

## **FACULTY DUTIES AND RESPONSIBILITIES COLLEGE OF BIOLOGICAL SCIENCES**

The College of Biological Sciences combines research, classroom, and individualized instruction with service to the university, the professional community and the broader society. The faculty provide a balance of undergraduate, graduate and public education consistent with the mission of a major public, research-intensive university. Each of the six departments in the college has a graduate program affiliated with it. In addition, faculty in each department actively participate in interdisciplinary graduate programs that cross departmental and college boundaries. Because of the interdisciplinary nature of the life sciences, many faculty have salaried appointments outside of the college. For example, certain faculty hold salaried joint appointments in the College of Biological Sciences and in: the Biotechnology Center, the College of Mathematics and Physical Sciences, the College of Medicine, the College of Pharmacy, the Graduate School, the Ohio Agricultural Research and Development Center (OARDC) and/or Ohio State University Extension (OSUE). To properly interpret this document, duties and responsibilities of individual faculty members must be considered with regard to the proportion of the salaried appointment in the College of Biological Sciences, the duties and responsibilities of the other academic units in which appointments are held and the interactions among units.

### **Instructional Responsibilities**

As the College of Biological Sciences has active baccalaureate, master's, and doctoral programs, the instructional responsibilities will normally account for approximately 50% of the total workload across the college. However, some forms of instructional activity also contribute to research or service activity in such a manner that an hour spent in instructional activity is also an hour spent on original research or in public service. Thus, the sum of time and effort devoted to instruction, sponsored research, departmental research, service, and other responsibilities will typically be more than 100%.

All faculty are expected to participate in teaching activities, including both formal classroom teaching and individualized teaching. Because of the range of specific assignments in the college and because nearly all the faculty are actively engaged in Ph.D. level graduate education, considerable sponsored research, and a high national/international professional profile, the instructional responsibilities of individual faculty may range from 20–100% of the faculty member's effort in a given year. The proportion of a specific faculty member's responsibilities may vary from year to year with changes in: departmental instructional needs, the faculty member's career stage, and the role of the faculty member in sponsored research.

In the college, formal undergraduate classroom teaching includes: General Education Curriculum (GEC) courses, service courses for majors outside of the College of Biological Sciences, and courses designed for majors within the college. Faculty from all departments in the college participate in the interdisciplinary teaching program in General Biology, which accounts for over 40% of the credit hours taught in the college. Each department in the college has a major and offers a variety of courses designed for undergraduates in its major. In addition, faculty from all departments contribute to instruction of students majoring in "Biology", an interdepartmental, interdisciplinary major program that

includes courses from each department in the college. Approximately one third of the undergraduate majors in the college are in "Biology".

Faculty from all departments offer formal courses in graduate programs affiliated with departments and in interdisciplinary graduate programs. In many cases these courses have significant laboratory components that require extraordinary time commitments for their preparation, organization and execution.

Biological Sciences faculty are expected to participate in individualized instruction at both the graduate and undergraduate levels through a variety of opportunities including: supervising graduate students (693 and 999 courses); supervising graduate students doing laboratory rotations during their first year; assisting and training graduate students from other laboratories in new techniques; mentoring undergraduate students; guiding undergraduate student assistants in laboratory and/or field settings; mentoring Graduate Teaching Associates; serving on student advisory/examination committees; and engaging in other such advisory activities inherent to the academic setting.

Many faculty in the college are engaged in significant instructional activities that fall outside of traditional methods of viewing classroom and individual instruction. Several college faculty are involved in organization, instruction and mentoring in the Young Scholars Program. This is functionally pre-undergraduate education. Our faculty are also involved in externally funded programs that provide laboratory research experiences in the biological sciences to members of underrepresented groups. Many of the students in these activities are not registered as OSU students. Faculty in biological sciences frequently mentor post-doctoral scholars. These are often young scientists who come to our laboratories for advanced training. As such, post-doctoral mentoring can be viewed as an extension of graduate education. Another group extensively involved in instruction are faculty with appointments in OSUE that essentially "teach" beyond the normal walls of the University in both individual and group settings.

In addition to instructional duties listed above, faculty are expected to commit time and effort to activities such as:

- The periodic update of courses.
- Development, organization, and field testing of laboratories and other exercises associated with courses.
- Development and grading of the examinations, papers, and projects used to evaluate student achievement in formal courses and to evaluate student progress in graduate programs.
- Development of new courses, experiences, and curricula needed to meet ever-changing needs of undergraduate and graduate classroom instruction in modern biology.
- Advising and mentoring of students through the process of completing their education, and

securing a place in the professional world. In the case of undergraduates, this would help in making decisions about graduate school and the work place. For graduate students, this would include acclimating to the expectations of professional life.

- Supervision of graduate and undergraduate students in laboratory and field settings.
- Mentoring of undergraduate students in supervised research courses.

Classroom teaching duties are expected to be balanced with the other duties of the full-time faculty member. Those faculty who are less active in individualized teaching and research will be expected to shoulder a greater classroom teaching load than those faculty who have heavy research, mentoring, and/or service responsibilities.

### **Research**

Faculty in the College of Biological Sciences are expected to develop and maintain research programs that contribute to the national and international reputation of the College and the University. The national and international profile of the university is dependent on the continued excellence of the programs of research and creative scholarship of the faculty. In recognition of the keystone role that research plays in a flagship college at a flagship university such as Ohio State, full-time faculty members in the College of Biological Sciences are expected to devote approximately 40 - 50% of their effort to research, although this may entail a significant overlap with the individualized instructional or service efforts of the faculty member.

All full-time faculty are expected to develop an independent, externally funded, and widely recognized research program, and to maintain sustained research productivity throughout their careers. Evidence of such sustained scholarship will be in the form of publications in major, refereed journals; presentation of papers at national and international professional meetings; presentation of invited seminars at major institutions; preparation and submission of proposals to outside granting agencies; and maintenance of extramural funding sufficient to support the research activities of the laboratory and research group.

### **Service**

The service component of each faculty member's duties and responsibilities reflects the need for university faculty to contribute to university governance, professional organizations, and society as a whole, and to share fully and intimately in the intellectual and scholarly life of the university. On the average, faculty are expected to devote approximately 10–20% of their efforts to service functions. Such activities include active, participatory service on departmental, college, and university committees and governance bodies, as well as significant involvement in professional societies and/or agencies. It is expected that the level of service will increase with the seniority of the faculty member: from ad hoc reviewer for journals and/or granting agencies and society committee member as an assistant professor

to editorial board/panel member and elected society officer as a senior professor.

### **Circumstances Dictating Deviations From Normal Expectations**

Deviations from the expectations listed in this policy statement are appropriate and may occur under certain special conditions such as:

- A faculty member who generates extraordinary levels of research funding and supervises a large research group funded by those extramural funds may have reduced classroom teaching responsibilities. Such individuals, however, will be expected to assume a commensurately high level of individualized instruction.
- A faculty member may, because of career stage, assume a set of faculty duties and responsibilities that includes larger-than-average classroom teaching assignment. In such a case, the expectations for research and individualized instruction will be reduced.
- A faculty member who assumes a service assignment that carries with it substantial commitments of time and effort (e.g., Graduate Studies Committee Chairperson, Interdisciplinary Program Director) may be eligible for reduction in either research/individualized instruction or classroom instruction duties.
- Faculty may be granted Special Research Assignment or Special Curriculum Development Assignment for a given quarter. Such special assignments would include increased responsibilities in the area of the special assignment and reduced duties in other areas. In recognition of the unique nature of these assignments, the specifics of SRA and SCDA assignments are worked out between faculty members and department chairpersons on a case-by-case basis.
- First-year faculty members may have reduced classroom teaching and service commitments so that they have time to establish their research and individualized teaching programs.