

PATTERN OF ADMINISTRATION

**SCHOOL OF TEACHING AND LEARNING
COLLEGE OF EDUCATION AND HUMAN ECOLOGY
THE OHIO STATE UNIVERSITY**

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INTRODUCTION

This document provides a description of the School of Teaching and Learning and its policies and procedures. It supplements the Rules of the University Faculty Handbook and other policies and procedures of the University to which the School and its faculty are subject. The rules, policies and procedures, and changes in the above-mentioned documents take precedence over statements in this document.

This Pattern of Administration is subject to continuing revision. It must be reviewed and either revised or reaffirmed on appointment or reappointment of the School Director. However, revisions may be made at any time. Changes, which will be made in consultation with the School faculty, will be disseminated to School faculty until sufficient changes have accumulated to warrant printing and distributing a complete new document. Although the faculty rule (Faculty Rule 3335-3-35) does not require a formal vote by the faculty to accept the POA, the Director will attempt to reach consensus on the developed POA. Revisions are subject to approval by the Dean and the Office of Academic Affairs.

In the context of the multiple programs the School has needed to accommodate, we extend OAA's Handbook with the following statement: We value an equitable and balanced life for every faculty member across research, teaching, and service activities, with participation possible across all levels of program (B.S., M.Ed., MA and PhD). Every untenured faculty member has the right to the time and support to build a record of scholarship that makes him/her eligible for tenure; every tenured faculty member has the right to the time and support to continue his/her scholarship. We expect every faculty member to achieve a balance between his/her individual academic work and his/her responsibility to the School's community life and its programmatic obligations.

MISSION

The School of Teaching and Learning, through its scholarly activities and scholarly products, seeks to provide exemplary leadership to its constituencies both within and beyond traditional school settings. The School supports the scholarship, professional practice, and professional development of its faculty, staff, and student members as they engage in these endeavors. A perspective on this mission is provided by the following statements:

- The purpose of the School of Teaching and Learning is to promote scholarship among its students and faculty pertaining to the understanding of teaching and learning processes and the developing of effective forms of education for beginning and advanced classroom teachers as well as educational researchers. Scholarship includes formal and informal inquiry/research, the pursuit of relevant content and effective teaching methods in the courses offered by the School, and collaborative work with colleagues in the School as well as the establishment of collaborative partnerships both outside the School and outside the University (for detailed examples, see the School's APT document).
- The focus of the School of Teaching and Learning is the effective preparation and continued education of teachers such that these teachers can respond to the needs of all learners in today's diverse society. The School seeks to advocate on behalf of all learners.
- One of the priorities of the School of Teaching and Learning is to support constructive working relationships between all people who are a part of the School: faculty, staff, students, and community stakeholders.

- It is a priority of the School to both recruit and to maintain diversity across faculty, staff, and students. This priority requires the members of the School to be able to work in groups where values and perspectives may differ significantly across participants.
- It is recommended that as changes are decisions are being considered, all individuals in the School be invited to comment (via e-mail, for example) and that information be provided to constituents (in the form of e-mail, for example) about how and why the changes and decisions are considered necessary.

FACULTY

Faculty Rule 3335-5-19 <http://trustees.osu.edu/rules5/ru5-19.html> defines the types of faculty appointments possible at The Ohio State University and the rights and restrictions associated with each type of appointment. For purposes of governance, the faculty of this department [School] include regular faculty with compensated FTEs of at least 50% in the department. Auxiliary faculty, emeritus faculty, and regular faculty joint appointees with FTEs below 50% in this department may be invited to participate in discussions on non-personnel matters, but may not participate in personnel matters, including promotion and tenure reviews, and may not vote on any matter.

Detailed information about the appointment criteria and procedures for the various types of faculty appointments made in this department is provided in the Appointments, Promotion and Tenure document.

- In the School of Teaching and Learning, auxiliary faculty membership in the School shall be upon recommendation of the faculty in that program area of study, the Program Coordinator, and the School Director, and approved by the College.

ORGANIZATION OF SCHOOL SERVICES AND STAFF

School of Teaching and Learning Administrative Staff

The administrative staff of the School of Teaching and Learning form a link between the School and the many individuals and groups outside of the School that have some kind of relationship with or interest in the School and its activities. These include (and are certainly not limited to): the College, the University, the local community, the state community, national and international groups, funding agencies, and potential students.

The scope of issues this group works with is wide, including: keeping track of and producing, when needed, many kinds of information, ranging from the availability of classrooms for a given course to budget allocations for the entire School; interacting with those outside the School and guiding them to the appropriate member of the School; problem-solving in order to help achieve School goals; and ensuring that decision-makers (e.g. School Director, members of committees, individual faculty members) have information required for decisions.

To perform these functions, we have the following staff positions: Human Resources Administrator, Business Manager, Fiscal Administrator, Administrative Coordinator, and Course

Scheduling Specialist The School Director, in consultation with faculty and staff, will continue to monitor the effective functioning of these positions and will reconfigure staff assignments as needed.

Office of Academic Services

The Office of Academic Services forms a critical link between current, prospective, and former students in the School of Teaching and Learning and the administrative units of the School, the College, the Graduate School, and, in some cases, the Ohio Department of Education. This Office provides, among other services, information about degree programs and related processes, maintains records, and ensures that students meet requirements to graduate. The School of Teaching and Learning serves students at all levels of program: undergraduates, M.A. students, M.Ed. students, and Ph.D. students. The Office of Academic Services is also a resource for faculty advisers who need information regarding the procedures their students must follow in the process of pursuing a degree in the School of Teaching and Learning.

To perform these functions, we have the following staff positions: Director, Assistant Director, Academic Counselor, Graduate Admissions Specialist, Graduation Specialist, and Information Associate. The School Director, in consultation with faculty and staff, will continue to monitor the effective functioning of these positions and will reconfigure staff assignments as needed.

Office of International Development and Research Support (OIDRS)

The Office of International Development and Research Support identifies funding sources for domestic and international research, development, and training initiatives appropriate to the School or in combination with other Schools. The staff provide support to assist faculty throughout proposal development and submission; coordinate efforts to assist with the development of multiple proposals simultaneously; develop shared knowledge about the nature of proposed and funded projects which can be utilized in subsequent proposal development efforts; develop shared knowledge about budgeting different kinds of projects and overruns/underruns in budget categories of funded projects so as to avoid future budget shortfalls; and develop synergistic efficiency in providing support to faculty.

To perform these functions, we have the following staff position: Director, (plus the assistance of a Graduate Administrative Associate). The School Director, in consultation with faculty and staff, will continue to monitor the effective functioning of these positions and will reconfigure staff assignments as needed.

Office of Research Initiatives in Science, Technology, Engineering, and Mathematics (STEM)

Office of Research Initiatives in XXXXXXXXX

Office of Research Initiatives in XXXXXXXXX

OVERVIEW OF SCHOOL ADMINISTRATION AND DECISION MAKING

Policy and program decisions are made in a number of ways: by the School faculty as a whole, by standing or special committees of the School, or by the Director. The nature and importance of any individual matter determines how it is addressed, following the principles outlined above. Open discussions, both formal and informal, constitute the primary means of reaching consensus on decisions of central importance.

Although it is important to access all who have concerns about decisions, particularly decisions which have a great effect on School constituents, it is also important to avoid wasting time and energy on administrative problems at the expense of scholarship. Therefore, all persons who are involved in making

administrative decisions are encouraged to problem solve among constituents through less time-intensive forms of communication (e.g., e-mail) such that by the time a decision reaches an actual meeting, the meeting can affirm it rather than having to deliberate it.

Voting

Voting shall be by secret ballot distributed to all eligible members of the School. A paper, or email when necessary, ballot distributed by a member of the administrative staff shall be the method to vote on any type of school election, on modifications to the POA and the APT documents and on any other matters for which faculty request a paper ballot according to Robert's Rules of Order. A positive vote by a simple majority of the eligible faculty is required for approval. All votes are advisory to the School Director. In the event of a tie, the Director will consult with the appropriate faculty and make every attempt to reach consensus. When consensus cannot be reached, the Director assumes responsibility for the decision to be made.

SCHOOL ADMINISTRATION

DIRECTOR

Faculty Rule 3335-3-35(c) defines the duties of a Director of a School at the University. The rule can be found at <http://trustees.osu.edu/rules3/ru3-35.php>. Additionally, the Director of the School of Teaching and Learning will perform the following duties:

- Encourage instructors to request student evaluation of courses at mid-quarter and to use this feedback to address problems which are apparent. All instructors are required to use a formal evaluation tool (e.g., the SEI) for every course taught. Observations of teaching and teaching-related activities occur annually for untenured faculty and once every three to five years for tenured faculty.
- The Director is responsible for preparing regular reports on the financial condition of the School, making sure that such reports are delivered in a timely fashion, and sharing the information in these reports with the faculty on a regular basis. These reports should be available for all members of the faculty to examine at their convenience.
- The Director shall make financial decisions for the School in accordance with University, College, and School regulations. The Director shall develop a yearly budget in consultation with the faculty and shall consult regularly with the School's Executive Committee about the specifics of those expenditures. The Director will share financial and budget information with the Executive Committee at least once per quarter during the academic year.
- The Director shall ensure that each faculty member receives quarterly reports about the state of their individual School financial accounts.
- The Director is encouraged to include other stakeholders in decision-making processes.
- The Director shall schedule regular School faculty meetings and all voting members of the School must be notified of the time and place of regular faculty meetings at least 10 days prior to the meeting.
- The Director shall be responsible for obtaining nominations from the faculty to prepare a slate of candidates for various elected School offices, including College Council representatives and members of standing committees. The faculty shall be informed of the composition of these slates at least one week before elections, which shall be conducted by secret ballot. There shall be at least one more nominee than persons to be elected for each vacancy.

PROGRAM COORDINATORS for Pre-Service and M.Ed., MA, Ph.D., and Reading Core

The Program Coordinators lead the activities of the degree program under their supervision:

- Program delivery including the staffing and scheduling of courses, the admissions process, and the distribution of advisees.
- Program development including leading the faculty in setting an agenda for continuous improvement of programs.
- Support for the faculty leaders and program managers of the M.Ed. programs. Coordination of courses across the School.

In addition, Program Coordinators support the work of the School Director through regular meetings and the MA and Ph.D. Coordinators participate on the School Executive Committee.

PROGRAM MANAGERS

Program Managers (a .6 role for a cohort of approximately 30 students) support the implementation of the M.Ed. licensure programs in the following ways. They:

- Negotiate and maintain all field placements for the interns.
- Convene Mentor Teachers for coordination and professional development
- Negotiate issues that arise between students and Mentor teachers
- Lead the weekly seminar associated with fieldwork.
- Maintain all records and paperwork associated with student placements
- Organize all meetings with mentor teachers
- Support the work of the faculty cohort leaders and the supervisors
- Support the collection of data for the NCATE process
- Attend pertinent school meetings and meetings called by the Pre-Service & M.Ed. Coordinator.
- Participate in continuous program improvement, policy development and student evaluation

Students register for fieldwork, seminar and student teaching under their Program Manager; thus, the FTE for these experiences are generated by these roles. In addition, some Program Managers are hired on a full-time basis for 9 or 12 months depending on the needs of the program area. A nine month, full-time Program Manager teaches an additional 9 credits above the administration of the cohort and a 12 month, full-time Program Manager teaches an additional 12 credits above the administration of the cohort (unless a different arrangement has been negotiated with the Section Head and the School Director). Programs with smaller cohort sizes hire a more part time Program Manager.

The School also supports two Program Managers (based on demand) to deliver the American Sign Language GEC courses. The School of Teaching & Learning is responsible for the upper-level American Sign Language courses. Each Program Manager is responsible for teaching up to six five-hour courses per academic year and to engage in administrative tasks that are equivalent to two additional courses. One Program Manager serves as Assistant Coordinator of the ASL GEC area.

COMMITTEES

The standing committees of the School shall consist of the Executive Committee, Personnel Committee, Graduate Studies Committee, and the Equity and Diversity Committee.

The Executive Committee shall be chaired by the School Director and shall:

- serve as an advisory board for discussing matters raised by the School Director and as a forum for discussion of issues and concerns raised by individual faculty members and individual or groups of staff and/or students.
- facilitate conducting School business by (a) suggesting agenda items for School meetings; (b) notifying faculty, staff, and students in writing of the need for nominations for elected School offices; and (c) reviewing budgetary requests on behalf of the School;
- recommend actions to solve specific School problems; conduct a mid-term review of the functioning of the School;
- recommend, each year, the guiding principles by which decisions regarding faculty and staff compensation will be made.

The Executive Committee shall consist of faculty and staff. Faculty will be comprised of the Graduate Studies Chair, four at-large members of regular faculty, one of the four from a regional campus, the MA and Ph.D. Program Coordinators, the Diversity Coordinator, and the Conveners of the Office of Initiatives. (The Conveners will be ex-officio members until the Spring 2007 elections.). Additionally, the Director will appoint one staff member from either the ESL or ALP program, and one other non-voting staff member from among those listed under the T&L Administrative Staff. The entire faculty shall vote on at-large members. The School Director and staff member shall serve as nonvoting members of the Committee. A School representative to College Council shall serve as a nonvoting, ex-officio member of the Executive Committee unless he or she is currently serving as a voting member of the Executive Committee. The School College Council representatives shall determine who will serve as the ex-officio member of the Executive Committee and, if not available to attend an Executive Committee meeting, provide a written summary of College Council work.

- The Executive Committee shall meet at least twice per quarter during the regular academic year and at least once during summer quarter.
- The ad hoc Faculty Salary Grievance Committee is responsible for making recommendations to the School Director regarding the merits of the case presented by individual faculty.
- The at-large members of the Executive Committee shall serve two-year terms staggered so that one at-large member shall be elected during each spring quarter to begin his/her term the following autumn quarter.
- The staff representative shall serve a one-year term.

The Personnel Committee, in consultation with the School Faculty, shall make recommendations to the School Director on personnel matters including, but not limited to, promotion, tenure and the annual review of untenured faculty and faculty grievances not related to salary (for additional details, see Appointments, Promotions and Tenure document, Section 6.51).

- The Personnel Committee shall consist of a minimum of five faculty members elected for staggered two-year terms so that the majority of the committee members are of full professor rank.
- The Chair of the committee shall be a full professor serving the second year of his/her term.

- The School Director, in consultation with the Executive Committee, shall appoint an alternate to the Personnel Committee when an elected member is temporarily unable to serve due to illness, off-duty quarter, or other circumstance.

The Graduate Studies Committee shall carry out the functions of a School graduate committee as outlined in the Graduate Faculty Handbook.

- The Graduate Studies Committee shall consist of five faculty members and one graduate student representative.
- Faculty members on this committee shall be elected for staggered two-year terms so that the majority of the committee members are of Level P rank on the Graduate Faculty.
- The student representative and one student alternate shall be appointed for one-year terms.
- Full time graduate students in the School of Teaching and Learning will be nominated by their peers or through self-nomination to serve on the Graduate Studies Committee. From the list of those students nominated, the Graduate Studies Committee will select the student representative and one student alternate.
- The Chair of this committee shall be a Level P member of the Graduate Faculty serving the second year of his/her term on the committee.
- The Chair or designee serves as the School representative to the Graduate School and is a member of the College of Education and Human Ecology College Council Curriculum Committee.

The Equity and Diversity Committee shall:

- Promote the hiring of diverse faculty and staff and monitor their retention and equitable participation in all aspects of the School. Promote, implement, and evaluate policies for equity and the elimination of discrimination and harassment in all academic and administrative practices and in the overall climate of the School.
- Recommend initiatives, evaluate policies, and monitor implementation concerning, but not limited to, resource allocation, curriculum, administration, governance, research, promotion and tenure, recruitment and retention of administrators, faculty, staff, and students.
- The Equity and Diversity Committee shall consist of five regular faculty members elected for staggered two year terms

Members of the Graduate Studies Committee, Equity and Diversity Committee, and at-large members of the Executive Committee shall be nominated and elected during Spring quarter and begin serving their terms of office the following Autumn quarter. Representatives and alternates to the College of Education and Human Ecology College Council shall be nominated and elected during the spring quarter and begin serving their terms of office at the first Summer Quarter College Council meeting. College Council members are elected for a 3 year term. Members of the Personnel Committee shall be nominated and elected during Spring quarter, and begin serving their terms of office the following Winter quarter.

Committee members will be elected according to procedures established by the School. In the event of a vacancy on a standing committee, a replacement will be elected under procedures established by the School. The Director will solicit volunteers (at least two names for each vacancy) and a vote will be held via a paper ballot. If there are time constraints, electronic ballots may be used. Each committee shall elect its own chair subject to any qualifications stipulated above; maintain minutes of its meetings; set the time and place of meetings; establish and post agendas; and conduct its business open to all members of the School except when acting on matters of personnel and grievances.

Each standing committee shall establish policies and procedures through which it will carry out its responsibilities. Ad hoc committees may be appointed by the School Director as needed to conduct the

business of the School. All actions of the standing and ad hoc committees shall be subject to review by the voting members of the School.

An ad hoc Appeals Committee will be appointed when an issue emerges that cannot be resolved by consultation with the student's adviser, Program Coordinator, or School Director.

FACULTY MEETINGS

The Director shall schedule regular School faculty meetings at least once quarterly during the academic year. If necessary, meetings may be called during summer quarter. All voting members of the School must be notified via e-mail of the time and place of regular faculty meetings at least 10 days prior to the meeting. The Director shall convene the first meeting of the academic year near the beginning of autumn quarter, but not before the week when classes begin. Special meetings of the faculty of the School shall take place upon the petition of no fewer than 25% of the regular faculty members or upon the request of the Director and Executive Committee.

Regular faculty meeting agendas are established by the Director in consultation with the School Executive Committee. All School faculty members will have the opportunity to request that items be included on the agenda. A quorum for School faculty meetings shall consist of no less than one-third of the regular faculty members of the School. A quorum for School standing and ad hoc committees shall consist of no less than one half of the voting members of the committee. Robert's Rules of Order (Revised) shall guide the conduct of all meetings.

SCHOOL FACULTY TEACHING LOAD POLICY

See: http://oaa.osu.edu/handbook/v_teachingworkload.html

The School of Teaching and Learning embraces the intersection of teaching and scholarship as the identity of the School. Regular faculty should expect to spend at least 50% of their time not only teaching, but also seeking to improve the quality of their teaching. Faculty are expected to set the example for teachers (kindergarten through professors) not only by using effective teaching methods but also by being self-reflective in their own teaching. To this end, in its Appointments, Promotion and Tenure (APT) document, the School of Teaching and Learning defines 'scholarship' as broadly as possible. 'Scholarly activities' refer to all rigorous, serious, reflective activities informed by the current state of knowledge in the field of the faculty member which may include traditional products such as journal articles, books, and grant proposals as well as products developed for specific university courses, classes, seminars or practica, such as websites, technology infused materials, teaching manuals, audiotapes and videotapes.

Auxiliary faculty are expected to spend 100% of their University-compensated time in instructional activities; these faculty are also expected to use effective teaching methods and to demonstrate self-reflective teaching.

According to Faculty Rule 3335-3-35, the school faculty will adopt, subject to approval by the College, a policy for the equitable assignment and distribution of faculty duties and responsibilities. The policy adopted by the faculty will become a component of this Pattern of Administration.

POLICY ON FACULTY DUTIES & RESPONSIBILITIES

http://oaa.osu.edu/handbook/vi_facduties.html

“The chair [Director] is responsible for assuring that every faculty member has duties and responsibilities commensurate with his or her appointment and that departmental workload is distributed equitably among faculty. While faculty are expected to exercise "self-determination" in conducting their research or other scholarly activity, the chair assigns teaching and in most cases departmental service.”

Additionally, The Faculty Duties and Responsibilities Policy describes an expected level of scholarly activity in the domains of instruction, scholarly activity and service during a faculty member's assigned quarters of service. The document notes, however, that “The above policy does not constitute a contractual obligation. Fluctuations in demands and resources in the department [School] (college, regional campus) and the individual circumstances of faculty members may warrant temporary deviations from the policy.”

COURSE LOAD

The School is guided by the principle that faculty appointments need to involve a consideration of programmatic needs as well as faculty interests. Negotiations around teaching schedule, release time, quarters on duty, and other decisions pertaining to a faculty member's commitments to programs, committee involvements, and advising need to involve the concurrence of all interested parties (minimally, the implicated Program Coordinators and the School Director).

Faculty in the affected program area, Program Coordinators, and the School Director should be included in decisions regarding faculty leave and release time negotiations/requests. With rare exceptions, requests for SRAs, sabbatical leaves, and other types of leave should occur in January of the year prior to the time period for which the leave is requested. Minimally, such negotiations should conclude prior to the scheduling of courses (i.e. approximately 6-8 months prior to such a leave). While the University has defined SRAs as Special Research Assignments, the School of Teaching and Learning has expanded that definition to embrace scholarly activities that may relate to teaching or research, creative, or other scholarly activities which are intended to result ultimately in some form of scholarly product. (See the Leaves and Absences section for further discussion.)

Each faculty member should have the opportunity to be involved in all degree programs in his or her program area(s). Such involvements may take many forms and needs to be negotiated with Program Coordinators and the School Director. The School should develop guidelines regarding the nature of faculty involvement in all degree programs. Faculty should be afforded the opportunity to teach specialized seminars once every two years or as needed.

Faculty are appointed in the School with the possibility of being assigned across program areas. Responsibilities should be negotiated so that the faculty member is not doing concurrent "double duty" in terms of program area commitments and not divested of teaching opportunities in all degree programs. It is important that all parties are kept informed of the negotiations and expectations.

Guiding Principles Taken From 1999-2000 Taskforce on Faculty Load and Responsibilities

- We value an equitable life for every faculty member with participation across all 3 levels of program, M.Ed., M.A. and Ph.D.
- We value an equitable and balanced life for every faculty member across the following scholarly activities: research, teaching, and service activities. Research and teaching are priorities: equitable service participation by all faculty members assures maximum time for research and teaching for all.
- Every untenured faculty member has the right to the time and support to build a record of scholarly activities and scholarly products that will assist each faculty member to become eligible for promotion and tenure.
- Every tenured faculty member has the right to the time and support to continue his/her scholarly activities and the generation of scholarly products.
- Every faculty member is expected to be concerned not only with individual academic freedom, but also with responsibility to the School's community life and its programmatic obligations.
- The School Director is expected to review each faculty member's commitment to the above principles on a yearly basis to ensure that programs and community within the School are served.
- Joint appointments and/or affiliations outside of a faculty member's primary area of specialization should be voluntary for individual faculty members and negotiated with the Director.

Expected Level of Teaching, Research, Creative or Other Scholarly Activities, and Service*Teaching:*

Over the academic year, the average expected faculty workload in teaching would typically include 15 credit hours of regular course offerings (e.g., 5 three-credit-hour courses or three 5-credit hour courses plus 693s, 893s, and 999s). The balance of courses taught across M.Ed., MA, and Ph.D. programs will be reviewed every other year. (This policy does not apply to Regional Campus faculty because they are governed by their home campus' teaching load policies.) A faculty member will also be involved in the advisement of the appropriate number of advisees depending on the enrollment in that program area.

Scholarship:

The concept of scholarly activity in the School of Teaching and Learning is broadly defined.

- All faculty are expected to spend a portion of their time pursuing scholarly studies and are expected to document their involvement with these pursuits. Traditional scholarly work (i.e., scholarly products--research, articles) can be reasonably documented by publication record; a reasonable annual expectation would be one unique scholarly contribution (article, chapter, or book) published in or submitted to a refereed journal or respected scholarly volume; a research proposal funded or submitted to a funding agency; a professional journal or book edited by a faculty member; or a scholarly paper presented at a national conference.
- Work which departs from traditional scholarly norms might include the implementation of a long-term research project from which results will not be expected for a period of years; teacher as researcher activities within one's own university classroom or other teaching relationships; the development of collaborative relationships inside and outside of the University and work within these relationships in which the faculty member may have a more facilitative role than an actual production role (e.g., writing resulting from these relationships may not ultimately involve the faculty member as an author; other faculty members may be instrumental in getting classroom

teachers to write about the processes of teaching and learning); the development and use of new technologies, including critical approaches to these technologies; interdisciplinary work; and the development of new teaching strategies and methods through the faculty member's direct involvement in K-12 classrooms as a teacher rather than a researcher. While non-traditional forms of scholarly products are extremely valuable, it is recognized that these forms (and others not mentioned here) are not a part of traditional expectations for faculty members. Therefore, it is suggested that faculty who wish to pursue options of this sort discuss their pursuits prior to undertaking them with the School Director in order to ensure that the activities will be recognized as scholarship. This discussion may include the rationale for the type of work proposed as well as the ways in which the faculty member might represent his/her involvement in terms of its quality and quantity. The faculty member might also wish to seek feedback from other colleagues about activities of this sort.

Service:

The faculty member will be expected, on average, to be involved with activities across or within any of the following categories:

- Active membership on one standing committee (University, College, School);
- Active involvement in one professional organization (e.g., committee membership, board member, editorial review board);
- Engagement in a sustained educational initiative (e.g., NCATE, ODE reviews, extensive in-service training, ongoing curriculum development, Professional Development School).

It is expected that all faculty members will serve on a standing committee within a three-year period. (It is recognized that service on a committee is dependent on the election process.)

Mechanisms for Departure from Standard:

Graduate Assistantship for Untenured faculty: All newly hired untenured faculty (assistant and associate) can obtain a .25 FTE GA for one full academic year (three quarters) within the first three years of service to the School of Teaching and Learning. As much as possible, the .25 FTE GA should be a student who already holds a GA position within the School. If this is not possible, then the selected person should be hired on an hourly wage contract (e.g., 10 hours per week). All faculty can apply for research support in the form of a .25 FTE GA and/or SRA. However, priority is given to untenured faculty and all newly hired untenured faculty.

Course Reduction for Teaching/Service: At present, it is possible to negotiate course reductions for:

- Faculty M.Ed. cohort leaders at the rate of one course per cohort.
- Personnel Committee Chair (need to specify number of candidates going up for review).
- National leadership positions: example – editor of national refereed journal; president of national society; and national/international conferences.
- Special ad hoc course reduction: An example is a faculty member receiving a reduction due to work on a number of committees or special assignments which benefit the School.
- Graduate Studies Committee Chair receives a .25 FTE GA. 3 Program Coordinators (MA, Ph.D. Reading Core)

One purpose of this policy is to enable faculty members to negotiate a productive and individually appropriate profile of involvements, one in which above average involvement in one area is balanced by a lesser involvement in another. The examples below are simply illustrative of how this policy might be used.

Tenured faculty who wish to negotiate a heavier than average emphasis on the scholarly activity of teaching in order to balance less than average involvement in other scholarly activities are expected to provide a rationale for such a focus. Faculty could negotiate to teach five regular courses, as would faculty who wish to focus more heavily on a research agenda. However, if a tenured faculty member does not meet the expected standard in service and/or scholarly activity, a sixth regular course may be assigned by the Program Coordinator and School Director.

Faculty who demonstrate that they exceed the typical averages with substantial involvements of scholarly activity in the domains of research or service may negotiate to teach four regular courses (or their equivalent) during the academic year.

Faculty who demonstrate that they exceed the aforementioned averages through further substantial involvements in two areas of scholarly activity (i.e., research, and service), or through involvement deemed extraordinary in one of these areas, may negotiate to teach four regular courses (or their equivalent) during the academic year.

All requests for adjustment and/or support will be discussed by the Executive Committee with a recommendation to the School Director. The requests are to be in the form of a letter addressed to the Director.

The following are examples of activities that warrant adjustment and/or support:

Teaching: If enrollment is significantly beyond a M.Ed. cohort size, that is, significantly beyond 35 students, then the School will consider providing a .25 FTE Graduate Teaching Associate (must already have a .50 FTE appointment either in the School or elsewhere).

Research, Creative, or Other Scholarly Activity: The faculty member's research involvement in such scholarly activity substantially exceeds the average as described above. Or, the faculty member is establishing a new line of research with substantial time involvement (e.g., data collection and/or data analysis period related to a grant or other purchased release time).

Service: The faculty member is coordinating a national or regional endeavor requiring substantial time involvement (e.g., conference coordination). Or, the faculty member is an officer within a national professional organization with substantial time involvement required.

Course load assignment for all faculty will be based upon actual and/or current level of activity that can be documented and demonstrated to apply to the upcoming year rather than upon activities envisioned for the upcoming year.

Negotiation Procedures:

On the Columbus Campus, a faculty member's workload for the subsequent academic year will be negotiated between the faculty member, Program Coordinator and the School Director. On the regional campuses, a faculty member's workload for the subsequent year will be negotiated among the faculty member, the Campus Education Coordinator, the School Director, and the Regional Campus Dean.

In negotiating departures from the typical expected levels of teaching, research, and service activities, faculty members should attach documentation of their professional activities to their letter of request (e.g. evidence of scholarly products, development of national organization bylaws outlining responsibilities of

an office, evidence of the active nature of advisement activities and the corresponding progress of advisees, etc.).

Within the School of Teaching & Learning, the Director and the Program Coordinators, in consultation with individual faculty members, make course assignments in such a manner to ensure that the work of the School gets accomplished in an equitable fashion. Such assignments should consider the needs of the programs and the desires and expertise of the faculty members.

FACULTY REVIEW AND DEVELOPMENT

Faculty review and development are fully described in the School's Appointment, Promotion, and Tenure document.

COURSE OFFERINGS AND TEACHING SCHEDULE

The School Director, in conjunction with the Program Coordinators, Executive Committee, faculty, and the Graduate Studies Committee, will make decisions about the numbers and types of courses offered each quarter, taking into account programmatic requirements, anticipated enrollment, available faculty, rotations and differential staffing, and the need of students to have the course in their degree programs. New courses will be scheduled taking into consideration the factors listed above (anticipated enrollment, etc.). Seminars which may interest students and faculty in many programs should be scheduled so that they do not conflict with required courses. The School Scheduling Specialist handles the scheduling once the course offerings have been decided.

Faculty are expected to participate in all academic degree programs with involvements to include advising, teaching responsibilities, as well as contributing in other ways as a member of faculty teams or committees overseeing and coordinating the experiences of students in these degree programs. Such involvements may entail differential contributions and rotations of responsibilities from one year to the next.

ALLOCATION OF SCHOOL RESOURCES

The School Director makes final decisions about the allocation of School resources (financial and otherwise). These decisions are made, however, in consultation with appropriate committees (usually the Executive Committee) and individual faculty members. The School Director will inform stakeholders of the decisions to be made and will seek input from all parties who will be affected by the decision. All activities/policies (course reduction, etc.) are contingent upon available funds in the budget and final approval of the Director.

Each faculty member shall receive a School Faculty Allocation (SFA) to be used for professional expenses such as travel, copying not related to courses, membership in professional organizations, etc. The yearly funding level for SFAs is determined by the Director. Receipts submitted for reimbursement can only be applied to the current year's SFA, and no receipts older than 1 year from date of submission will be accepted. All faculty are encouraged to apply to the Executive Committee for funds needed outside of the normal faculty allocations (e.g., for international travel, etc.).

Each faculty member shall be assigned an office. Office space is assigned based on faculty rank and then years of service at OSU.

LEAVES AND ABSENCES

Leaves and absences are to be approved by the School Director and Executive Committee in accordance with University guidelines and the needs of the School.

Discretionary Absence

Faculty are expected to complete an Application for Leave form well in advance of a planned absence (e.g. as for attendance at a professional meeting or to engage in consulting) to provide time for its consideration and approval and time to assure that instructional and other commitments are covered. Discretionary absence from duty is not a right and the Director retains the authority to disapprove a proposed absence when it will interfere with instructional or other comparable commitments. Such an occurrence is most likely when the number of absences in a particular quarter is substantial. Faculty Rules require that the Office of Academic Affairs approve any discretionary absence of ten or more days.

Absence for Medical Reasons

When absences for medical reasons are anticipated, faculty members are expected to complete an Application for Leave form as early as possible. When such absences are unexpected, the faculty member, or someone speaking for the faculty member, should let the Director know promptly so that instructional and other commitments can be managed. Faculty members are always expected to use sick leave for any absence covered by sick leave (personal illness, illness of family members, medical appointments). Sick leave is a benefit to be used – not banked. See OHR Policy 6.27 for details: <http://hr.osu.edu/policy/policy627.pdf>.

Unpaid Leaves of Absence

http://oaa.osu.edu/handbook/ix_loa.html
http://oaa.osu.edu/handbooks/ix_loaentrepren.html

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

Special Research Assignments

http://oaa.osu.edu/handbook/ix_sra.html

The School of Teaching and Learning is committed to Faculty Professional Development and encourages faculty to request a Special Research Assignment (SRA). Such an assignment may focus on a faculty

member's research interest/agenda and/or teaching as a scholarly activity. According to university guidelines, an SRA is a period of intensive study or research for one academic quarter. Full salary is paid during an SRA. The number of SRAs awarded in any academic year should not exceed 10% of the full time equivalent faculty in the tenure initiating unit. The 10% cap is a College requirement.

A faculty member will apply for an SRA in January for the following academic year. The faculty member should indicate the rationale for the SRA and his/her goals for the requested quarter and indicate how programmatic needs will be met during the requested SRA quarter. Faculty who are granted an SRA may be asked to change the quarter of the requested SRA based on programmatic needs.

If more than 10% of the faculty apply for an SRA during a given academic year, the following guidelines will apply:

- Priority 1: Untenured faculty shall have first priority in being granted an SRA, but this priority shall apply to no more than 2 SRAs during the 6 year probationary period.
- Priority 2: Tenured faculty members who have never taken an SRA or Faculty Professional Leave (FPL) shall have second priority.
- Priority 3: Tenured faculty members who have the longest elapsed time since their previous SRA or FPL and untenured faculty who have already taken 2 SRAs during their probationary period will have third priority.

The School Director shall implement these guidelines and recommend to the Dean who should receive an SRA for the given year. If questions arise regarding the implementation of these guidelines, the Director shall consult the School's Executive Committee.

Faculty Professional Leave

http://oaa.osu.edu/handbook/ix_fpl.html

A Faculty Professional Leave constitutes a more formal departure from regular academic duties than a Special Research Assignment and may be one, two or three quarters in length for 9-month faculty and one, two, three, or four quarters in length for 12-month faculty. FPLs involve salary reductions and other considerations established by the Ohio legislature and University Board of Trustees and faculty considering an FPL should fully acquaint themselves with these policies before applying for leave.

Faculty members who desire an FPL should discuss the matter with the School Director during their annual evaluation or as soon thereafter as possible. The School Director will indicate whether submission of a full proposal articulating the purpose and nature of the FPL is appropriate. Because FPL proposals must be approved by the Dean, Office of Academic Affairs, and Board of Trustees before they may be implemented, faculty should submit FPL proposals for a particular year no later than the end of Autumn Quarter of the preceding year, except when the development of an unexpected opportunity precludes such timing.

The Director's recommendation to the Dean regarding an FPL proposal will be based on the quality of the proposal and its potential benefit to the School and to the faculty member as well as the ability of the School to accommodate the leave at the time requested.

SUPPLEMENTAL COMPENSATION, OFF-DUTY QUARTER, AND PAID EXTERNAL CONSULTING ACTIVITY

http://oaa.osu.edu/handbook/iii_facextracomp.html

Internal supplemental compensation is reserved for non-recurring activities that are clearly beyond the normal workload. The amount of supplemental compensation earned may not exceed 20% of the base salary during a fiscal year.

In the School of Teaching and Learning, examples of activities that may warrant supplemental compensation may include specific administrative duties, additional teaching responsibilities, developing a new program proposal or a folio for NCATE.

FINANCIAL CONFLICTS OF INTEREST

The following websites detail the policies regarding paid external consulting and financial conflict of interest:

Paid External Consulting: **<http://oaa.ohio-state.edu/handbook/paidexternal.html>**

Financial Conflict of Interest: **<http://oaa.ohio-state.edu/handbook/coipolicy.html>**

GRADUATE STUDENT DEVELOPMENT

Advisers of graduate students and supervisors in programs need to coordinate efforts such that graduate associates (research, teaching) obtain a balance of experience across teaching, research, and where appropriate, supervision and/or administration. Additionally, since teaching is an important part of the mission of the School of Teaching and Learning, faculty who are supervising Graduate Teaching Associates need to take steps to ensure that GTAs are using teaching practices which are effective, appropriate to the subject matter, and self-reflective.

RELEASE TIME POLICY

Of the money that comes to the School for release time, the School of Teaching and Learning charges 80%; and the faculty member responsible for generating the release time monies (based upon 15% of annual rate per course) will have access to 20% of these monies for their professional use for a period of 18 months beyond the duration of the grant. After covering the faculty member's released course(s), the School's portion may be combined with other monies to support the hiring of full-time or part-time equivalents (and other support personnel) for programs across the School. Remaining monies will be used to support faculty research (e.g., matching seed funds) or other staffing needs.

FINANCIAL RELATIONSHIPS BETWEEN FACULTY AND THE SCHOOL

Somewhere between funding from outside sources which comes directly to the University (through OSURF, for example) and supplemental income from projects outside the University (e.g., book royalties), there is a vast grey area which is potentially problematic for both the individual faculty

member and the School. While it may be tempting to take individual action for the sake of expedience, such as cycling monies through a personal account rather than through the School, procedures of this sort can potentially backfire even if the impetus behind them is noble.

If a financial relationship is not clearly within the University (e.g., where the monies are handled by School of Teaching and Learning administrative staff) and not clearly completely outside the University (see above section on External Consulting), the faculty member must discuss the situation with the School Director and/or Legal Affairs to ensure that the situation is handled in an appropriate fashion.

FACILITIES AND ADMINISTRATIVE COSTS POLICY ON SCHOOL-ADMINISTERED EXTERNALLY FUNDED PROJECTS

Effective Spring Quarter 1998, the School requires that 10% facilities and administrative (F&A) costs be built into proposal budgets for projects, programs, conferences, and institutes that will be administered through the School instead of the Ohio State University Research Foundation (OSURF). This policy will apply to all new projects, programs, conferences, and institutes and to those renewed in subsequent funding cycles. The 10% F&A costs charged to sponsors by the School may be adjusted in the future as F&A cost recovery data is analyzed. This policy was implemented so that the School may recover a modest amount of F&A costs on School-administered externally funded projects. When an externally funded project that is administered by the Ohio State University Research Foundation (OSURF) has an indirect cost recovery rate of less than the full rate, each project should build in an amount equivalent to the requirements to be furnished by the School. Suggested budget items might include equipment or office supplies.

TECHNOLOGY POLICY

In an effort to establish minimum levels of technology support:

- All faculty and staff should be provided access to one personal computer and a printer with hardware and software compatible with current configurations throughout the School in accordance with the College of Education and Human Ecology policy regarding platforms.
- All GTAs (in shared offices with 3 or more GTAs) should have access to a computer system with aforementioned capabilities (including internet connectivity).
- It should be noted that the School has LCD projection equipment, scanning capabilities, and lab facilities. Lord Hall affords a range of technology support (including laptops) available for class use.

WEB POLICY

Every faculty member has a brief “homepage” within the School’s web pages. These pages all contain the same basic information (e.g. photograph, contact information, paragraph describing research interests). Faculty wishing to create an additional or more personalized homepage are free to do so. These can be done on an independent server, or the College’s Office of Technology Services provides College faculty with space on one of their servers. The format/design for these personal pages is determined by the faculty member. If an additional homepage is created, the School will then create a link from its faculty homepage to the more detailed one. The School pages currently provide brief programmatic information. If a page(s) is created at another location, describing a program in much greater detail, the School will then create a link from the brief description to the more detailed one.

GRIEVANCE PROCEDURES

Important Factors Related to Grievances

- In accordance with the principles outlined at the beginning of this document, all persons associated with the School of Teaching and Learning should remain alert to potential problems and should make their best effort to address these problems before they escalate to the point of requiring formal grievance procedures.
- The University has many layers of authority. It is important for people who have grievances to follow those channels of authority and to avoid skipping steps. Where possible, the person with the grievance should begin with the person with whom they have the problem. Should that not be possible or should a conference at that level be unsatisfactory, the next step is to take the grievance to that person's supervisor. Problems should be resolved at the lowest possible level of authority.
- People who have authority over others and who are told of a grievance should find out whether appropriate channels have been followed or whether steps have been skipped. If it becomes evident that the person with the grievance has skipped a level of authority, that person should be counseled to work at the skipped level in an effort to solve the problem.
- It is important for the long-term working relationships of the School that people against whom a grievance is filed be given due process and privacy during the process of trying to solve the problem. People who are aware of grievances need to ensure privacy of the people involved until the situation is resolved in some manner.
- At some point in the process of resolving a grievance, especially if it becomes necessary for that grievance to travel up the channels of authority, the person who has the grievance will be expected to write a document that will be submitted to the appropriate committee or individual (e.g., School Director). That document needs to describe the problems and to describe attempts made to address and/or solve the problems. The document may be accompanied by other information pertaining to the situation.
- The person against whom the grievance is made may also need to prepare a written document about the problem and the attempts made to address it. This document may be accompanied by other information pertaining to the situation.

Should prevention or an initial conference not work or not be appropriate to the situation, the following procedures may be used. These procedures are delineated according to the status of the person with the grievance.

Student

Following the failure of resolution of student grievances by the individuals directly involved (e.g., professor) and/or supervisors of those individuals, student grievances may go to one of two possible School of Teaching and Learning faculty committees. If the grievance falls under the purview of the Graduate Studies Committee, as defined by the Graduate Faculty Handbook, then this committee will hear the grievance and make a decision about it or make a recommendation to the appropriate University authority. Appeals of these decisions are governed by the rules of the body making the decision about the grievance (e.g., the School Director, the Graduate School, etc.). If the grievance does not fall under the purview of the Graduate Studies Committee, then an ad hoc Appeals Committee will hear the grievance and make a recommendation about it to the School Director. All appeals which go to the School Director

must be in written form. The student may want to make use of the Student Advocacy Center in the process of addressing a grievance.

Staff

Classified Civil Service staff should invoke Classified Civil Service grievance procedures. Non-Classified Civil Service staff should consult with the School's Personnel Committee. All appeals which go to the School Director must be in written form.

Faculty

Following the failure of resolution at the individual level, faculty grievances (with the exception of faculty salary grievances) will be referred to the School of Teaching and Learning Personnel Committee. Appeals are initiated with a written letter (with all supporting documentation attached) addressed to the School Director.

Salary Grievances

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

Faculty members who are not satisfied with the outcome of the discussion with the director and wish to pursue the matter may be eligible to file a more formal salary appeal
http://oaa.osu.edu/handbook/xii_salaryprocess.html.

Staff members who are not satisfied with the outcome of the discussion with the director and wish to pursue the matter should contact Consulting Services <http://hr.osu.edu/dir/Directory.htm#Consult> in the Office of Human Resources.

Faculty Misconduct

Faculty misconduct/incompetence: Complaints alleging faculty misconduct or incompetence should follow the procedures set forth in Faculty Rule 3335-5-04
<http://trustees.osu.edu/rules5/ru5-04.html>.

Faculty Promotion and Tenure Appeals

Promotion and tenure appeals procedures are set forth in Faculty Rule 3335-5-05
<http://trustees.osu.edu/rules5/ru5-05.html>.

Sexual Harassment

Any faculty, staff, or student may bring an allegation of sexual harassment. The individual bringing forth the allegation should follow the procedures outlined in the Human Resources Policy and Procedure manual <http://hr.osu.edu/policy/policy115.pdf>.

Student Complaints

Normally student complaints about courses, grades, and related matters are brought to the attention of individual faculty members. In receiving such complaints, faculty should treat students with respect regardless of the apparent merit of the complaint and provide a considered response. When students bring complaints about courses and instructors to the School Director, the School Director will first ascertain whether the students require confidentiality or not. If confidentiality is not required, the school director will investigate the matter as fully and fairly as possible and provide a response to both the students and any affected faculty. If confidentiality is required, the School Director will explain that it is not possible to fully investigate a complaint in such circumstances and will advise the student(s) on options to pursue without prejudice as to whether the complaint is valid or not.

Faculty complaints regarding students must always be handled strictly in accordance with University rules and policies. Faculty should seek the advice and assistance of the school director and others with appropriate knowledge of policies and procedures when problematic situations arise. In particular, evidence of academic misconduct must be brought to the attention of the Committee on Academic Misconduct <http://oaa.osu.edu/coam/home.html> and <http://senate.osu.edu/COAMDuties.pdf>.

The Code of Student Conduct is Faculty Rule 3335-23 <http://trustees.osu.edu/Rules 23/index.html>.

RELATIONSHIP TO AFFILIATED UNITS

The Director of the School of Teaching and Learning shall have fiscal and human resources oversight of affiliated units as assigned by the Dean of the College. Currently these include: English as a Second Language Programs, including American Language Program, ESL Composition Program, and Spoken English Program; and Reading Recovery and Early Literacy, Inc., including Literacy Collaborative; and Reading Recovery Council of North America. Reading Recovery Council of North America also has separate corporate authority and responsibility under the laws of the state of Ohio. The national governing board of RRCNA is responsible for the operation of RRCNA in collaboration with OSU's monitoring and ultimate trademark authority.

The goals and objectives of these units shall be consistent with those of the College of Education and the School of Teaching and Learning. Efforts will be made to facilitate relationships among school faculty, staff, and graduate students and the affiliated units. These relationships may include, but are not limited to: graduate students hired as graduate associates in the affiliated units, adjunct appointments, and graduate faculty status for unit staff, collaborative sponsorship of events and programs, committee and other assignments of affiliated unit staff within the school and college, and involvement of school faculty in activities of the affiliated units.