

OFFICE OF ACADEMIC AFFAIRS

Policies and Procedures Handbook: Volume 1

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1.0 Tenure initiating unit

Revised: 06/15/10; 8/15/21

The concept of the TIU (tenure initiating unit) is described in [Faculty Rule 3335-6-06](#). Characteristics of departments and schools are described in [Faculty Rule 3335-3-34](#). Each tenure-track faculty member, including those with multiple appointments, has a tenure home in a single unit (department, school, division, or in the case of colleges without departments, college). A TIU also serves as the primary appointment home for clinical/teaching/practice faculty, research faculty, and associated faculty.

Multiple faculty appointments totaling 50% or more of service to the university shall be considered to be the same as a single appointment of 50% or more for the purpose of determining eligibility for tenure of a tenure-track faculty member. Eligible faculty members with multiple appointments may vote on promotion and, where appropriate, tenure matters only in their designated TIU (see Office of Academic Affairs Policies and Procedures Handbook, Volume 1, Chapter 1, Section 1.4: Faculty and voting rights, for information on faculty governance rights). In annual reviews and promotion and tenure reviews, TIUs ~~must~~ **should** seek input from all units where the faculty member has an appointment.

1.1 Chairs and directors (TIU heads)

Revised: 05/05/16; 07/20/17; 6/19/19; 5/15/20; 8/15/21; 8/15/22

The term of service and responsibilities of TIU heads (department chairs and school directors) are described in [Faculty Rule 3335-3-35](#).

TIU heads are appointed by the college dean, subject to the formal approval of the executive vice president and provost, president, and the Board of Trustees (BOT).

The dean determines whether the appointee is to be drawn from the faculty within the unit, usually following an internal search; is to be selected following a national search; or is to be selected in some other way. The dean may also appoint search committees for TIU heads.

Deans determine the terms of appointment in light of the needs of the TIU, circumstances of the person to be appointed, and any other relevant considerations per Office of Academic Affairs (OAA) compensation policies (see [Faculty Compensation Policy](#)).

TIU heads are normally appointed for a four-year term. Mid-year appointments terminate at the end of the third full academic year of appointment. A shorter appointment period may occasionally be specified in special circumstances.

TIU heads must be members of the faculty of the unit they administer. TIU heads are subject to annual review and may be removed before the end of the appointment period under [Faculty Rule 3335-3-35\(B\)](#). Interim or acting TIU heads must be faculty members or emeritus faculty members from a TIU within the college, unless an exception is made by the executive vice president and provost.

Letters of offer appointing or reappointing TIU heads, including interim and acting, require prior approval by OAA following approval by the college dean. All such appointments are forwarded to the BOT for final approval (except those for a period of less than 90 days). Copies of final letters of appointment, including indication of acceptance by the TIU head, must be sent to OAA to be forwarded to the BOT for final approval.

Appointment of an external TIU head at advanced rank requires approval by the eligible faculty, the college dean, and OAA. The process is to be managed by another TIU head in the college.

Appointments are typically effective on July 1 for 12-month appointees (end date June 30). The July 1 reappointment date is used even if the first appointment as TIU head was on a mid-year date.

1.1.1 Definitions

Revised: 11/09/04

Interim: formal replacement until a new person is hired; position is vacant.

Acting: stand-in for a person still in the position but on leave; position is filled.

1.2 Assistant, associate, and vice chairs and directors

Revised: 02/15/13; 08/15/22

TIU heads may appoint such assistant, associate, and vice chairs and directors (or for colleges that are TIUs, assistant, associate, and vice deans) as are needed to carry out the business of the department or school.

The TIU head determines the terms of appointment, subject to approval of the dean of the college. Such appointments are subject to annual reviews and may be removed before the end of the appointment period.

1.3 TIU staff

Revised: 02/15/13; 5/15/20; 08/15/22

TIU heads can obtain information on staff hiring and supervising procedures from college fiscal officers or human resources professionals and from Employee and Labor Relations (614-247-6947). The OHR home page may be found [here](#).

1.3.1 Teaching component in unclassified administrative & professional (A&P) staff positions

Revised: 03/25/05; 5/15/20, 08/15/22

If the assigned job duties of an unclassified A&P staff position include teaching, the maximum percentage of time that may be devoted to teaching is 33%, as required in OHR [policy 4.20](#).

If teaching is not part of the assigned job duties of an unclassified A&P staff position, teaching may be done for additional compensation, subject to the 20% cap that applies equally to faculty and staff. To learn more about impacts to staff benefits, TIU heads should communicate with OHR.

1.4 TIU faculty

Revised: 04/01/99

1.4.1 Units approved for clinical/teaching/practice faculty

Revised: 06/26/18; 6/19/19; 5/15/20; 8/15/21; 08/15/22

This is a list of colleges (**bold**), departments, and schools approved for clinical/teaching/practice faculty. Unless an exception is approved by the University Senate and the BOT, clinical/teaching/practice faculty may comprise no more than 40% of the total tenure-track, clinical/teaching/practice, and research faculty in the following colleges of the Health Sciences: Nursing, Optometry, Pharmacy, Public Health, and Veterinary Medicine. Clinical/Teaching/Practice faculty may comprise no more than 20% of the tenure-track, clinical/teaching/practice, and research faculty in non-Health Sciences colleges. For all units without an approved exception (see below), the number of clinical/teaching/practice plus research faculty members must be fewer than the number of tenure-track faculty members in each unit.

The Colleges of Nursing, Dentistry, and Veterinary Medicine have approved exceptions. Clinical/teaching/practice faculty in the Colleges of Nursing and Dentistry may comprise no more than 75% of the total tenure-track, clinical/teaching/practice, and research faculty. Clinical/teaching/practice faculty in the College of Veterinary Medicine may comprise no more than 65% of the total tenure-track, clinical/teaching/practice, and research faculty. The College of Medicine has an approved exception and has no appointment cap in clinical TIUs; in all other TIUs in Medicine, clinical/teaching/practice faculty may comprise no more than 40% of the tenure-track, clinical/teaching/practice, and research faculty.

Units that impose a stricter limit are noted in parentheses.

Arts and Sciences

African American & African Studies
 Art
 Arts Administration, Education & Policy
 Anthropology
 Classics
 Communication (10)
 Comparative Studies
 Dance
 Design
 Earth Sciences
 East Asian Languages & Literature
 Evolution, Ecology & Organismal Biology
 French and Italian
 Geography
 Germanic Languages & Literatures
 History
 History of Art
 Linguistics
 Mathematics
 Microbiology
 Molecular Genetics
 Music
 Near Eastern and South Asian Languages and Cultures
 Philosophy
 Psychology
 Slavic & East European Languages & Cultures
 Spanish & Portuguese
 Speech and Hearing Science
 Statistics

Theatre, Film & Media Arts

Business

Dentistry (75)

Education and Human Ecology

Educational Studies

Human Sciences

Teaching and Learning

Engineering

Architecture

Biomedical Engineering (20)

Chemical and Biomolecular Engineering

Civil, Environmental and Geodetic Engineering (25)

Computer Science and Engineering

Electrical and Computer Engineering

Integrated Systems Engineering

Materials Science and Engineering

Mechanical and Aerospace Engineering (10)

Food, Agricultural, and Environmental Sciences

Agricultural Communication, Education and Leadership

Agricultural, Environmental, and Development

Economics

Agricultural Technical Institute

Animal Sciences

Entomology

Environment and Natural Resources (15)

Extension

Food, Agricultural, and Biological Engineering

Horticulture and Crop Science

Plant Pathology

Law

Medicine

Anesthesiology
 Biological Chemistry and Pharmacology (40)
 Biomedical Education & Anatomy
 Biomedical Informatics
 Cancer Biology and Genetics
 Emergency Medicine
 Family and Community Medicine
 Health and Rehabilitation Sciences (40)
 Internal Medicine
 Microbial Infection & Immunity
 Neurological Surgery
 Neurology
 Neuroscience
 Obstetrics and Gynecology
 Ophthalmology and Visual Sciences
 Orthopaedics
 Otolaryngology—Head and Neck Surgery

Pathology

Pediatrics

Physical Medicine and Rehabilitation

Physiology and Cell Biology

Plastic and Reconstructive Surgery

Psychiatry and Behavioral Health

Radiation Oncology

Radiology

Surgery

Urology

Nursing (75)

Optometry

Pharmacy

Public Health

Public Affairs

Social Work

Veterinary Medicine (65)

Veterinary Biosciences

Veterinary Clinical Sciences

Veterinary Preventive Medicine

1.4.2 Units approved for research faculty

Revised: 05/05/16; 6/19/19; 8/15/21; 08/15/22

This is a list of colleges (**bold**), departments, and schools approved for research faculty. Unless otherwise authorized by a majority vote of the tenure-track faculty in a unit, research faculty must comprise no more than 20% of the number of tenure-track faculty in the unit. In all cases, however, the number of research faculty positions in a unit must constitute a minority with respect to the number of tenure-track faculty in the unit. Units that authorize a different cap are noted in parentheses.

Arts and Sciences

Earth Sciences

Evolution, Ecology, and Organismal Biology

Psychology (10)

Sociology (10)

Speech and Hearing Science

Dentistry

Engineering

Biomedical Engineering

Chemical and Biomolecular Engineering

Civil, Environmental, and Geodetic Engineering
 (25)

Computer Science and Engineering

Electrical and Computer Engineering

Integrated Systems Engineering

Materials Science and Engineering

Mechanical and Aerospace Engineering (10)

**Food, Agricultural, and Environmental
 Sciences**

Animal Sciences

Entomology

Environment and Natural Resources

Food, Agricultural, and Biological Engineering

Food Science and Technology

Medicine

Biomedical Informatics (49)

Biological Chemistry and Pharmacology

Cancer Biology and Genetics

Family and Community Medicine

Health and Rehabilitation Sciences

Internal Medicine

Microbial Infection and Immunity

Neurological Surgery

Neuroscience

Obstetrics and Gynecology

Pediatrics

Physical Medicine and Rehabilitation

Physiology and Cell Biology (33)

Plastic and Reconstructive Surgery

Psychiatry and Behavioral Health

Radiation Oncology

Radiology

Surgery
Urology
Nursing
Optometry (30)

Pharmacy
Public Health
Veterinary Medicine
Veterinary Biosciences

1.4.3 Duties, responsibilities, and workload

Revised: 06/15/10; 8/15/22

OAA requires TIUs, in cooperation with their colleges, to establish guidelines that describe the allocation of effort in the unit as a whole (as opposed to that of individual faculty members). Such guidelines must be established within the parameters set by [Faculty Rule 3335-5](#).

Using the guidelines developed by the Ohio Board of Regents' Advisory Committee (now the Ohio Department of Higher Education) as a basis for the university policy as well as college and TIU guidelines, the following range of teaching responsibilities applies to all colleges, schools, and departments whose missions include undergraduate students.

- TIUs with active baccalaureate programs and no—or limited—activity in graduate programs should have a norm for teaching activities of at least 70% of the total departmental workload with the remainder devoted to other scholarly activities of research and creative activity and service.
- TIUs with active baccalaureate and master's degree programs should have a norm for teaching activities that is at least 60% of the total departmental workload with the remainder devoted to research and creative activity, service, and other professional activities consistent with the department's mission.
- TIUs with active baccalaureate, master's, and doctoral programs should have a norm of at least 50% of the total departmental workload devoted to teaching. The remaining workload time should be devoted to sponsored and department funded research and creative activity, service, and other professional responsibilities consistent with the department's mission.

College and TIU guidelines should define the range and general expectations regarding teaching, research and creative activity, and service, as well as service responsibilities in terms of the academic mission of the college and TIU.

Guidelines should provide for a differentiation of faculty roles and recognize the fact that different colleges within the university and different TIUs within each college have different missions, resulting in differing expectations for various colleges and TIUs. These expectations should be acknowledged by college guidelines on faculty duties and responsibilities. They should recognize that TIUs within a college may have different, but equally valuable, missions and that faculty within TIUs may make different, but equally valuable, contributions to those missions.

The purpose of TIU guidelines on faculty duties and responsibilities is to identify the relative emphasis to be placed on teaching, research and creative activity, and service. Where appropriate, the TIU guidelines on faculty duties and responsibilities should place special emphasis on identifying the relative importance given to undergraduate instruction and to meeting the academic needs of undergraduate students.

The guidelines on faculty duties and responsibilities should include—but are not limited to—time in a formal classroom setting. In nearly all TIUs, the faculty commitment to teaching extends beyond the classroom to include a variety of learning activities, such as supervision of individual tutorial projects,

formal advising and mentoring, and informal supervision and advising on research projects and assignments, and clinical rotations.

A TIU's guidelines on faculty duties and responsibilities should consider the expectations that result from the types, strengths, and viability of the degree programs it offers, its research and other scholarly activities, the external funding it receives, and the service it provides. Workload policies should include statements of:

- Overall workload expectations to ensure a balance of faculty time and effort spent in teaching, research and creative activity, and service
 - The TIU head is responsible for achieving this balance for the TIU through the assignment of duties to individual faculty.
- Types and amounts of instruction needed to accomplish the teaching mission of the unit
 - Normally this will include an analysis of the likely numbers and types of courses/sections necessary to satisfy the demand for undergraduate general education, undergraduate major and graduate and/or professional programs.
- Expectations for research and creative activity by the faculty

The mission of the TIU will determine the relative balance of effort in teaching, research and creative activity, and service. OAA anticipates that there will be significant differences in the missions of many TIUs and, as a result, there will be differences among TIUs in the relative amounts of effort faculty spend in their teaching, research and creative activity, engagement, and service responsibilities. Within TIUs, significant differences in the assignment of responsibilities to individual faculty members may exist, reflecting individual faculty strengths, interests, and abilities to contribute to the overall mission of the department. These responsibilities should be articulated on an annual basis as part of the faculty review process.

In establishing suggested ranges in teaching, the TIU head should focus on total teaching effort rather than on some of the more traditional measures of teaching workload such as number of courses, number of credit hours, or weighted student credit hours. The emphasis on effort is a more realistic approach to recognizing the complexity and diversity evident in delivering instruction. The effort required to teach a course is related to a variety of factors (the number of students enrolled, the availability of instructional support staff, the nature of the material being taught, the number and type of assignments to be graded, the method of instructional delivery). A focus on the percentage of workload effort devoted to teaching should be general enough to include a variety of delivery systems, yet specific enough to ensure greater accountability by departments in meeting student instructional needs.

Part-time faculty members include those persons appointed to carry out instructional responsibilities dictated by enrollment demand or by the special needs of an academic unit. Because their primary responsibility is teaching, part-time faculty are not usually expected to engage in other university duties. The actual assignment of instructional responsibilities for a part-time faculty member will be determined by contractual agreement with the university according to Section III of the OAA [Faculty Appointments Policy](#).

All programs may not fit administratively into one of the categories described above. For example, some TIUs have graduate programs but no, or few, undergraduate ones; this may be the case in the health sciences and some of the professional colleges. In such cases, the appropriate proportion of time that an academic unit devotes to teaching should be determined by the TIU head in consultation with the college dean, subject to the approval of the executive vice president and provost.

While on duty, faculty members are accountable for meeting the formal and informal obligations associated with research, service, and/or teaching or clinical practice, including interaction with students, service assignments, and other responsibilities even if they have no formal course assignment that semester/term. Faculty duties and responsibilities are assigned annually in accordance with the workload guidelines set forth in the TIU's pattern of administration. In accordance with [Faculty Rule 3335-5-08](#), on-duty faculty members who need to be away from campus to conduct research or other university business may do so with permission of their TIU head, dean, and OAA through an approved leave of absence form. Absence of any member of the faculty member from university responsibilities of more than ten consecutive business days require approval by OAA.

1.4.3.1 Teaching

Revised: 04/01/99, 5/15/20; 8/15/22

For academic units in which formal course offerings are the primary mode of instruction, the guidelines on faculty duties and responsibilities must include an indication of the average, minimum, and maximum course load per year (in terms of either courses or credit hours).

In situations in which formal course offerings are not the primary mode of instruction (cooperative extension, clinical areas in the health sciences, and the libraries), a unit's guidelines may specify the average, minimum, and maximum percentage of time faculty are expected to devote to instructional activities or may describe expectations in some other appropriate way.

Optional content could include expectations with respect to numbers of undergraduate, graduate, and/or professional students advised, development of instructional materials, and/or other instructional activities of importance to a particular unit. In specifying formal course loads, units may also choose to distinguish type and level of course and course size.

Every department and school, college without departments, and regional campus must have written guidelines for the equitable assignment and distribution of faculty duties and responsibilities. [Faculty Rule 3335-3-35](#) requires that such guidelines be a part of the academic unit's POA. These guidelines do not constitute a contractual obligation. Fluctuations in demands and resources in the department (college, regional campus) and the individual circumstances of faculty members may warrant temporary deviations from the policy.

A unit's guidelines should address how variations in scholarly activity and formal classroom instruction will be balanced to assure a reasonably equitable distribution of responsibilities among faculty. Academic units that offer little or no formal classroom instruction should indicate how variations in scholarly activity and instructional activity, however measured, will be balanced. Additional detail is optional.

The TIU head is responsible for assuring that every faculty member has duties and responsibilities commensurate with their appointment and that unit workload is distributed equitably among faculty. Although faculty members are expected to exercise "self-determination" in conducting their research or other scholarly activity, the TIU head is responsible for assigning teaching (including mode of instruction) and, in most cases, TIU service. Once teaching assignments are made by the TIU head, the course must be taught in the mode (i.e., distance, hybrid, or in-person) assigned. The mode of instruction is not at the discretion of the faculty.

In making these assignments, the TIU head must balance the needs of the TIU with the preferences of the faculty member within the context of the TIU's [guidelines policy](#) on faculty duties and responsibilities.

1.4.3.1.1 Faculty teaching workload

Revised: 04/01/99; 5/15/20

In setting college workload guidelines, flexibility is important to recognize that there may be ranges in teaching, research and creative activity, and service expectations among TIUs, as well as among the faculty within departments. The dean of each college, in consultation with the executive vice president and provost and the college's TIU heads, is responsible for approving the appropriate division of workload expectations for each TIU according to the TIU's level of activity in the degree programs it offers. In determining the relative emphasis that a given TIU would place upon undergraduate programs, research and creative activity, and graduate and professional programs, the dean should consider the research productivity of the faculty, including externally funded research, and the average number of graduate and/or professional degrees granted annually.

At all times, consideration should be given to the fact that students at Ohio State learn in a research-intensive environment where research and creative activity and teaching are seen as two inseparable facets of the learning experience for both faculty and students.

1.4.3.2 Research and creative activity

Revised: 04/01/99

A unit's guidelines on faculty duties and responsibilities must include a statement describing the average level of scholarly productivity expected within a time frame appropriate to the discipline.

In TIUs in which seeking and obtaining external funding is customary, the guidelines should state the expectations for seeking and obtaining such funding.

The degree of specificity in all such statements will vary widely across disciplines. Given that scholarly activity is self-generated rather than assigned, however, the language in this section should be sufficiently explicit to communicate expectations clearly and to provide a basis for adjusting duties and responsibilities in instruction and service in response to variations in the level of scholarly productivity.

1.4.3.3 Service

Revised: 04/01/99

A unit's guidelines on faculty duties and responsibilities must include a statement regarding expectations for faculty participation in TIU, college, university, and, for regional campus faculty, regional campus governance, and for participation in professional organizations, and professional consultation.

Many faculty members voluntarily take on a variety of professional activities that fall outside the TIU's policy on faculty duties and responsibilities. These activities often benefit the TIU or university and, to the extent possible, should be taken into account in considering a faculty member's total distribution of duties.

However, fairness to other faculty and the TIU's need to meet its programmatic obligations may become issues when a faculty member seeks relief from departmental obligations to devote considerable time to personal professional interests that may not contribute to TIU goals. The TIU head may decline to approve such requests when approval is not judged to be in the best interests of the TIU.

1.4.4 Evaluation of instruction

Revised: 04/16/02; 07/17/19

Without systematic forms of teaching assessment, there is little basis on which to evaluate either the quality of instruction or the performance of individual faculty members. TIUs should establish measurable criteria for evaluation of teaching. Criteria that are research-based and specific to the unit's teaching mission are most useful in faculty evaluation of teaching. The TIU's documentation and procedures for peer evaluation and for student evaluation must be included in its APT document.

Assessment may be made by peers within the unit or external evaluators as determined by procedures established by the TIU. Such reviews should, in general, be completed by senior faculty for probationary faculty and by professors for associate professors.

Peer evaluation conducted for the purpose of informing reviews for promotion and tenure or promotion should be completed early enough to allow for the use of feedback for improvement and often enough and across a sufficient range of instructional contexts to provide a meaningful body of evidence.

The Drake Institute for Teaching and Learning offers a [Teaching Portfolio Development guide](#) with links to resources at Ohio State and at other institutions that outline principles and methods for formative and summative evaluation of teaching. These resources are intended to assist both individual faculty planning to evaluate their teaching and academic units developing statements on policy and procedures.

1.4.4.1 Peer evaluation

Revised: 04/16/02; 07/17/19; 8/15/21

Successful peer evaluation entails a commitment of time and resources as units educate faculty on evidence-based practices and develop and implement specific policies and procedures. OAA does not require any particular form of peer evaluation; however, units are required to develop detailed plans that are appropriate for their instructional contexts. Additionally, any peer evaluation of teaching should provide critical feedback to the faculty member being reviewed so they may use that feedback to improve their teaching.

Resources on peer evaluation of teaching are available [here](#).

1.4.4.1.1 Required

Revised: 05/05/16; 07/20/17; 07/17/19; 8/15/21

Periodic peer evaluation is required for all tenure-track faculty, clinical/teaching/practice faculty, and associated faculty with multiple-year appointments who deliver formal course instruction. In addition, if teaching is a component of a faculty member's assignments, peer evaluation for promotion is required and must include at least two new summative evaluations occurring at each promotion (assistant to associate and associate to professor) and reappointment, with the exact number to be determined by the TIU in line with college guidelines. OAA recommends a greater number of summative peer evaluations for faculty members with high teaching loads. If faculty members teach in multiple modes, for example, online and in-classroom, all methods should be evaluated.

Peer evaluation is the responsibility of the TIU head and faculty of the TIU, not the individual faculty member being reviewed. However, the individual faculty member is responsible for knowing how many peer reviews are expected, and to confirm with the TIU head that they will occur. The TIU head and the TIU faculty must determine the methods of peer evaluation that work best for the particular unit and apply them consistently.

1.4.4.1.2 Recommended

Revised: 04/16/02; 07/17/19

Peer evaluation should focus on aspects of teaching most effectively assessed by experts in the discipline such as appropriateness of curricular choices, implicit and explicit goals of instruction, choice of examination/evaluation materials, and consistency with highest standards of disciplinary knowledge/research and evidence-based practices. Peer evaluation should have clear goals and be grounded in a unit culture that values teaching excellence. Classroom observations should not serve as the sole method for peer evaluation of teaching effectiveness. All faculty should also be encouraged to seek formative assessment of their teaching prior to mandatory reviews for tenure or promotion.

1.4.4.1.3 Instruction

Revised: 04/16/02; 07/17/19

Peer evaluation of instruction should focus on assessing the appropriateness of evidence-based teaching strategies deployed in the particular learning context (survey, major-required course, lab, seminar, etc.). This assessment may include evaluating delivery of content, engagement of students, relevance of topics covered, and evidence that the objectives of the session were met.

1.4.4.1.4 Course materials

Revised: 08/04/09; 07/17/19

Peer evaluation of teaching should include a review of syllabi, assignments, projects, and examinations to determine the extent to which:

- learning outcomes and course objectives are appropriate;
- course materials and assignments are current, relevant, and consistent with course objectives;
- syllabi are effective maps of the course and invitations to students to actively engage in their learning process;
- feedback on assignments is appropriately detailed and contributes to learning;
- examinations and projects offer opportunities for students to demonstrate learning and mastery of learning outcomes; and
- there have been responses to formative peer evaluations and SEI feedback, including comments by students.

1.4.4.1.5 Guidelines for revising current practices

Revised: 03/15/02; 08/01/07; 07/17/19

The following brief guidelines, taken in part from Nancy Van Note Chism's *Peer Review of Teaching: A Sourcebook*, 2nd ed. (Bolton, MA: Anker, 2007), will greatly benefit units that wish to initiate substantive and effective change in current practices of peer evaluation of teaching at the most local levels (units or schools).

When considering peer evaluation of teaching, the first step is to review current practices and seek effective change. Faculty must come together to address several philosophical and pedagogical issues before revising existing practice or implementing new practices. The kinds of issues addressed during local discussions (which will take place over several meetings and/or during retreats to address teaching) might include the following:

- Define good teaching within the unit, its qualities and goals (a “what” of peer evaluation). For what purpose is teaching reviewed (the “why”)?
- Define “peer” (a “who” of peer evaluation). Who is eligible to conduct reviews of teaching?

- Define who will be reviewed (a second “who”). According to OAA guidelines, all faculty who are engaged in formal teaching must be reviewed periodically.
- Enumerate the range of practices defined as teaching (a “what” and “where” of peer evaluation). These practices may include classroom teaching, online or hybrid instruction, advising, dissertation and thesis advising, independent study, curriculum development.
- Articulate the areas of focus for evaluation of classroom teaching (articulation of course goals, use of evidence-based practices, mastery of course content, effective use of instructional methods and materials, appropriate evaluation of student work).
- Establish the processes by which peer evaluation of teaching will take place (the “how” of peer evaluation). What tools and methods will be used? What kinds of documentation will be required of faculty, peer evaluators, unit heads?
- Define a schedule by which all faculty members will be reviewed (the “when”).
- Articulate the relationship between and provide opportunities for both formative and summative evaluation of teaching.
- Articulate the relationship among types of evaluation of teaching (student, peer, administrative, self).

Once a unit has discussed and reached consensus on issues addressing peer evaluation, it can then begin to implement the new processes. To do so effectively, the unit must:

- prepare faculty to participate effectively in the new review processes;
- monitor, review, and evaluate the new processes; and
- commit to further change and adjust the system if data suggests that is necessary.

Finally, units must “close the loop” by using the data gathered in peer evaluation to improve the quality of teaching within the unit. Teachers (and peers) use what they learn from both formative and summative evaluation to become better teachers. Units must seek to use the data collected to make informed and equitable judgments about teaching when undertaking summative evaluation of teaching. Peer evaluation of teaching must also be situated in terms of the other data available (self-evaluation, student evaluation, administrative review). Similarly, all data should be interpreted in terms of both the unit’s and candidate’s goals, philosophies of teaching, and mission.

1.4.4.2 Student evaluation

Revised: 02/15/13; 07/17/19

[Faculty Rule 3335-3-35\(C\)\(14\)](#) requires units to assure that students are given the opportunity to evaluate each course every time it is taught. The university recognizes the value of soliciting commentary from students on their experiences in the classroom. TIU faculty must develop and implement policies for collecting student input, including qualitative and quantitative data as appropriate, and establish procedures for interpreting data collected from students. TIUs should not rely solely on student responses to courses and instruction such as the Student Evaluation of Instruction (SEI) in assessing the quality of a faculty member’s teaching.

1.4.4.2.1 Required

Revised: 06/15/10; 07/17/19; 5/15/20; 8/15/21; 5/15/22

Every TIU’s APT document must specify a single required method of soliciting student feedback. Faculty members may supplement this with other methods.

Student feedback must be solicited in every course regarding:

- instructor's preparedness for class;
- clarity of communication;
- ability to generate interest in the course content;
- accessibility;
- ability to create a conducive learning environment; and
- timeliness of and quality of responses to student work.

When the results of soliciting student feedback are a component of a performance review, the process cannot be under the control of the faculty member. TIUs must have a mechanism for assuring that faculty members themselves do not collect student feedback required for performance reviews.

If instruments are used in the P&T process that are not automated, the TIU must identify an individual other than the faculty member to summarize the results for inclusion in the dossier. Units may determine whether comments received on the electronic SEI should be collected and summarized for the purposes of P&T review. Information about the retention schedule for SEI comments can be found at the [Registrar's website](#).

1.4.4.2.2 Recommended

Revised: 06/15/10; 07/17/19; 8/15/21

Open-ended or semi-structured questions may be used to solicit student feedback; however, an aggregate summary must be compiled by an individual other than the faculty member. Student comments on instruction may be useful in identifying both areas of excellence and areas for improvement. When few student responses are available, they offer minimal basis for generalization unless themes arise across courses taught and over time. Student comments that aid specifically in the interpretation of the statistical data are useful.

Efforts should be made to maximize response rates.

When assessing teaching, TIUs should not rely solely on whether a faculty member does or does not meet or exceed the college or university mean in the cumulative average on the SEI. The focus of evaluation should be on patterns of responses, rather than on small differences in mean values.

1.4.4.3 Administrator evaluation

Revised: 06/26/18

TIU heads play a particularly important role in the definition, development, and implementation of appropriate practices of peer evaluation of teaching. Administrator evaluation of classroom teaching should focus on:

- evaluating drop rates, failure rates, and other data associated with the course;
- judging whether a pattern of negative data is a direct consequence of the quality of instruction or is possibly related to other factors;
- providing important corroborating evidence related to the quality of teaching by faculty in a particular unit;
- identifying particular teaching contributions of the faculty member to the teaching mission and mandates of the unit;
- evaluating the effectiveness of extra classroom teaching of faculty; and

- reviewing and documenting significant course redesign completed by a faculty member.

1.4.4.4 Self-evaluation

Revised: 04/16/02

Reflective practice and self-assessment by faculty members are necessary components of the systematic evaluation of instruction. Individual faculty members should be given every opportunity to:

- explain the goals and intentions of their courses and assignment designs;
- describe the philosophy of teaching and learning that informs their practice;
- interpret the relationship between student ratings and classroom events; and
- reflect on evaluation information to improve their teaching.

Although self-assessment cannot be the only source of data for making credible personnel decisions, the personal narrative that provides an explanation of a faculty member's teaching goals is a valuable source for promotion and tenure decisions.

1.4.4.5 Interpretation and integration

Revised: 04/16/02

Units must develop procedures for interpreting evaluation of teaching in a fair and responsible way and must develop a system to integrate the data from all relevant sources within the context of the discipline using the TIU's criteria for judging teaching effectiveness and excellence.

Systems of evaluation must make both summative judgments about the quality of teaching and provide timely and formative feedback with the opportunity for faculty to use this feedback to improve their instruction of Ohio State students.

1.4.5 Extension of the tenure clock (exclusion of time) Changes in length of probationary period for tenure track faculty

Revised: 03/02/07; 8/15/23

[Faculty Rule 3335-6-03 \(D\)](#) sets forth the conditions under which a probationary tenure track faculty member may extend the tenure clock. [Faculty Rule 3335-6-03 \(E\)](#) does likewise for reducing the probationary period. A faculty member remains on duty regardless of extensions or reductions to the probationary period, and annual reviews are conducted in every probationary year regardless of time extended or reduced. Approved extensions or reductions do not limit a TIU's right to recommend nonrenewal of an appointment during an annual review.

1.4.5.1 Birth of a child or adoption of a child

Revised: 08/01/14; 5/15/20

The [Notification of Birth or Adoption of Child Form](#) is used to inform the university that a probationary tenure-track faculty member has had a child or has adopted a child while employed at Ohio State so that a year can be excluded from the faculty member's probationary period. Candidates may inform their TIU head, dean, or OAA in writing of the birth or adoption. The administrator receiving the notification should ensure that it reaches OAA. OAA must receive this form within one year of the birth or adoption unless the [extension of the tenure clock \(exclusion of time\)](#) is prohibited under [Faculty Rule 3335-6-03\(D\)\(3\)](#), and no later than April 1 of the mandatory review year.

1.4.5.2 Adverse events and unpaid leaves of absence

Revised: 08/01/14; 8/15/21

Annually, every unit should remind its probationary faculty (other than those who have received nonrenewal notices) of [Faculty Rule 3335-6-03\(D\)](#).

Under this rule, the maximum time that may be excluded from the probationary period is three years of service, except in extraordinary circumstances.

Applications to exclude time under this rule must be submitted on the [Request for Exclusion of Service Time from Tenure Probationary Period form](#).

Requests to exclude time under Section (D)(1)(b) for an unpaid leave of absence, or factors beyond the faculty member's control that hinder the performance of the duties associated with being a successful faculty member require, in addition to the form, the following items:

- TIU eligible faculty committee review;
- documentation of the adverse event leading to the request including, if not self-evident, why the adverse event was beyond the faculty member's control, and how it interfered with productivity; and
- documentation of the faculty member's productivity to date (usually a CV).

The adverse event providing the basis for the request must be clearly beyond the experience of most probationary faculty. For example, most faculty who conduct laboratory-based research must purchase equipment, obtain various kinds of approvals (drug licenses or animal research protocols), and obtain funding before they can begin their research. To the extent that such delays are normal, they do not constitute a basis for an **extension of the tenure clock (exclusion of time)** from the probationary period.

Requests to exclude time under Section (D)(1)(b) because of personal illness or care of a seriously ill or injured person require, in addition to the form, the following items:

- TIU head review;
- documentation deemed necessary by Ohio State's Office of Human Resources and the TIU head;
- documentation of the faculty member's productivity to date (usually a CV)

As stated in [Faculty Rule 3335-6-03](#), an **extension of the tenure clock (exclusion of time)** from the probationary period in no way limits the right of the university to terminate a probationary appointment prior to the time of the mandatory review for promotion and tenure, should circumstances warrant such action.

An **extension of the tenure clock (exclusion of time)** results in a revised mandatory review year for promotion and tenure. A faculty member who has had time excluded from the probationary period may undergo promotion and tenure review prior to the revised mandatory review year, should the unit faculty judge such a review to be appropriate. Such action is at the discretion of the unit faculty, not the probationary faculty member.

A negative decision resulting from a promotion and tenure review occurring prior to the revised mandatory review year (i.e., a nonmandatory review) will not result in nonrenewal of the probationary appointment. The faculty member still has the option of undergoing promotion and tenure review in the revised mandatory review year.

1.4.5.3 COVID-19

Revised: 8/15/21; 8/15/22

Probationary tenure-track faculty who were in their probationary period during Spring 2020, Summer 2020, Autumn 2020, or Spring 2021 may request a one-year **extension of the tenure clock (exclusion of time)** from their probationary period. This request will be automatically approved by their TIU head, dean, and OAA.

Faculty who have not yet completed their Fourth-year review may:

1. continue with their mandatory Fourth-year review in the originally scheduled year and move their mandatory tenure review by one year; or
2. move both their mandatory Fourth-year review and their mandatory tenure review by one year.

Faculty who choose one of the options above but later decide that they do not need the additional year in their probationary period may request a nonmandatory **promotion and tenure** review following the policies and procedures outlined in each unit's Appointments, Promotion, and Tenure document. **Once a Fourth-year review has been moved (option 2 above), it cannot be moved back. However, a Fourth year review and a nonmandatory promotion and tenure review can occur simultaneously.**

Faculty who choose one of the options above should complete [Form 116](#) and email it to their TIU head or regional campus dean (where applicable). This form then will be submitted through DocuSign to the regional campus dean (where applicable), the TIU head, the college dean, and OAA for signatures.

Eligible faculty may opt in to this automatic **extension of the tenure clock (exclusion of time)** until April 1 of the academic year immediately preceding their mandatory tenure review **(i.e., April 1, 2024 for a review occurring in Autumn 2024).**

An **extension of the tenure clock (exclusion of time)** results in a revised mandatory review year for promotion and tenure. A faculty member who has had time excluded from the probationary period may undergo promotion and tenure review prior to the revised mandatory review year, should the unit faculty judge such a review to be appropriate **(see Faculty Rule 3335-6-04(A)(3)).** Such action is at the discretion of the unit faculty, not the probationary faculty member.

A negative decision resulting from a promotion and tenure review occurring prior to the revised mandatory review year (i.e., a nonmandatory review) will not result in nonrenewal of the probationary appointment. The faculty member still has the option of undergoing promotion and tenure review in the revised mandatory review year.

1.4.6 Part-time faculty

Revised: 08/01/14; 5/15/20; 8/15/22

Probationary tenure-track faculty whose appointment is less than full-time (but 50% FTE or greater) may request an **extension of the tenure clock (exclusion of time)** from the probationary period in accordance with [Faculty Rule 3335-6-03 \(D\)\(1\)\(c\)](#). The exclusion shall be for an integral number of years based on the principle that the usual probationary period represents full-time service. The maximum permissible exclusion under this paragraph is one year for a probationary instructor, three years for a probationary assistant professor (including time spent at the rank of instructor), and two years for a probationary associate professor or professor.

OAA policy does not approve exclusions in advance. During the second year of a faculty member's reduced appointment, OAA will approve an exclusion of one year, for example, in recognition of two years of service at 50% FTE. At the appropriate time, the TIU head forwards a letter via DocuSign requesting approval of the exclusion to the dean and then OAA.

The TIU head's letter to the dean should state all relevant information (the amount of the reduction, when it will take effect, and whether it is permanent or temporary). For probationary tenure-track faculty, the letter should include a projected revision of the review schedule and projected year in which the adjusted "Fourth-Year" review would fall, if the Fourth-Year Review has not already occurred.

For additional information on reduction of FTE, see the [Faculty Appointments Policy](#).

1.4.7 Reporting for duty

Revised: 06/05/16; 6/19/19

Nine-month faculty members are generally expected to report for duty August 15th through May 14th. The period from Spring Commencement through May 14 is on duty for 9-month faculty members and may be used for end-of-the-year meetings.

1.4.8 Faculty resignation

Added: 8/15/22

A faculty member who intends to resign or retire from the university should meet with their tenure initiating unit (TIU) head and make those intentions known as early as possible when the timeline is defined. Upon deciding to resign or retire, a faculty member must either (1) submit in writing (i.e., letter or email) to the TIU head their intent to resign or retire with an effective date, or (2) submit the resignation or retirement via [Workday](#). The TIU is to submit a request for resignation or retirement via [Workday](#) if not completed by the faculty member. In cases where a date has not been given, the TIU head is to acknowledge receipt of the resignation or retirement in writing and seek confirmation of the effective resignation or retirement date after the faculty member has (1) submitted in writing to the TIU head their decision, or (2) after Workday has automatically generated a confirmation message to the TIU.

A faculty member may submit a written request to rescind their resignation or retirement. The request may be submitted through and including the effective date of their resignation or retirement. Although the TIU has sole discretion to accept or reject a faculty member's request to rescind their resignation or retirement, the TIU must consult with the Dean of the College prior to accepting or rejecting the request.

Upon terminating employment with the university, separating faculty must take action to assure that all obligations to the university have been fulfilled prior to departure. Before leaving, faculty should contact the Office of Human Resources to confirm benefit transition arrangements and to turn in ID cards, keys, and any other university property.

1.5 Course scheduling

Revised: 08/01/14; 8/15/22

Although unit heads must give consideration to the teaching specialties and preferences of faculty, the primary consideration in scheduling classes must be to provide for the needs of students, both the unit's own students and those from other units who need specific courses to meet their degree requirements. Unit heads are to make every effort to assure the regular availability of required courses and the sensible timing of high-demand offerings so that all students have a fair chance of fitting such courses into their schedules.

It is the unit head's responsibility to assure that the schedule of course offerings each semester makes the most effective use of the unit's instructional resources. [Faculty Rule 3335-8-16](#) establishes a standard that courses should have an enrollment of at least 15 students. Courses enrolling fewer than fifteen may be offered if sufficient resources and programmatic justifications exist.

Units should review annually the patterns of enrollment in their course offerings, especially their elective offerings. Unit heads are to identify offerings that may represent a less than optimal use of instructional resources. Units are to discontinue, or not re-offer, courses with enrollments that are frequently below the minimum until there is reason to expect adequate enrollment. Unit heads should assign other courses to faculty who teach such courses, or whose courses are cancelled because of low enrollment. Faculty may not cancel courses on their own. The unit head is responsible for determining whether a scheduled course is to be cancelled.

1.6 Continuity of course scheduling

Added: 8/15/22

Ohio State strives to remain open and operational to ensure continuity of instruction and services to its students. However, extreme conditions, such as severe weather, can warrant the usage of the university's [Weather or Other Short-Term Closing Policy](#) resulting in the closure of parts of the Columbus campus and/or any of the regional campuses. The safety and well-being of students, faculty, and staff are the university's highest priority.

When a decision is made to close the university or cancel in-person classes, it will be done in a manner that minimizes disruption to students and employees. As such, the university's Weather or Other Short-Term Closing Policy allows instructors teaching in-person to keep their class on schedule during disruptive times through alternative teaching methods. Unless otherwise announced by the university, online or distance-learning classes will occur as scheduled.

To maintain course continuity, clear communication is essential. Communication begins the first week of new term and with the syllabus. Faculty are encouraged to discuss their continuity plan with students and include the following language in their syllabus:

“Should classes be cancelled on the Columbus campus and/or regional campuses, you will be notified as to whether alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via (mode of communication, e.g., Carmen or other electronic means). Faculty teaching online are encouraged to include the following: “Unless otherwise announced by the university, online or distance-learning classes will occur as scheduled.”

It is at the discretion of the instructor as to whether an alternative method of teaching will occur when classes have been cancelled under the Weather or Other Short-Term Closing Policy. Instructors teaching multiple sections of the same course are to consult with their Chair or Dean to ensure consistency with the course continuity plan.

Live or synchronous class sessions are to be held at the same time as the regularly scheduled class, while self-directed study options through asynchronous activities may proceed once communicated.

Upon a university closure announcement, colleges and departments are to inform students, interns, and residents of their expectations in fulfilling their regularly scheduled clinic obligations. This includes clinic rotations and individual patient care assignments. Students taking part in practicums, internships, student

teaching, or other experiential learning should follow their participating organization's closing procedures.

For additional information, please refer to the [Weather or Other Short-Term Closings Frequently Asked Questions](#).

1.7 New courses and abolishment of courses

Revised: 08/05/05

The [Academic Organization, Curriculum, and Assessment Handbook](#) contains information on the creation of new courses and the abolishment of courses.

1.8 Instruction

Revised: 08/01/07; 5/15/20

The Rules of the University Faculty contain policy on instruction that applies to all faculty members at the university.

Precedence of scheduled hours:

- [Faculty Rule 3335-8-11](#)

Class rosters:

- [Faculty Rule 3335-8-13](#)

Student assessment:

- [Faculty Rule 3335-8-19](#)

Schedules for final examinations:

- [Faculty Rule 3335-8-20](#)

Marks:

- [Faculty Rule 3335-8-21](#)

Report of marks:

- [Faculty Rule 3335-8-22](#)

Alteration of marks:

- [Faculty Rule 3335-8-23](#)

Retention or disposal of materials submitted to meet course requirements:

- [Faculty Rule 3335-8-23.1](#)

Credit hours:

- [Faculty Rule 3335-8-24](#)

Admission to courses as an auditor:

- [Faculty Rule 3335-8-29](#)

Absences:

- [Faculty Rule 3335-9-21](#)

Group absences:

- [Faculty Rule 3335-9-22](#)

1.9 Providing accommodations to students

Added: 8/15/22

Revised: 8/15/23

Every student is expected to participate in academically related activities and attend every class session for which the student is duly registered.

In accordance with Ohio law, instructors shall provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first fourteen days of the semester, of the date of each absence. Although students are required to provide notice within the first fourteen days of the semester, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

Instructors shall not question the sincerity of a student's religious or spiritual belief system and shall keep requests for accommodations confidential. A statement with information about this policy, the general procedure to request accommodations, and contact information for a person to whom students can direct questions about the policy must be provided in each course syllabus.

An instructor shall include in each course syllabus the following statement:

It is Ohio State's formal expectation that instructors align with Ohio law to reasonably accommodate the sincerely held religious beliefs and practices of all students. Students are permitted to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the semester begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Students with concerns or complaints under the policy are strongly encouraged, but not required, to first discuss those concerns with their instructor and/or the chair of the department. Students may also report their concerns or file a complaint with the Office of Institutional Equity via the [online reporting form](#), email at equity@osu.edu, or phone at 614-247-5838.

A non-exhaustive list of religious holidays is available on the OAA website. Exclusion of a holiday or festival from the calendar or the non-exhaustive list may not be used to deny an accommodation. Instructors may contact the Testing Center in the office of the University Registrar for more information regarding the make-up exam policy. Faculty may use these calendars as a planning tool when determining dates for course requirements.

For assistance or questions about this policy, please contact the Office of Faculty Affairs at academicaffairs@osu.edu.

Faculty are expected to work with students to reasonably accommodate their religious obligations and observances. Examples of religious accommodations can include, but are not limited to, rescheduling an exam or presentation, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, faculty members should consult their TIU head for assistance.

An individual's request for time off from school activities to accommodate religious needs, observances, and practices is reasonable unless university operations would suffer unduly by granting the individual's request.

Instructors are expected to provide information about how absences will be managed to students during the first week of classes (both orally and within the syllabus). It is the student's responsibility to present, at the earliest possible date, a request for the required absence to each instructor whose class is to be missed. Students who know they will require a religious accommodation, but who may not know the date of the religious observance, should ideally communicate with their instructors about this possible need at the start of the semester, although a later request, if feasible and agreed upon, should not bar the student from receiving the reasonable accommodations.

The University Interfaith Council has a helpful [religious holiday calendar](#) to promote awareness and understanding of observances. Faculty may contact the [Testing Center](#) in the office of the University Registrar for more information regarding the make-up exam policy.

1.10 Use of self-authored material

Revised: 06/09/16; 8/15/22

Should a faculty member wish to use a textbook or other material that is authored by the faculty member and the sale of which results in a royalty being paid to them, such textbook or material may be required for a course by the faculty member only if (1) the faculty member's TIU head and/or dean or designee have approved the use of the textbook or material for the course taught by the faculty member, or (2) an appropriate committee of the TIU or college reviews and approves the use of the textbook or material for use in the course taught by the faculty member. Sales of such items shall not be conducted directly between a faculty member and a student.

1.11 Graduate associates

Revised: 08/01/07

The annually updated [Graduate School Handbook](#) contains the university policies on graduate associate appointments.

2.0 College administration

Revised: 09/01/99

2.1 Deans

Revised: 09/01/99

The term of service and responsibilities of deans are described in [Faculty Rule 3335-3-29](#). The BOT appoints deans for five-year terms subject to an annual performance review. Deans undergo a reappointment review after the fourth year of service if they wish to be considered for reappointment.

The dean title implies both academic responsibilities (responsibilities related to curriculum and faculty) and decision-making authority. The title should be used only for positions involving academic responsibilities and the incumbent should have appropriate credentials.

2.2 Associate and assistant deans

Revised: 08/01/01; 07/17/19

Deans may appoint associate and assistant deans as are needed to carry out the business of the college. The dean determines the terms of appointment. Vice dean may be used as a working title for associate dean.

Letters of offer to associate and assistant deans require prior approval by OAA. OAA suggests that these appointments be for a length of one year and that they be renewable. Associate and assistant deans are subject to annual review and may be removed before the end of the appointment period.

2.2.1 Associate deans

Revised: 08/01/01

Associate deans' duties may include considerable decision-making authority in academic areas such as research and creative activity, curriculum development and implementation, academic support services for students, academic support services for faculty, and space and facilities.

Associate deans may also have responsibility for faculty appointments, grievances, discipline, and other personnel matters specific to faculty. Associate deans must be tenure-track or clinical/teaching/practice faculty members.

2.2.2 Assistant deans

Revised: 05/01/08

Assistant deans' duties may include both support activities and some decision-making authority in academic areas such as curriculum development and implementation, academic support services for students, and academic support services for faculty.

Ideally, assistant deans should hold the terminal degree in a discipline in the college in which they serve or a related discipline, but do not need to be faculty members. However, if an assistant dean has authority in the area of faculty appointments, grievances, and related matters, that individual must have faculty status.

3.0 Regional campuses

Revised: 07/26/04; 8/15/22

The four regional campuses—Lima, Mansfield, Marion, and Newark—offer Associate of Arts degrees, Bachelors of Arts and Bachelors and Science degrees in selected areas, as well as undergraduate and graduate programs in selected areas (e.g., master of social work, master of arts in educational studies).

Courses and programs on these campuses must be approved by the relevant units on the Columbus campus. All courses and programs taught on the regional campuses are Ohio State courses and programs, ~~not regional campus courses.~~

Regional campus faculty members are assigned to the campus that hired them for the duration of their employment with the university unless a campus transfer is made under the terms of [Faculty Rule 3335-6-07](#).

The TIU of regional campus faculty is the discipline-based unit on the Columbus campus. This arrangement necessitates considerable cooperation between the regional campus and the Columbus campus TIU to assure that appointments, annual reviews, and P&T reviews are carried out in a manner fair to the faculty and consistent with the needs and standards of both the TIU and the regional campus.

4.0 University Senate

Revised: 02/15/13; 6/19/19

For the powers of the [University Senate](#), see [Faculty Rule 3335-5-41](#).

The University Senate is the shared governing body of The Ohio State University. It is comprised of 71 faculty, 41 students (26 undergraduate, 10 graduate, and 5 professional), 5 staff members, and 24 administrators. Faculty members are elected from each of the 15 colleges, with the number of representatives proportional to the size of the college. Faculty representatives are also elected from each regional campus, the University Libraries, and the armed services departments. Student members are elected from the [Undergraduate Student Government](#) (USG), the [Council of Graduate Students](#) (CGS), and the [Inter-Professional Council](#) (IPC). Staff members are selected by [the University Staff Advisory Committee](#). The administrative members of the Senate include the deans of each college, the president, the executive vice president and provost, and other senior leaders. Most of the business of the University Senate is conducted through its 19 committees.

5.0 Rules of the University Faculty

Revised: 07/26/04; 07/17/19

Chapters of the [Rules of the University Faculty](#) with special relevance to faculty and academic administrators are:

3335-3	Administration
3335-5	Faculty, Governance and Committees
3335-6	Tenure-track Faculty Appointments, Reappointments, and Promotion and Tenure
3335-7	Clinical/Teaching/Practice & Research Faculty Appointment, Reappointment and Non-reappointment, and Promotion

The remaining Chapters of the Rules of the University Faculty are:

3335-8	Instruction
3335-9	Attendance and Graduation
3335-11	Student Affairs
3335-13	University Property
3335-15	Miscellaneous Provisions

5.1 Bylaws of the University Senate

Revised: 07/26/04

[3335-17](#) Election Bylaws of University Senate
[3335-19](#) Bylaws of University Senate

5.2 Code of Student Conduct

Revised: 07/26/04

[3335-23](#) Code of Student Conduct

6.0 Faculty in memoriam resolutions

Revised: 07/26/04

The BOT Office makes reasonable efforts to stay informed of deaths of active and emeritus faculty. When a death is noted (for example, in local newspaper obituaries) the BOT Office contacts the dean of the faculty member's college and requests that a memoriam be written and sent to the BOT Office. That resolution is then taken to the next BOT meeting for approval. After the BOT meeting, a certified copy of the memoriam and a letter from the president are sent to the family of the deceased.

7.0 Managing situations that are highly charged with emotion or potentially violent

Revised: 06/26/18; 5/15/20; 8/15/21

Ohio State must always be aware of and respond carefully to incidents or circumstances that increase risks to the university community. Below are general guidelines, including information about when and how to access these resources for assisting and/or taking action when anyone of the university community experiences distress or causes a disruption.

Workplace violence does not occur in a vacuum but is preceded by patterns of problematic behaviors and interactions. Individuals should be encouraged to speak out to others if actions, words, or behaviors cause uncomfortable situations in the workplace.

If initial attempts to bring a stop to behaviors such as verbal outbursts or intimidation are not effective or are met with an escalation of anger, appropriate assistance is available from departmental Senior HR professionals, the Office of Human Resource Consulting, the Office of Institutional Equity, or the University Employee Assistance Program (contact information for the latter two offices appears below).

When reasonable attempts do not work, it may be necessary to convene a meeting of a university Crisis Assessment Team (CAT Team; contact information appears below), consisting of representatives from the Office of Human Resources, University Police, Employee Health, University Employee Assistance Program, Environmental Health and Safety, and other units when appropriate, such as the Office of Legal Affairs, the Office of Institutional Equity, and/or the Office of Academic Affairs. The Crisis Assessment Team will meet with leaders from the affected area, conduct a risk assessment, and make specific recommendations to be implemented.

911 should be called any time there is concern for personal safety.

The most important point is to not tolerate or excuse inappropriate behavior but to reach out for consultation and guidance. Directors and peers should remember the following:

- A goal of The Ohio State University is to provide a workplace in which violence of any kind is neither tolerated nor excused.
- Extremely violent acts do not occur in a vacuum but are often the culmination of a pattern of escalating negative interactions.

- Zero tolerance for violence and intimidation, whether verbal or physical, must become part of the culture of the organization through education, performance expectations, and predictable administrative response to offenses.

The Ohio State University provides multiple resources to assist leaders and others in responding appropriately and with support to inappropriate workplace behavior.

- [Non-Discrimination, Harassment, and Sexual Misconduct Policy](#)
- Workplace Violence Policy ([HR policy 7.05](#))
- Senior Human Resource Professionals in academic and work settings
- The [Office of Institutional Equity](#), OIE (614-247-5838)
- The University [Employee Assistance Program](#), EAP (1-800-678-6265)
- Crisis Assessment Team ([CAT team](#))
- OSU Wexner Medical Center Security (614-293-8500); emergency (911)
- Guide to Assist Disruptive or Distressed Individuals, found on the front page of the [Suicide and Mental Health Task Force](#) site
- Columbus campus: OSU Police Department (614-292-2121); emergency (911)
- Lima campus: Campus Security Office (567-242-7400); emergency (911)
- Mansfield campus: Campus Security Office (419-755-4346 or -4218); emergency (911)
- Marion campus: Public Safety Office (740-725-6300); emergency (911)
- Newark campus: Public Safety Department (740-366-9237); emergency (911)

8.0 Ethics Law, Ohio

Revised: 08/01/07

The State of Ohio requires all university personnel, including faculty members, to adhere to the Ohio Ethics Law. Additional information can be found on the [Office of Legal Affairs \(OLA\) website](#) with its [Legal Topics page](#) and on the [Ohio Ethics Commission website](#).

9.0 Family Educational Rights and Privacy Act (FERPA)

Revised: 08/01/0700

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, sets forth requirements designed to protect the privacy of student educational records. The law governs access to records maintained by educational institutions and the release of information from those records. Additional information can be found in the [Privacy and Release of Student Education Records policy](#).

10.0 Immunity, indemnification, and representation

Revised: 06/26/18

Ohio law provides university employees with immunity from liability in lawsuits filed in state courts. Individuals seeking to recover damages for the wrongful acts of a university employee must file a state court lawsuit in the Ohio Court of Claims. The defendant in such a case is the university; employees cannot be named individually in the Ohio Court of Claims.

University employees may in some circumstances be named as individual defendants in lawsuits filed in federal courts. However, the university may provide legal representation and pay the amount of any judgment in these cases.

University employees must satisfy two conditions to obtain the benefit of the immunity in state courts and the indemnification in federal court cases:

- The actions of the employee giving rise to the lawsuit must be within the scope of the employee's duties.
- The employee cannot be found to have acted with malice, in bad faith, or with reckless disregard as to the consequences of their actions.

Further information concerning the legal liabilities of faculty members, including unit heads, may be obtained from [OLA](#).

11.0 Personal use of public property

Revised: 09/01/99

Unauthorized use of university property for personal purposes is prohibited and could result in criminal charges. In certain limited circumstances, faculty members may use university property in connection with activities authorized under the [Faculty Paid External Consulting Policy](#). However, faculty members must obtain prior approval from their TIU head and must reimburse the university for the fair market value of such use.

12.0 Public records

Revised: 05/05/16; 8/15/22

The Ohio Public Records Act defines a “record” as any document, device, or item, regardless of physical form or characteristic, created or received by, or coming under the jurisdiction of, any public office of the state or its political subdivisions, which serves to document the organization, functions, policies, decisions, procedures, operations, or other activities of the office.

Such records shall be promptly prepared and made available for inspection to any persons at all reasonable times during regular business hours. Upon request, a person responsible for public records shall make copies available at cost, within a reasonable period of time.

An academic unit should have a single person responsible for dealing with routine public records requests and in most cases that person should be the unit head. The TIU head or other person responsible for handling such requests ~~may wish~~ is to immediately contact the Public Records unit in the [Office of University Compliance and Integrity](#) when they receive a records request that is other than routine (*e.g.*, the request is from an attorney and/or involves legal issues; appears to be ambiguous or overly broad; or is worded in manner such that the office cannot identify the public records being requested).

The Act does not require that records be created in response to a request. If there is no record that corresponds to a request, then there is no record to be provided.

The Act allows public entities to charge reasonable costs for making copies. If a unit receives a request for copies of records that appears to justify cost recovery, it should seek the advice of the Office of University Compliance and Integrity. To facilitate prompt access to public records and to ensure compliance with the Ohio Public Records Act, all employees are expected to comply with the university's public record policy.

The Ohio Revised Code requires public institutions and agencies to abide by the rules for the disposition of public records as established by the State Records Administrator. However, the law exempts public institutions of higher education from the State Records Administrator and authorizes them to establish their own programs of records retention and disposition.

At Ohio State, authority for matters of records retention and disposition is vested in the [University Archives](#). University Archives maintains a schedule governing the retention and disposition of records common to university units. University Archives also develops schedules for units in cases when they have records not listed on the General Schedule. These schedules are specific to units and are in conformity with [Records Retention for Public Colleges and Universities in Ohio: A Manual](#).

13.0 Required email

Revised: 06/26/18; 5/15/20

The Ohio State University is committed to protecting the information created by and entrusted to us. Faculty and staff conducting university business by electronic mail are required to use the university-managed osu.edu mailbox and related systems. Using the OSU email account ensures that we are protecting information as required under state or federal laws and regulations.

14.0 Health and safety

Revised: 7/17/20

Faculty must comply with all health and safety requirements mandated by the university to ensure the health and safety of the campus community. Faculty who fail to comply may be subject to corrective actions, including but not limited to disciplinary action under University Faculty Rule [3335-5-04](#).