



**DEPARTMENT OF VETERINARY PREVENTIVE MEDICINE**

**The Ohio State University**  
**PATTERNS OF ADMINISTRATION**  
**POLICIES AND GUIDELINES**

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## **PATTERNS OF ADMINISTRATION**

### **I. INTRODUCTION**

This document is a brief description of the organization, policies and procedures of the Department of Veterinary Preventive Medicine of The Ohio State University. This document should be considered a supplement to the “Rules of the University Faculty” and other sets of rules and procedures published by the University, and not as a replacement to these publications. There are additional Departmental and College materials which describe the professional and graduate programs and their requirements, and further specify Departmental operations. This document is, of course, subject to revision by vote of the faculty, as necessary. At the beginning of each four-year term of the Department Chair, either a revision or reaffirmation of this document will be made available to all present and prospective members of the Department, and a copy will be deposited in the Office of the Dean of the College, and the Office of the Executive Vice President and Provost. Included in the *Patterns of Departmental Administration* is Section VIII entitled, Appointments, Reappointments, Promotion and Tenure which sets forth the criteria and procedures according to which recommendations are made concerning appointments, reappointments, dismissals, salary adjustments, promotion in rank, and matters affecting the tenure and reappointment of the faculty. Changes in any portion of this document will be circulated whenever necessary, and a new revised edition of the total document will be published. University statutes and rules, and changes in these, supersede statements presented here.

### **II. DEPARTMENTAL MISSION STATEMENT**

The mission of the Department of Veterinary Preventive Medicine is the discovery and dissemination of knowledge to prevent, control or eradicate disease, to promote sustainable agricultural productivity, and to enhance the health of animal and human populations.

The mission incorporates three components: teaching, research, and service. The teaching mission of the Department is the education of graduate, professional, post-professional, and outreach-education students in effective disease control, prevention and eradication strategies to meet current and future societal needs in veterinary medicine and public health. The research mission of the Department is the discovery of knowledge leading to the development of methods to prevent disease, to maximize agricultural sustainability, productivity and efficiency, and to promote health in human and animal populations. The professional service mission of the Department is to provide professional expertise to assist in the decision-making processes of animal and human health professionals and commercial organizations, as well as local, state, national, and international organizations as they endeavor to promote the health of human and animal populations.

## **Composition of Department**

The Department is composed of a diverse faculty who has formal appointments with varying major responsibilities in teaching, research, and service. Faculty members in the Department are salaried in the College of Veterinary Medicine, the Ohio State University Extension, the Ohio Agricultural Research and Development Center, and the University Laboratory Animal Resources units. The Department recognizes that this diversity represents a valuable resource for the teaching, research, and service components of its mission and that in evaluation of a faculty member's contributions in these three areas, reasonable flexibility shall be exercised, balancing, where the case requires, heavier commitments and responsibilities in one area against lighter commitments and responsibilities in another.

### **III. CHAIR'S DUTIES AND RESPONSIBILITIES**

There shall be a Chair of the Department who shall be the administrative head of the Department. The Chair will lead the Department with integrity and by positive example. The duties of the Chair are defined in the Rules of the University Faculty (rule 3335-3-35). With respect to the Pattern of Departmental Administration, the Chair shall:

- A. Provide a scheduled date of the regular quarterly faculty meeting to all faculty members prior to the start of the quarter. When needs arise, the Chair may call for other meetings to discuss departmental matters.
- B. Maintain the minutes of all faculty meetings and maintain records of all other actions covered by the patterns of administration.
- C. Consult with the faculty as a whole on establishing and revising Department policies, and have responsibilities for implementing the policies. Whenever practical, such matters shall be discussed at a meeting of the faculty as a whole.
- D. Consult with the faculty in the initiation, review and selection of new faculty members for appointment.
- E. Perform other duties as indicated in this document.
- F. There shall be an Associate Chair who will have administrative responsibilities in three areas:
  - 1. Responsible to Chair, Department of Veterinary Preventive Medicine, for coordination of academic affairs (e.g. hiring and evaluation), and promotion and tenure of all departmental faculty located at Wooster. The associate chair will also have responsibility for coordination and

agreement of faculty salary adjustments with the department chair.

2. Responsible to Dean, College of Veterinary Medicine, for overall coordination of research on Food Animal Health and graduate programs between Wooster and Columbus faculty and will serve as a member of the Dean of Veterinary Medicine Administrative Cabinet (Executive Committee). In this role he/she will serve as Assistant Dean, College of Veterinary Medicine.
3. Responsible to the Director, OARDC for research budget, research personnel, research facilities at OARDC, research project approval and management, and management and salary adjustments of support personnel. In this role, he/she will serve as Program Head, Food Animal Health Research Program.

#### **IV. OPERATIONAL PROCEDURES**

##### **A. Department Meetings**

The Chair calls all Department meetings (Rule 3335-5-18). Meetings operate according to the principles of parliamentary procedures as outlined in Robert's Rules of Order. The Chair will provide faculty with an agenda prior to each meeting, and will appoint a representative to take minutes at all meetings. Minutes will be distributed and approved by the faculty and kept on file as a permanent record in the Department.

The Department will hold at least one meeting each quarter of the combined Columbus, Marysville and Wooster faculty. Additional meetings of the combined faculty will be held as needed. The meeting will rotate between the campuses at least 1 quarter each year. All other combined faculty meetings will be held using the videolink at each facility. During the interim between scheduled meetings, the faculty at Columbus, Marysville or Wooster may meet to coordinate their activities.

The Chair will use faculty meetings to consult with the faculty as a whole on policy matters, including budget priorities. Policy matters thus discussed and decided upon at faculty meetings will be implemented as determined by a vote of the faculty, and majority opinion will be followed. In the event of a tie vote, the Chair may cast the deciding vote. Should fewer than 50% of the eligible faculty be present, the issue will be settled by a ballot vote of all faculty. Voting rights for faculty are restricted to regular tenure track and regular clinical departmental faculty only. Whenever the Chair does not follow the majority faculty opinion, he/she shall explain the reason for the departure from the majority opinion in writing or at a faculty meeting, with an opportunity provided for the faculty to comment (Rule 3335-3-35).

The Department Meetings are divided into the following categories:

1. The Department: Voting members include regular tenure track (RTT) faculty and regular clinical (RCT) faculty, and a representative from the graduate student body. Adjunct faculty, auxiliary faculty, emeritus faculty, and administrative and professional personnel shall not have a vote in departmental affairs but may be invited to faculty meetings. The Department, which meets at least once per quarter, considers curriculum matters and policy relating to professional courses, budgeting, seminars, position announcements and progress, equipment and space, and other departmental/college concerns. Meetings are open under the provisions of the "Sunshine Law."
2. Graduate Faculty: Voting members include all faculty certified by the Graduate School to direct graduate students. This body considers matters related to the graduate program, including curriculum, grants and awards, and the placement and recruitment of graduate students.

#### B. Faculty Committees

The Department has two standing committees with very broad jurisdictions with specific representatives. These are the Graduate Studies Committee and the Promotion and Tenure Committee. Other committees, referred to as Ad Hoc committees, will be appointed, as needed, at the Department Chair's or Associate Chair's discretion and shall be advisory to the Chair or Associate Chair in areas of their purview following consultation with appropriate sources, including student groups.

1. Graduate Studies Committee. This committee is responsible for supervising all aspects of the graduate program to ensure that the Graduate School Handbook and the Departmental Graduate Program Guide are adhered to and followed. The committee has responsibility for decisions on graduate admissions and graduate-level curriculum, review of the needs and performance of the graduate program, maintenance of regular communication between the Department and the graduate students, and review of graduate student progress. The Committee also recommends to the Graduate Faculty those students qualified to enter the Graduate Program, and to the Chair those students it deems qualified for appointment as Graduate Associates. The Committee is responsible for updating the program by making recommended changes to the Graduate Faculty for a vote. The members of the Committee will be elected by the Graduate Faculty for a three year term, with two members being elected by the Wooster Faculty and two members elected by the Columbus/Marysville Faculty, on a staggered basis. The graduate students will elect a representative to a one year term. The

Committee elects a Committee Chair from outside the Committee with graduate faculty standing in the Department. The Department Chair and Associate Chair will serve as ex-officio, nonvoting members of the Committee. Faculty representatives may not be re-elected to consecutive terms. Once the College of Veterinary Medicine develops a College Graduate Program, these duties will have to be changed to reflect the change in the program.

## 2. Departmental Promotion and Tenure Committee (DPTC)

The Departmental Promotion and Tenure Committee (DPTC) functions in an advisory capacity to the Department Chair. The primary assignment and responsibility of the DPTC and its individual membership is to present the case for promotion and tenure to eligible faculty and to ensure that the evaluation of faculty candidates for promotion and tenure is conducted according to the highest professional standards and that the assessment and vote is based only on the candidate's strengths and weaknesses in the performance of teaching, research, and service as documented in their complete promotion and tenure (P&T) dossier. The Committee is comprised of all RTT full professors and RCT full professors of the Department from faculty at all locations and constitutes the eligible faculty for consideration of promotion of faculty to professor and for assigning rank of auxiliary faculty. RCT full professors may not participate in promotion and tenure matters of regular tenure track faculty, but may participate in promotion and appointment renewal decisions of regular clinical faculty. In the event that fewer than 3 faculty members (tenure track professors) are eligible to serve on the Department Promotion and Tenure Committee, additional eligible faculty from a related discipline as specified by the University guidelines will be selected. These eligible faculty will be selected as follows: the DPTC in consultation with the Chair of the Department will select one or more RTT full professors from a related discipline to serve a one year period on the Departmental Promotion and Tenure Committee. A Committee Chair and a Procedural Oversight Designee will be elected annually (by December 31 each year to serve for the following year) from the Committee Membership by the majority vote of the Committee. A majority of the Committee members must be present for a quorum. The Designee should assure that the written procedures governing a candidate's review are followed and that the proceedings are conducted in a highly professional manner, and, in particular, that the proceedings are free of inappropriate comments or assumptions about members of under-represented groups that could bias their review. The designee is not an advocate for particular faculty in cases and is expected to vote on the merits of cases like other

committee members. It is the Designee's responsibility to review the checklist provided by the OAA before any aspect of the review process commences to monitor completeness and adherence to Department, College and University policies and procedures.

### 3. Ad Hoc Committees

These committees are appointed at the discretion of the Chair or Associate Chair in areas of their purview. Examples of Ad Hoc Committees would include search committees, the computer committee, auxiliary faculty selection committees, special events committees, planning committees, special purchase committees and others that are not included above. The Chair or Associate Chair shall specify who will serve on and who will chair these committees. Auxiliary, courtesy, and emeritus faculty may be appointed to ad hoc committees.

## V. FACULTY WORKLOAD POLICY

The following workload expectations for all faculty members in the Department of Veterinary Preventive Medicine at OSU are to serve as guidelines and do not constitute a contractual obligation. Fluctuations in demands and resources in the department and the individual circumstances of faculty members may warrant deviations from these guidelines.

Because there are several funding sources (OSU General Funds, OSU Extension, OARDC, University Laboratory Animal Resources, Ohio Department of Rehabilitation and Correction contract and earnings from clinical service) that pay the salaries of faculty, the proportion of the faculty member's activity in the areas of teaching, research, extension and clinical service will be related to the percentage appointment from the funding sources. The extent and quality of a faculty member's contributions to the overall departmental mission according to their percentage appointments, will be used for promotion, tenure, and merit salary decisions (see *sections VIII E-H*).

### A. Teaching Assignments

#### 1. On-campus instruction for formal academic credit

The Chairperson is responsible for the teaching performed by faculty assigned to the Department. In the professional curriculum, there are two categories of courses taught: core courses and elective courses. For core courses, the Chairperson assigns or approves assignment of faculty to teaching and course implementation teams according to their interests, expertise and availability. Elective courses are designed and taught by individual (or small groups of) teaching faculty based upon

their interests, expertise and perceived need for such a course. Elective courses should contribute to the overall teaching mission of the department.

Every faculty member is expected to have at least Graduate School Category M status and will be assigned an appropriate level of teaching responsibility consistent with the nature of his or her appointment in one or more of the Department graduate courses as listed in the current issue of the *OSU Bulletin of Course Offerings*. These graduate course offerings cover a wide range of topics representing the breadth of faculty expertise in the Department. All faculty members are encouraged to serve as an advisor for graduate students. The responsibility of the graduate advisor and student includes efforts to obtain funds from extramural or intramural sources to support the research and stipend of the graduate student.

Faculty members are expected to be available for interaction with students, service assignments, and other responsibilities even if they have no formal course assignment during the quarter. Faculty members should not be away from campus for extended periods of time unless on an approved Special Research Assignment. *Faculty Rule 3335-5-08* requires that a proposed absence from campus for more than ten days be approved by Chair or Associate Chair, Dean, and Executive Vice President and Provost.

Appointment guidelines for teaching assignments of faculty are based on a quarterly average minimum of 40 hr/wk (see *Section VIII-F-1a*).

The criteria for evaluating the quality of 'on-campus instruction' teaching is outlined elsewhere in the Patterns of Departmental Administration (see *Section VIII-F-1a*).

## 2. Outreach Education

Outreach education refers to planned educational activities by departmental faculty members that are directed primarily toward students or clientele outside the campus classroom and is generally not for formal academic credit. The definition includes inservice instruction for investigators, technicians, and others such as is expected from faculty with ULAR or Extension appointments. Faculty members stimulate a demand by off campus students and clientele for continuing education, and establish a reputation with the public and among peers as effective disseminators of knowledge.

Faculty should identify high priority Extension and other outreach educational programs and develop plans for implementation. New education programs directed toward industry/program problems or needs should be initiated when appropriate. Faculty are expected to establish a rapport with Extension colleagues, industry leaders, practicing veterinarians, and the general public through effective public relations programs and disseminate up-to-date, accurate information.

Faculty with OSU Extension (OSUE) appointments are expected to communicate their subject matter in creative and effective means through lectures, meetings, workshops, mass media, and published materials. Faculty with Extension appointments should plan, develop, and participate in ongoing schools, workshops, seminars, etc.

Faculty with OSUE appointments as well as other faculty where appropriate should also develop teaching materials such as visual, audio, and computerized teaching aids which can be used by other educators. Writing of non-peer reviewed popular articles designed primarily to communicate timely subject matter, including results from scientific publications, is expected.

All faculty are expected to consult with existing and potential clientele (producers, veterinary practitioners, industry and agribusiness personnel, leaders in agricultural organizations, public health personnel, and other researchers and educators) regarding problem identification of ongoing and emerging needs.

The expected amount of time spent and the number of “outputs” of each activity will vary depending on program area and other responsibilities. Faculty without a formal OSUE appointment would be encouraged to participate in appropriate outreach activities.

The criteria for evaluating the quality of ‘outreach education’ teaching is outlined elsewhere in the Pattern of Departmental Administration (see *section VIII-F-1a*).

## B. Research and Other Scholarly Activities

Each faculty member is expected to have a scholarly program that leads to recognized stature on a national and/or international basis. The focus and scope of a faculty member’s research/scholarship program should reflect professional interests as well as address the department’s mission.

Although every faculty member is expected to demonstrate scholarly

productivity, the amount and nature of this scholarly productivity will vary according to the nature of the specific appointment. Appointment guidelines for research and other scholarly activity of faculty are based on a quarterly average minimum of 40 hr/wk (see *Section VIII-F-1b*).

The criteria for measuring the quality of the research/scholarly program are found elsewhere in the Pattern of Departmental Administration (see *Section VIII-F-1b*).

### C. Professional Service

Faculty in the Department of Veterinary Preventive Medicine is expected to actively engage in various aspects of service. The Chair's (coordinated with Associate Chair for faculty located at Wooster) approval of service assignments will be balanced between the overall level and scope of service demands placed on the Department coupled with the availability and stage of career development of the individual faculty member being considered to fulfill the obligations.

Examples of service activities are detailed in *Section VIII-F-1c*. The criteria for evaluating the quality of professional service are found elsewhere in the Department's Patterns of Administration (see *Section VIII-F-1c*). Appointment guidelines for participating in professional service by faculty are based on a quarterly average minimum of 40 hr/wk (see *Section VIII-F-1c*).

Many faculty members voluntarily take on a variety of professional activities that fall outside the Department's scope of faculty duties and responsibilities. These activities often benefit or bring credit to the Department or University and, to the extent possible, should be taken into account in considering a faculty member's total workload. However, fairness to other faculty and the Department's need to meet its programmatic obligations and mission may become issues when a faculty member seeks replacement from Departmental obligations in order to devote considerable time to personal professional interests that may not contribute to the Department's mission.

Approval to engage in professional activities that fall outside the Department's scope of faculty duties and responsibilities must be obtained for each activity by submitting a "Faculty Paid Consulting Approval Form" to the Chair (in coordination with Associate Chair for faculty located at Wooster) and Dean. In addition, all faculty in Marysville and Columbus must fill out a College of Veterinary Medicine consulting form on the Intranet prior to the activity. A request must be submitted for each specific service describing the nature of the intended professional activity. For continuing outside service, a request may be submitted at any time during the academic year but may not cross fiscal years. The Department Chair or Dean may deny any request

considered to be inconsistent with the mission, priorities, available resources, responsibilities and best interest of the Department, College or University. A request may also be denied if the faculty member is not fulfilling his or her University responsibilities at an acceptable level.

Any absence from campus, including absence for consulting purposes, must be reported in advance on a College of Veterinary Medicine Leave Form which can be done electronically on the Intranet and then printed for signature and submission. Wooster faculty will continue to use the Ohio State Application for Leave form (Form 5171A).

D. Deviations from Expected Level of Activity in Each Area

The department draws on the strengths of each of the faculty members in accomplishing its mission and achieving excellence in teaching, scholarship, and service. The Department is composed of a diverse faculty that have formal appointments with varying major responsibilities in teaching, research and other scholarly activity, extension, clinical service, and other forms of service. Less emphasis in one area (teaching, scholarship, or service) by a faculty member may be complemented by other faculty members with strengths in that same area. The primary responsibility of ensuring an appropriate distribution of faculty talents rests with the department Chair and with the individual. The Chair uses the above guidelines in addition to those found elsewhere in the Pattern of Departmental Administration to discuss strengths and weaknesses with the individual in the yearly faculty review process. It should be emphasized again that the responsibilities of the faculty are dictated by the nature of their appointment.

## **VI. LEAVE AND RELATED POLICIES**

A. Special Research Assignments

Special Research Assignments (SRA) are a part of faculty development and are encouraged by the Department. SRA are normally granted for a period of one academic quarter and may not exceed one quarter in any academic year. An SRA is intended to meet special needs of the individual faculty member, such as the following: (1) To study a new laboratory technique or to conduct research at a specially equipped laboratory off-campus; (2) To collect data including specimen collection in another part of the United States or in another country; (3) To use library materials or gain access to objects in other states or countries; (4) To spend a period of intensive study or writing usually leading to the completion of a major manuscript or journal article. The SRA must be approved by the Chair and the Dean. Faculty with OARDC appointments are also subject to approval of SRA as outlined in the OARDC (FAES) Patterns of Administration.

## B. Professional Improvement Leave

Under the provisions established by the State of Ohio and the O.S.U. Board of Trustees, any full time faculty member with at least seven years of academic service at O.S.U. may be granted professional leave for a period not to exceed one academic year. Faculty professional leave may be taken for one full term of appointment, or for a shorter term, and may bridge terms of appointments. A full time faculty member becomes eligible for a second professional leave after completion of seven more academic years of service. A professional leave may not be terminal leave, and faculty members shall recognize their responsibilities to return to the University for at least one year thereafter. Faculty members shall complete the required documentation (available in the College office) and submit the application to the Chair. Applications shall be approved and prioritized by the Chair, who will forward the completed application to the Dean. Professional Improvement Leave by OARDC faculty is also subject to approval to rules and guidelines of OARDC and application should be submitted to the Associate Chair and the Vice-President for Agricultural Administration.

## C. Leaves of Absence Including Family and Medical Leave

### 1. Leaves of Absence

An unpaid leave of absence may be requested by faculty or staff for a variety of reasons. Professional reasons include the opportunity for faculty to take a temporary paid position outside the University that will enhance professional development. Personal reasons may include family difficulties or other matters that prevent a faculty or staff member from carrying out duties for a relatively short period of time or illness that continues after a faculty or staff member has used all paid sick leave. Paid sick leave must always be used before a leave of absence is granted for illness.

Leaves of absence require approval of the Department Chair or Dean. Approval is necessarily based on the reasonableness of the request and in the case of leaves for professional purposes, the potential value of the proposed leave to the Department. A leave of absence is not granted for more than one year at a time and leaves may not exceed two consecutive years for faculty. Leaves of absence will not be granted to individuals who are leaving to accept new positions.

An unpaid leave of absence does not automatically stop the tenure clock for probationary tenure-track faculty. A request to exclude the

period of the leave must be processed under the terms of *Faculty Rule 3335-47-03 (D)* and that rule describes the considerations involved in determining whether excluding the time of the leave from the probationary period is warranted.

## 2. Family and Medical Leave

The Department supports a work environment that offers solutions to the complex issues individuals face in balancing their work and family commitments. Family and Medical Leave (FML) provides eligible faculty and staff members up to 12 work weeks (480 hours) of leave during any 12-month period for one or more of the following reasons: 1) to care for a child during the first year following birth, adoption or foster care placement; 2) to care for a family member who has a serious health condition; and 3) to take care of a serious personal health condition that prevents an employee from performing his or her job. Such leave may be paid or unpaid as appropriate under University policy guidelines and eligibility requirements established in the document *OSU Office of Human Resources Policy and Procedure Manual for Family and Medical Leave*. A request for FML is subject to the approval of the Chair (in consultation with Associate Chair where appropriate) who will base her/his decision on compliance with the provisions of this policy.

## **VII. PROCEDURES FOR HANDLING APPEALS, GRIEVANCES, AND MISCONDUCT OF FACULTY, STAFF, AND STUDENTS**

Appeals, grievances and misconduct can involve a wide range of issues. Several common types will be discussed here. The Chair or his/her designee will be responsible for implementation of all faculty appeals and grievance procedures. The Chair or his/her designee will also be responsible for implementation of appeals and grievance procedures of staff and students assigned to Columbus and Marysville campuses. The Associate Chair or his/her designee will be responsible for implementation of appeals and grievance procedures of staff and students located on the Wooster Campus. When presented with a grievance, the Chair or Associate Chair will consult with the Dean of the College and with appropriate University personnel knowledgeable in handling grievances (i.e., relevant Executive Vice President and Provost, representatives of the Office of Consulting Services or Legal Affairs) if there is any question regarding proper process or if the grievance includes complex issues. It is hoped that such early consultation can prevent further complication of the issues.

In handling any type of grievance, appeal or misconduct, the Chair or Associate Chair of the Department or his/her designee will communicate to others as appropriate, that retaliation of any form against a person who files a grievance is illegal and will not be tolerated. Employees of the OARDC are also subject to

OARDC rules.

A. Promotion and Tenure Appeals

The primary basis for an appeal of a negative promotion and tenure decision is improper evaluation. *For information regarding the appeals process see Faculty Rule 3335-5-05.*

B. Faculty Salary Equity Appeals Process and Procedures

Faculty salaries differ for a number of legitimate reasons including: discipline and subdiscipline; productivity in teaching, research, and service; and years of service and years in rank. In addition, market factors (the extent to which the University must pay a higher salary to recruit or retain a particular faculty member or type of faculty member), past/present administrative duties, the centrality of a person's work to an academic unit, and any other factors set forth as legitimate bases for salary determination in this *Patterns of Administration* document or otherwise consistently communicated and applied in hiring and merit salary increase decisions are also legitimate bases for salary differentials.

The faculty salary equity appeals process established by the Office of Academic Affairs, 7/98 is intended to address only complaints by regular faculty that are based on overall salary level where the complainant believes his or her salary is lower than comparable faculty within his or her academic unit and that the salary disparity cannot be explained after accounting for the above kinds of factors and additional factors specific to the department's or college's written salary policy. The full text of the *Faculty Salary Equity Appeals Process and Procedures* including additional criteria factors can be accessed on-line [http://oaa.osu.edu/OAAP\\_PHandbook.php](http://oaa.osu.edu/OAAP_PHandbook.php).

C. Student Complaints About Faculty in an Educational Setting

If the complaint by a student is made against a Departmental faculty member, the Department Chair or a designated member of the Graduate Studies Committee will discuss the complaint with that person. If, after talking with both the complaining student(s) and the faculty member, the Chair or designee believes that the complaint has no merit, an explanation will be provided to the student(s). If the Chair or designee determines that the complaint has merit, he/she will work with the faculty member to resolve the matter. A report of the complaint, the finding, and resolution, if relevant, will be prepared and a copy given to the faculty member and placed in his or her personnel file. If the complaint was found to be without merit, this record protects the faculty member. If the complaint was found to have merit, the record may be important if there are future complaints. Some complaints, of

course, cannot be resolved. Nonetheless, the Chair will keep a record of such complaints in order to determine whether a pattern develops.

D. Staff Grievances

Staff may present grievances about working conditions, treatment by others or other problems which, if true, would warrant remedial action. The Chair (Associate Chair for OARDC where appropriate) or his/her designee will investigate the situation to determine the validity of the grievance and follow up as appropriate. When the problem takes the form of on-going conflict between individuals who must necessarily work together or be in close proximity, it may be appropriate to seek mediation and/or establish ground rules for interaction between the parties. It may be appropriate in some cases for the Chair to consult with the Office of Human Resources Consulting Services for advice in addressing the staff grievance. Staff employed by OARDC are to report their grievance to the Associate Chair of FAHRP or his/her designee.

E. Grievance Alleging Discrimination

Problems of this nature should be brought directly to the attention of the Department Chair (or Associate Chair, FAHRP where appropriate). The Department Chair (Associate Chair) will initially discuss all such grievances with a staff member of the Office of Human Resources Consulting Services for advice on proper handling.

F. Procedures for Handling Acts of Misconduct

Misconduct includes violations of University rules and policies, violation of laws, and behavior that any reasonable person would judge to be unacceptable whether articulated or not in a specific policy or law.

Any allegation of misconduct on the part of faculty, staff, or students, which if found to be true would require remedial action, must be investigated under procedures appropriate to the situation. If the allegation is presented to the Chair (Associate Chair where appropriate), the Chair (Associate Chair) will listen carefully and elicit additional information as needed. However, most often the appropriate response will be to describe to the individual making the allegation the steps the Chair will take to investigate the situation. Normally it also will be appropriate and desirable to indicate when the individual making the allegation can expect a timely response and further information from the Chair. If the allegation is presented in writing, the Chair will indicate that the complainant will be required to respond by a reasonable future date.

Any allegation of criminal behavior will be referred to the University

Police. Allegations of academic misconduct by professional students will be referred to the Student Council of the College of Veterinary Medicine. Allegations of other types of student misconduct will be referred to the Office of Student Judicial Affairs of the University. Allegations of staff misconduct will be referred to the Office of Consulting Services. Allegations of faculty misconduct are normally handled under the provisions of *Faculty Rule 3335-5-04* (<http://www.osu.edu/offices/trustees/rules5/ru5-04.html>). Allegations of sexual harassment will be handled [according](#) to University policy.

In 1992 a panel convened by the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine released a report that defined misconduct in science as fabrication, falsification or plagiarism in proposing, performing or reporting research. Misconduct in science does not include errors of judgment; errors in the recording, selection, or analysis of data; differences in opinions involving the interpretation of data; or misconduct unrelated to the research process. Legitimate allegations of scholarly misconduct are handled according to the provisions of the Scholarly Misconduct Policy (refer to the OSU Graduate Council Studies Guidelines on Misconduct in Scholarly Activities).

January 1, 2007 – December 31, 2007<sup>1</sup>

|                         |  |
|-------------------------|--|
| Name                    |  |
| Official OSU Title      |  |
| Academic Degrees        |  |
| Boards/Diplomate status |  |
| Department              |  |

|  |   |      |
|--|---|------|
| <b>1. Time and Effort (see Appendix 1 for instructions)</b>                                  |   |      |
| Didactic education (classroom education) of professional and graduate students and residents |   | %    |
| Clinical service and related education   |   | %    |
| Scholarship and research mentorship  |   | %    |
| Research activity  | % |      |
| Grad student/Postdoc mentorship  | % |      |
| Other scholarship activity   | % |      |
| Extension activity (only for faculty with formal extension appointments)                     |   | %    |
| OSU service, administration, and continuing education (CE)                                   |   | %    |
| External activities  |   | %    |
| Outreach and CE  | % |      |
| Consultation and veterinary practice   | % |      |
| Personal development   |   | %    |
| Total  |   | 100% |

|  |  |
|--|--|
| <b>2. Summary Numerical Data</b>   |  |
| <i>(include only work accomplished or published in calendar year; do not include works in press or in progress)</i>  |  |
| Peer-reviewed publications in scientific journals; <b>total</b>  |  |
| Peer-reviewed publications in scientific journals as <b>senior author</b><br>Senior authorship is defined as first author or work by advisee that you served as the graduate advisor |  |
| Journal editorship, <b>total</b>   |  |
| Journal editorial board membership, <b>total</b>   |  |
| Book chapters as <b>first author</b>   |  |
| Book chapters as <b>co-author</b>  |  |
| Books or book editorships  |  |
| Proceedings papers; <b>total</b>   |  |
| Extension/outreach publications; <b>total</b>  |  |
| Invited research/scholarly presentations   |  |
| Invited continuing education presentations   |  |
| Invited outreach/extension presentations   |  |
| Invited scholarly presentations  |  |
| Core courses that you are team leader (list course numbers)  |  |
| Elective courses that you are team leader (list course numbers)  |  |
| Lecture hours in CVM core courses  |  |
| Lecture hours in CVM elective courses  |  |

<sup>1</sup> Only include accomplishments or work completed/published in the reporting year. Do not include work in-progress or works in-progress unless specifically asked. Section 23 is for recent significant developments or accomplishments since January 1 of the current year.

|  |                |
|--|----------------|
| Laboratory contact hours in CVM core courses   |                |
| Laboratory contact hours in CVM elective courses   |                |
| Lecture hours in nonCVM courses  |                |
| Types of clinical service & education<br>Examples: equine internal medicine, small animal surgery, necropsy.                                   |                |
| Weeks of clinical service & education<br>Number of full-time weeks. Estimate number of full time week equivalents if service is not full time. |                |
| Didactic hours in CVM graduate courses (not 693, 999, or self study)   |                |
| Didactic hours in nonCVM graduate courses (not 693, 999, self study)   |                |
| Number of PhD students; served as <b>advisor</b>   |                |
| Number of PhD committees (not advisor); <b>total</b>   |                |
| Number of MS students; served as <b>advisor</b>  |                |
| Number of MS committees (not advisor); <b>total</b>  |                |
| Number of Residents; served as advisor   |                |
| Number of undergraduate students   |                |
| 2007 OSURF research expenditures, <b>direct costs</b>  | Please fill in |
| 2007 OSURF research expenditures, <b>indirect costs</b>  | Please fill in |
| Release time on sponsored projects; <b>Total \$</b>  | Please fill in |
| Laboratories assigned to your research program; <b>nonshared</b> (room numbers only, VTH, GL, SH, VMAB)  |                |
| Laboratories assigned to your research program; <b>shared</b> (room numbers only)  |                |

List your most important publications in reporting year (not to exceed three):

### 3. COURSES AND CLINICAL INSTRUCTION: UNDERGRADUATE, GRADUATE, AND PROFESSIONAL

| Quarter/year | Course #<br>Title<br>Credit hours | Enrollment | % of course taught | Explanation<br>e.g., Team | Formal Evaluations <sup>2</sup> |      |
|--------------|-----------------------------------|------------|--------------------|---------------------------|---------------------------------|------|
|              |                                   |            |                    |                           | Student                         | Peer |
|              |                                   |            |                    |                           |                                 |      |
|              |                                   |            |                    |                           |                                 |      |

### 4. Advising:

PhD students; service as advisor (list names, project, and source of stipend support):

PhD student committees (list names of student and advisor):

Postdoctoral fellows (list names, project, and source of support):

MS students; service as advisor (list names, project, and source of stipend support):

MS student committees (list names of student and advisor):

Intern/resident training (list name and your role):

<sup>2</sup> Student teaching evaluation scores will be made available to Chairs by Educational Design & Systems.

Professional students (list name and your role):

Undergraduate students (list name and your role):

Visiting scholars (name, title, home institution, project title or objective):

Student groups and organizations:

Mentorship of junior faculty:

## **5. Awards won by your student advisees:**

## **6. Extension and Continuing Education Instruction**

International:

National/Regional:

State:

## **7. Research/scholarly presentations:**

International:

National/Regional:

State:

## **8. Curriculum Development and Teaching:**

(What have you done this year to improve your teaching? Did you prepare new lectures or labs? Did you develop new tools to facilitate or assess learning? Was your teaching peer-reviewed, if so, please summarize and attach documentation? Did you attend education events related to teaching?)

## **9. Publications:**

Books:

Edited books:

Book chapters in edited books as **first author**:

Book chapters in edited books as **co-author**:

Bulletins and technical reports:

Peer-reviewed journal articles as **senior author**<sup>3</sup>:

Peer-reviewed journal articles as **co-author**:

Editor-reviewed journal chapters:

Reviews:

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<sup>3</sup> Senior authorship is defined as first author or work by advisee that you served as the graduate advisor.

Abstracts:

Papers in proceedings:

Other scholarly publications:

## **10. Research as PRINCIPAL INVESTIGATOR:**

Research Projects with external sponsored research funding (list project title, investigators, source of funding, time period, and amount):

Research Projects with internal research funding (list project title, investigators, source of funding (college office of research, development funds, earnings account, etc.), time period, and amount):

Research Projects without OSU sponsored research funding (list project title, investigators, and time period):

## **11. Research as CO-INVESTIGATOR:**

Research Projects with external sponsored research funding (list project title, investigators, source of funding, time period, and amount):

Research Projects with internal research funding (list project title, investigators, source of funding (college office of research, development funds, earnings account, etc.), time period, and amount):

Research Projects without OSU sponsored research funding (list project title, investigators, and time period):

## **12. Prizes and awards for research, scholarly or creative work:**

International/National Awards:

Fellowships (current) in scholarly societies (name of society, year of induction) (e.g., National Academy of Sciences, American Association for the Advancement of Science):

Ohio State University Awards:

College of Veterinary Medicine Awards:

## **13. Editorships or service as a reviewer for journals/learned publications:**

## **14. Professional societies – offices held and services:**

Current offices held in national/international societies:

Past offices held in national/international societies (this is for data collection for college points of pride):

## **15. List of consultation activity:**

International/National:

Regional:

**16. Clinical Services:****17. Other professional/public service:****18. Administrative Services:**

Departmental:

College or University:

Affirmative action and mentoring activities:

Other administrative service:

**19. Major Academic/Professional Awards and Commendations:****20. Development activities:**

Ongoing activities:

Gifts received (amount, donor, and use of funds):

**21. Press releases or media activity related to your work:**

**22. Describe your goals and current projects.**

**OPTIONAL QUESTIONS**

**23. Describe recent important developments or accomplishments since January 1 of the current year, e.g., accepted manuscript(s), grant funding, major award(s), etc.**

**25. What accomplishment or activity are you most proud of?**

**24. What is the best way to measure the quality of your scholarly works?**

**26. What can be done to facilitate your teaching and/or student learning?**

**27. What can the department or college do to improve your work environment?**

## Appendix 1: Time and Effort Worksheet Guidelines

This is meant to be a straightforward task. Estimate the percent time & effort you expend on the categories for all of your professional activities during an average 7-day week<sup>4</sup> during the reporting year. You do not need to perform calculations, your estimate is sufficient.

This information is for planning and reporting purposes. The American Association of American Veterinary Colleges is requesting similar information. The data is not for calculating annual salary adjustments. The information will be discussed by you and your chairperson during your annual review and will help plan your future activities.

### Definitions:

**Didactic education:** Percent time in the classroom (lecture hall or laboratory) teaching professional and graduate students and residents.

**Clinical service and related education:** Percent time for clinical activities (teaching hospital, ambulatory, necropsy, clinical pathology, etc.) and related educational activities for professional students, interns, and residents (e.g., rounds, reviewing case material, case presentations, journal clubs, intern/resident mentorship, etc.)

**Scholarship and research mentorship:** Sum of research activity, Grad student/Postdoc mentorship, and other scholarship activity.

**Research activity:** Percent time spent conducting research, such as grant writing, protocol preparation, research compliance, laboratory work, data collection, prospective clinical trials (regardless of funding source), retrospective studies, report and manuscript writing, presentation of scientific data at research meetings, grant review panels, research collaborations, etc.

**Grad student/Postdoc mentorship:** Percent time spent training and mentoring graduate students in research, such as one-on-one time, lab meetings, graduate committees, etc. This includes time expended for 693 and 999 courses. Undergraduate student and professional student research mentorship should be included in this category (e.g., summer research experiences).

**Other scholarship:** Percent time on activities such as books, book chapters, review papers, monographs, etc.

**Extension activity:** Percent time spent during on-site activities, preparations for site visits, outreach activities related to extension, preparation of educational materials, etc. This is only for faculty with formal extension appointments.

**OSU service, administration, and continuing education:** Percent time for departmental, college, and university committees; all OSU administrative activities; and continuing education performed at OSU.

**External activities:** Sum of Outreach and CE and Consultation and veterinary practice.

**Outreach and CE:** Percent time spent on outreach activities, referring veterinarian consultation, CE delivery outside of OSU, support of national organizations and boards, grant reviews, editorial boards, support and leadership roles for external professional societies, etc.

**Consultation and veterinary practice:** Percent time spent on paid and nonpaid

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<sup>4</sup> It is understood that faculty have the freedom and flexibility to perform their professional activities any time during the 7-day week. The goal of the time and effort worksheet is to capture your total percent professional effort on the listed activities, not to suggest or imply a standard for a level of activity.

consultation and veterinary practice outside of OSU.

**Personal development:** Percent time for scientific and professional meeting attendance or other OSU or non-OSU activities for the primary purpose of self enrichment.

Appendix B

**Office of Educational Resources  
Evaluation Procedures Summary**

**Current as of September, 1998**

### **The Uses of Evaluation**

Two general uses of evaluation are recognized in the academy. Formative evaluation means the use of student, peer, self and alternative evaluation methods to get information that will be used to improve the instructional program. Summative evaluation is the use of many of these same instruments or procedures to make administrative decisions about programs or individual faculty members.

Although the Office of Educational Resources strongly supports and advocates the use of evaluations for formative purposes, many faculty are specifically concerned about the generation of acceptable summative data for promotion and tenure purposes. To that end, a routine evaluation system at the College is administered by this office that has the procedural features most often desired for the generation of summative data used for personnel decisions (although the data generated is also used for formative purposes).

### **Student Evaluation of Teaching**

The Office of Educational Resources conducts student evaluations of every core and elective course in the professional curriculum, under a mandate from the Council on Education (made up of the faculty team leaders of all College courses).

The evaluation instruments used for courses consist of 13 tested and approved standard items (10 standard items for clinical evaluations) using a Likert-type scale, which are administered to all students and tabulated by this office. The numerical results from these evaluations are reported to the team leader of each course, and thence through the Council on Education to all faculty and students. Team leaders only are provided with any written comments from students, and the numerical results of any additional questions they have appended to the standard instrument. By the action of the Council on Education, it is the team leader who is responsible for any further distribution of those additional results.

As stated in the Charter of the Council on Education, the Office of Educational Resources offers each and every faculty member access to the design, administration and tabulation of evaluations of their individual performance as teachers. Sample instruments are provided during initial consultation, and additional or alternate items are taken from a pool of tested and approved items maintained by this office. The results of these individual evaluations are maintained in a secure manner by the Office of Educational Resources and those results are provided to the requesting faculty member. No other distribution of these results is ever made without the express request of the faculty member involved.

### **Alternate Evaluation Methods**

Alternate methods of student evaluation of teaching are administered or arranged by the Office of Educational Resources if they serve a needed purpose for the faculty member or the College, and when they meet the generally accepted tests of good practice in the qualitative or quantitative evaluation of educational programs. The requesting faculty member or members, as a matter of policy, must never be in control of the administration or tabulation process. Decisions about alternate evaluation methods will be made by the Director on a case-by-case basis.

For example, faculty teaching graduate courses elsewhere on campus often have results from the administration of the SEI in those courses. We accept, and place in our reports without question, the data gathered by that method. We have accepted data collected and tabulated by the Extension Service, whose methods are documented and widely accepted. Other universities have provided data directly to this office, with a communication of their procedures for collection and analysis, and such data has been accepted for inclusion in our reports.

Videotaping of faculty members for evaluation, evaluation by professionals in the discipline of education, and “focus group” evaluation by a randomly selected cohort of students is also available through this office, and the results of such evaluation are reported by letter to the requesting faculty member. Except for the Uniform Course Evaluations, mandated by the Council on Education, no evaluation can be performed by this office without the express request of the faculty member to be evaluated.

### **Peer Evaluation**

This subject is (at this writing) being examined at the College by various faculty bodies within their departments, and by the College Academy of Teaching. The Office of Educational Resources offers to consult with both faculty member and peer evaluators to make the process more comprehensive and rewarding, and will gladly show the peer evaluator what is considered proper procedure at this and other institutions.

At this time, the reporting of the outcome of peer evaluation is the responsibility of the evaluator, who most often communicates by letter to the requesting faculty member. For those peer evaluators who have asked for a rating form, this office provides a standard sample which reflects the type used at many institutions. The Office of Educational Resources has been involved in the ongoing faculty discussion of this issue and has offered to support the faculty in whatever modifications or improvements to peer evaluation are practical and meet the tests of good evaluation practice.

### **Administration of Evaluations**

Students in each year of the curriculum are provided with the Uniform Course Evaluations for each of their courses in the first weeks of the quarter. This “evaluation book” also contains the requested individual evaluation forms that pertain to the team members of the courses. Students are required to return these completed books to the Office of Educational Resources at the end of each quarter (or trimester, in the case of the fourth year students). This office records that each student has complied with the request for evaluation, to assure the faculty of an appropriate return rate. There is no identification on these “books”, which are immediately separated for tabulation – thus, anonymity of the student is assured.

The Office of Educational Resources then tabulates the data, which is archived electronically as an Excel spreadsheet and backed up in several physical locations. A hard copy of the results is returned to each faculty member, as previously described, for their information and records. The number of completed forms is made a part of this tabulation. Written comments are typed only upon request; normal review of these comments is made by the team leader using the original forms.

This office continues to evaluate other methods of collecting this data, including computer

based collection, and continually brings to the Council on Education proposals regarding the better administration of this service.

### **Provision of Data to Promotion and Tenure Committees**

Upon request of the candidate for promotion, the Office of Educational Resources conducts a complete retrieval of all evaluations administered and processed by this office, and any evaluation materials administered and processed by others that were arranged in concern with this office. The data is provided in narrative and tabular form directly to the Chair of the appropriate committee, and a copy is provided to the candidate. Letters generated by this office relative to an observation of teaching, focus group results, videotaping, or other alternative evaluation method will be included if present. It is the policy of this office to produce for the committee all of the data collected on the candidate, and to clearly indicate the source of all data, the method of collection, and to clearly point out the presence of professional opinion or analysis. This office stands ready to produce for the committee the professional qualifications of those giving analysis or opinion if their participation was arranged by this office.

The Office of Educational Resources will not address data not collected or arranged for by this office. Likewise, this office will adhere to methods and principles of teaching evaluation that are generally considered to be common professional, ethical practice in the discipline of educational program evaluation and will certify the veracity of its tabulation and analysis to all clients within the standards of the reliability and validity that are generally accepted within the discipline.

The Office of Educational Resources does not set 'benchmarks' for teaching performance. Evaluation instruments and procedures provide evidence, collected in standard ways that are accountable, that allow reasonable persons to draw conclusions, identify trends, and decide upon issues and actions. In the process, the Office of Educational Resources acts as a service to the faculty committee members and administrators as advisor, tabulator, certified repository, and (at times) professional analyst in relation to the evidence that they will use in their decisions.

### **Faculty Options and Responsibilities**

Ultimately, the faculty member is responsible for providing evidence of their teaching excellence for the purpose of retention, promotion, or the granting of tenure. The Office of Educational Resources acts to assist faculty in that effort as requested. Because the submission of teaching evaluation data is only a single part of a much larger and complex process of promotion and tenure, the faculty candidates are advised by this office to seek the advice and guidance of the department chair, the department committee, the executive vice president and provost, and other appropriate resource persons in the assembling of their dossier.

Faculty not wishing to use the services of the Office of Educational Resources, for any reason, or who desire an outside opinion can ask for assistance from the Office of Faculty and TA Development on main campus.

Appendix C  
PEER EVALUATION OF  
LECTURE:  
DATE:

The evaluation below summarizes my impression of \_\_\_\_\_'s teaching on the above date. **SCALE:** 5=strongly agree, 4=agree, 3=neutral/undecided, 2=disagree, and 1=strongly disagree.

Thank you.

Strongly Strongly  
Disagree Agree

| Disagree   | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|---|---|
| 1. The instructor was well prepared.                                   |   |   |   |   |   |
| 2. The instructor had a thorough knowledge of the subject.             |   |   |   |   |   |
| 3. The instructor communicated his subject matter well.                |   |   |   |   |   |
| 4. The instructor stimulated interest in the subject(s).               |   |   |   |   |   |
| 5. The overall teaching ability of the instructor was high.            |   |   |   |   |   |
| 6. Presentations were well organized.                                  |   |   |   |   |   |
| 7. The instructor spoke clearly and audibly.                           |   |   |   |   |   |
| 8. Presentations were largely free of distracting mannerisms.          |   |   |   |   |   |
| 9. The instructor presented material at an appropriate pace.           |   |   |   |   |   |
| 10. The instructor presented material at an appropriate level.         |   |   |   |   |   |
| 11. The instructor's explanations were clear and concise.              |   |   |   |   |   |
| 12. The instructor adequately summarized material to aid retention.    |   |   |   |   |   |
| 13. The instructor used good examples and illustrations.               |   |   |   |   |   |
| 14. The instructor made effective use of visual aids.                  |   |   |   |   |   |
| 15. The instructor seemed up to date and included recent developments. |   |   |   |   |   |
| 16. The instructor emphasized particularly important course material.  |   |   |   |   |   |
| 17. The instructor related well to his audience.                       |   |   |   |   |   |
| 18. The instructor related course material to practical situations.    |   |   |   |   |   |
| 19. The instructor distinguished clearly among fact/theory/opinion.    |   |   |   |   |   |
| 20. The instructor effectively held the audience's attention.          |   |   |   |   |   |

COMMENTS: (Please use other side of this sheet for additional space)

\*Requests for Peer Evaluation of Teaching should be made by the Department Chair (in consultation with the candidate) but not directly by the candidate. The original documents will be kept on file in the departmental office and copies given to the candidate and the Director of the College Office of Educational Resources.