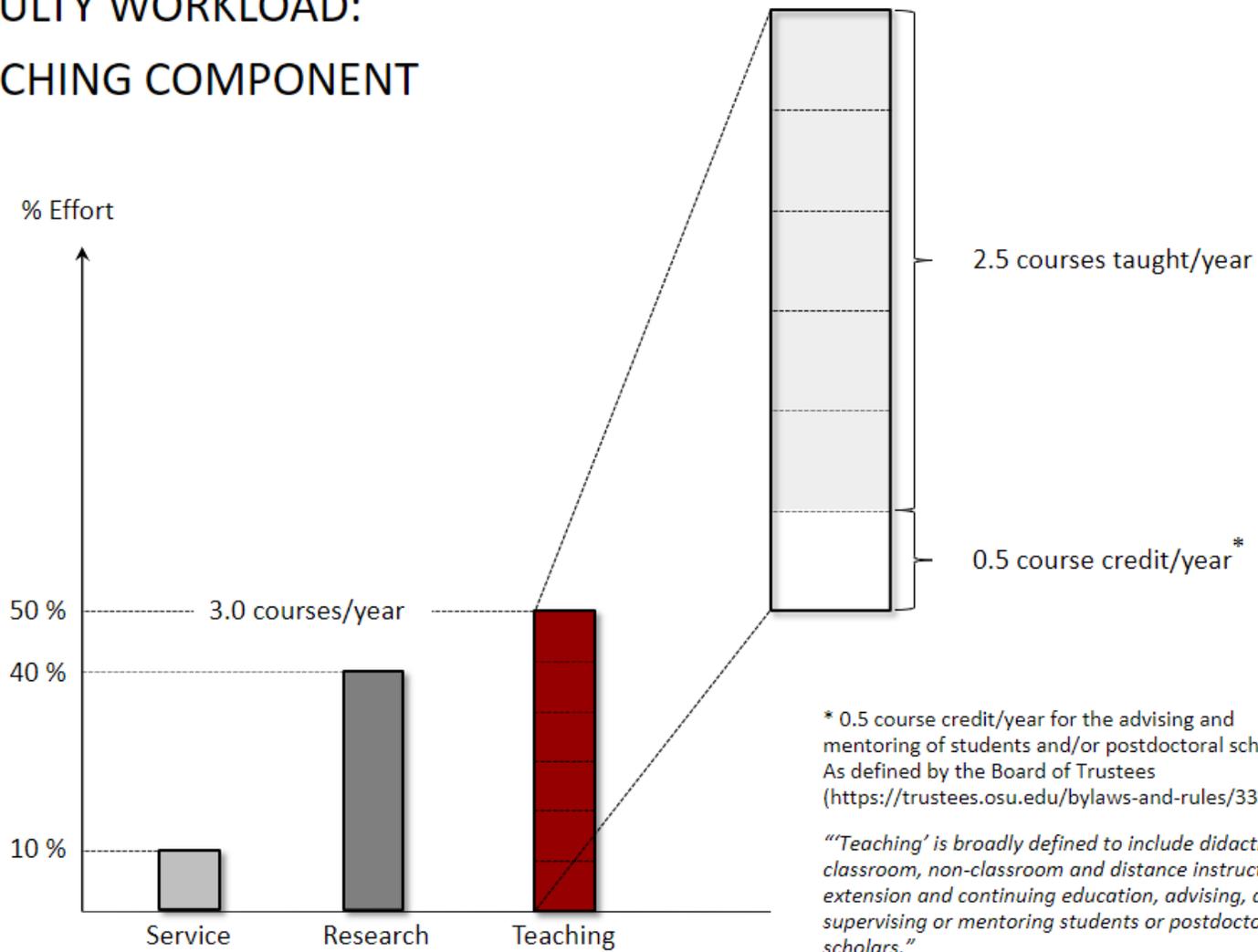


*As outlined in the **Office of Academic Affairs Policies and Procedures Handbook, 2020** (Volume 1, Chapter 2, Section 1.4.3, page 7):

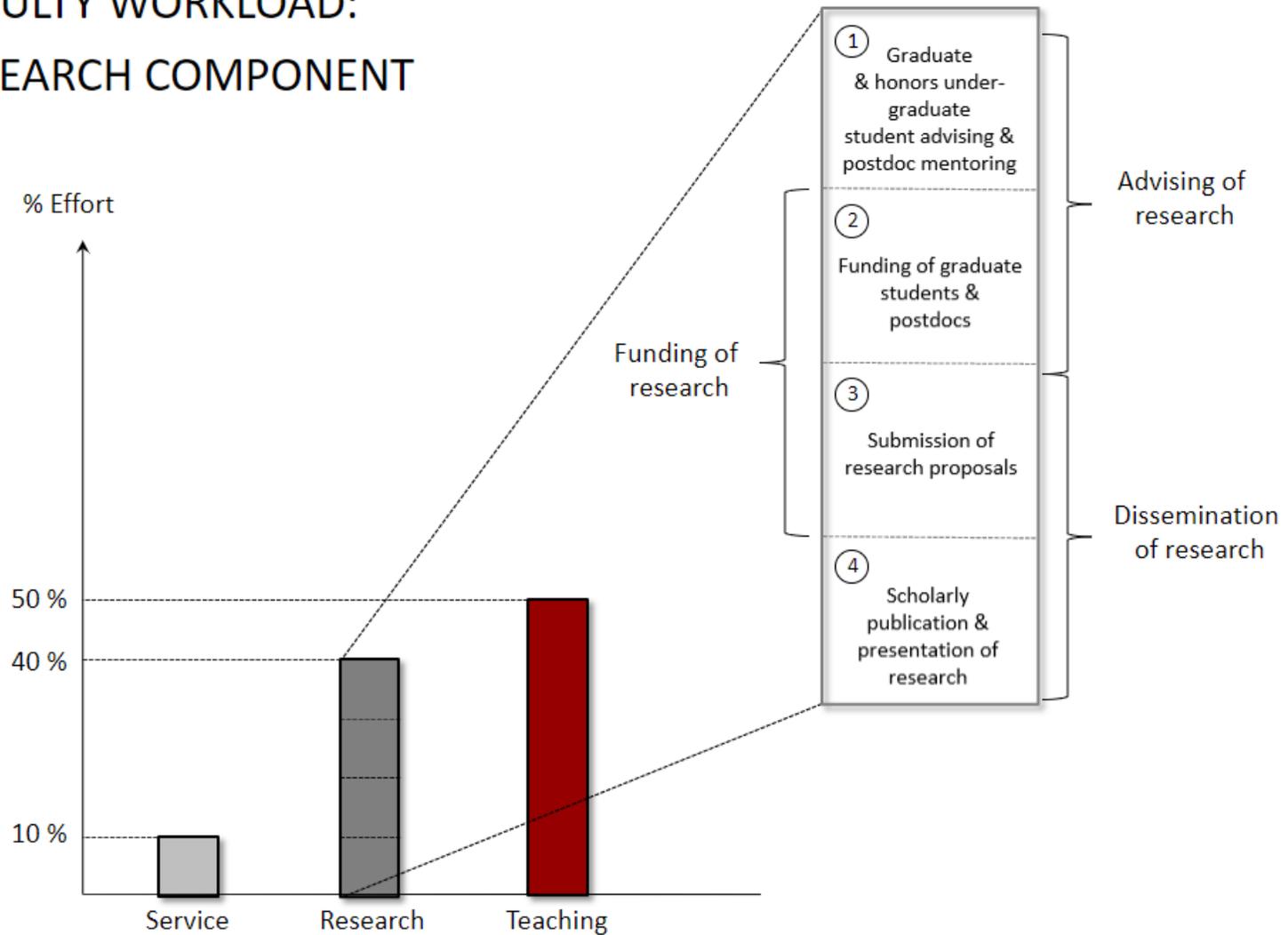
"The following range of teaching responsibilities applies to all colleges and departments whose missions include undergraduate students:

- *Departments with active baccalaureate, masters, and doctoral programs should have a norm of at least 50% of the total departmental workload devoted to teaching."*

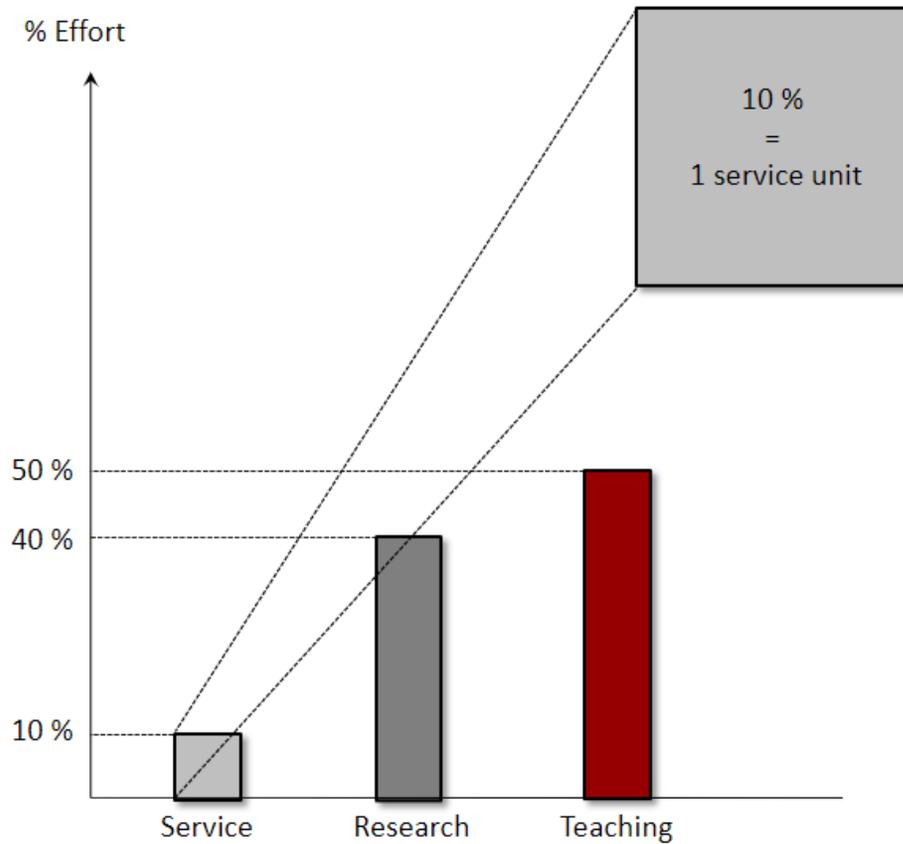
FACULTY WORKLOAD: TEACHING COMPONENT



FACULTY WORKLOAD: RESEARCH COMPONENT



FACULTY WORKLOAD: SERVICE COMPONENT



E.g. participation in:

- Department, college, and university governance.
- Professional organizations and societies.
- Advising of student organizations.

FACULTY WORKLOAD: DEFICIENCY-BASED REDISTRIBUTION

RESEARCH: Noted deficiencies in the research component – items ① through ④ – will result in a redistribution of the workload based on the number of deficiencies *D* as follows:

<i>D</i> = 1:	+ 0.5 courses	or	+ 1 service units		
<i>D</i> = 2:	+ 1.0 courses	or	+ 0.5 courses <i>and</i> 1 service units	or	+ 2 service units
<i>D</i> = 3:	+ 1.5 courses	or	+ 1.0 courses <i>and</i> 1 service units	or	+ 0.5 courses <i>and</i> 2 service units
<i>D</i> = 4:	+ 2.0 courses	or	+ 1.5 courses <i>and</i> 1 service units	or	+ 1.0 courses <i>and</i> 2 service units

Note: Additional service units may only be used in the redistribution provided the expected service component of 10% is already being met.

SERVICE: Failure to meet the expected service component of 10% will result in + 0.5 to 1.0 courses/year.

1534 **Appendix III – Allocation of Teaching Support**

1535 As budgets permit, undergraduate grading support and graduate teaching assistantships (GTA) will be
1536 allocated to equalize the varying demands of teaching assignments.

1537 **Undergraduate Graders**

1538 Undergraduate grading support will be assigned on the basis of 5 hours of support per 40 students
1539 enrolled in a 3-credit lecture section.

1540 Undergraduate grader payroll authorizations must be completed prior to the start of the semester so that
1541 students are authorized to complete course-related work assignments.

1542 No later than Nov. 15 (Fall semester) or Apr. 1 (Spring semester), a solicitation of applications for grade
1543 positions will be sent to undergraduate students in CEGE. A Qualtrics survey is used so students can
1544 specify which courses they have taken previously and received a B+ or higher grade. **Instructors who**
1545 **would like a particular student to serve as a grader in their class must prompt the undergraduate to**
1546 **apply by the deadline.** A list of grader applicants will be circulated to instructors, including associated
1547 faculty, so that instructors can indicate which students that they prefer as a grader for which class.
1548 Preferences must be supplied to the Department by Dec. 10 (Fall semester) or Apr. 25 (Spring semester)
1549 so that payroll authorizations can be prepared and submitted. The Department cannot guarantee graders
1550 will be hired in sufficient time to be available at the start of semester if requests are received after this
1551 date.

1552 **Graduate Teaching Assistants**

1553 Graduate teaching assistants will be assigned on the basis of 140 credit-hours per semester of a ‘core’
1554 course lecture with a large enrollment (O ~ 100 students). Graduate teaching assistants will be assigned
1555 on the basis of 140 credit-hours per semester, instead of the equivalent 10 hours per week, out of the
1556 recognition that all work is not uniformly distributed across the semester (*e.g.*, exam grading that is
1557 expected to be a contribution of the GTA).

1558 **CEGE GTA Process and Guidelines**

1559 **Overview**

- 1560
- 1561 • CEGE currently has approximately 10 full time (excludes summer support) GTA appointments available per year.
 - 1562 • CEGE will use GTA support to:
 - 1563 ○ balance faculty workload due to large sections
 - 1564 ○ provide support for students nearing graduation
 - 1565 ○ recruit top students to our program
 - 1566 ○

1567 **GTA Assignment Process and Guidelines**

- 1568
- 1569 • GTAs will be assigned by Associate Chair (in consultation w/ Department Chair and Graduate Program Coordinator).
 - 1570 • Guidelines for assignment.
 - 1571 1. For large sections (100+) courses and labs
 - 1572 2. Achieve “balance” between faculty receiving support
 - 1573 3. Extend funding support for students (1:1 grant-to-GTA match)
 - 1574 4. Provide balance to students receiving support
 - 1575 5. Consider continuity/training required for lab GTAs

- 1576 6. Preference to support students near graduation over early career students
1577 7. New students considered in exceptional circumstances
1578

1579 ***GTA Assignment Priority***

- 1580 • Funding to recruit top students(suggest a yield of 3-5 students per year); these will constitute
1581 future year commitments
1582 • Current PhD students; 1:1 funding support match required from advisor
1583 • Current MS (Thesis) students; 1:1 funding support match required from advisor
1584 • Current MS (Non-Thesis) students in circumstances of exceptional course need
1585

1586 ***GTA Application and Assignment Time Line***

- 1587 • Application sent out to students
1588 ○ Graduate Program Coordinator will work with students being recruited with GTA support
1589 to get application submitted.
1590 ○ Current students will be sent application on March 1 and have a deadline for submission
1591 by April 1.
1592 • GTA assignments are due to College HR on June 1 for processing
1593 • GTA assignments are due for review/coordination by Department on May 1.
1594 • Current students receiving GTA support will be notified by May 1.
1595

1596 **Position Description/Tentative Duties**

1597 The following are duties that a faculty may request a GTA (non-lab course) to perform during their
1598 appointment. Instructors will work with course GTA(s) to develop a written ‘contract’ of expectations
1599 that sets out the scope of activities to be performed.

- 1600 • Grade quizzes, exams, projects, and reports (assumes homework is graded by undergraduate
1601 grader)
1602 • Oversee undergraduate graders
1603 • Manage Carmen course page (including grade management)
1604 • Hold office hours
1605 • Cover class due to faculty travel (limited)
1606 • Develop homework/quiz/exam solutions
1607 • For half-time GTAs (10 hours/week) duties should not exceed 140 hours for the semester
1608 • For a full-time GTA (20 hours/week) duties should not exceed 280 hours for the semester

1609 In addition to the duties above, GTAs responsible for labs will be responsible for the following:

- 1610 • Participate in safety training
1611 • Participate in lab training
1612 • Participate in lab prep and clean-up
1613 • Procurement of materials
1614

1615 **See the University GTA guidelines [here](#).**

1616

1617 **Appendix IV – Faculty Release Time Guidelines**

1618 **Department of Civil, Environmental and Geodetic Engineering (CEGE) Release Time Guidelines**

1619 *Budgeting Release Time and Off Duty Pay (ODP) in a Proposal*

1620 CEGE does not mandate a release time percentage for a proposal. Faculty members are encouraged to
1621 budget sufficient funding in a proposal for ODP and research incentives.

1622 • **9-month faculty:** Release time can be charged monthly only between September and May.

1623 • **12-month faculty:** Release time can be charged monthly.

1624 Release time will be calculated for faculty based upon their annual base salary plus benefits.

1625 *ODP Policy*

1626 While 3 months of Off Duty Pay (ODP) are possible for 9 month faculty, per OSU policy, the maximum
1627 ODP that can be billed to OSP grants is 2.5 months. Faculty in CEGE may bill 1 month ODP directly to
1628 grant or other funding sources. Additional ODP compensation is allowable only after making an
1629 equivalent (1:1) contribution of release time. Note that university funds applied to ODP are not subject to
1630 a 1:1 match.

1631 Note that Discovery Theme MOUs require faculty release time cash to be split 50% with OAA. Credit
1632 for the full amount of release time billed will be counted toward the ODP match requirement, even though
1633 only half of the funds will remain in the Department.

1634 *Research Incentives*

1635 The department will return 50% of a faculty member's release time for salary (not benefits) to a research
1636 incentives account. Research incentives will be distributed once a year in July for the previous year's
1637 activity and will be designated to a faculty member's CEGE account as follows:

1638 - Org 14270 – Fund 017000 – Program Number (Faculty Specific)

1639 Note that the Chair may decide to decrease the percentage return to faculty in cases when extra cash
1640 reserves are needed such as for strategic departmental investment.

1641 *Cost Sharing*

1642 CEGE will not typically cost share. If cost sharing is written into a proposal without prior approval by the
1643 Chair, any requested money will be deducted from a faculty/staff member's research incentive account.