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I. Introduction

This document provides a description of the School of Communication as well as a description of its policies and procedures. This document supplements the Rules of the University Faculty and other policies and procedures of the University to which the School and faculty are subject (published in such documents as Statutes Applying to the University, Bylaws of the Board of Trustees http://trustees.osu.edu/rules, Rules of the University and the Office of Academic Affairs Policies and Procedures Handbook http://oaa.osu.edu/handbook). Statements from the Statutes, the bylaws, the University Rules and the OAA Policies and Procedures Handbook are noted in italics throughout this document. Excerpts from these policies are reproduced here only for the convenience of School faculty members; users of this document must consult the OAA website for the most current OAA Guidelines.

II. Mission Statement

The Ohio State University has as its stated mission, “the attainment of international distinction in education, scholarship, and public service.” The 1994 Functional Mission statement of the University states: The identity of The Ohio State University is that of a tradition where research, teaching and service complement and inform each other. Ohio State is poised to achieve a position of preeminence among the nation’s major universities and is committed to realizing that level of achievement.

The mission of the College of Social and Behavioral Science involves theory-driven systematic empirical investigation of numerous phenomena involving the behavior of humans, both as individuals and in various kinds of collectivities. The School of Communication defines its mission within those guidelines: The mission of the School of Communication is to achieve national and international distinction in research, teaching and service. To accomplish this mission, the School will advance high quality social science scholarship in ways consistent with the mission of the College of Social and Behavioral Science and will engage in innovative, excellent undergraduate and graduate education. Scholarly, professional and public constituencies will be served by helping improve the
understanding of communication processes and by working with professional constituencies to improve the practice of communication.

The foundation of the School’s mission is the generation of high quality research in each of the priority areas offered by the School. Research informs our teaching and service activities, and is itself a specialized form of teaching that guides students and faculty in their search for new knowledge. The undergraduate mission focuses on maintaining a high quality undergraduate major. The graduate mission is focused on providing graduate students with the foundation necessary to achieve national and international distinction in research programs.

III. Faculty

The faculty of the School of Communication is comprised of tenure track faculty, clinical faculty and auxiliary faculty members as defined by the Rules of the University Faculty.

A. Tenure Track and Clinical Faculty

Tenure Track faculty are comprised of all persons with the title of Professor, Associate Professor, and Assistant Professor. Clinical Faculty are comprised of all persons with the title of Clinical Professor, Clinical Associate Professor, and Clinical Assistant Professor.

B. Auxiliary Faculty

For definitions and policies regarding auxiliary faculty, see Section (D) of Faculty Rule 3335-5-19

1. “Auxiliary Faculty”: persons with adjunct titles, clinical titles, visiting titles, and lecturer titles; also professors, associate professors, assistant professors, and instructors who serve on appointments totaling less than fifty per cent service to the University.

The School also employs courtesy appointments for external faculty members. There are two types of visiting faculty appointments, designed to provide a home base for visitors from other institutions. The two types are Visiting Faculty and Visiting Scholar. In addition, these may be uncompensated (the most common) or compensated appointments. (see the School’s APT document section C.1.c.)

2. Members of the auxiliary faculty provide vital contributions to the university but their responsibilities to the academic units are generally not as extensive as those of regular faculty. Auxiliary faculty members do not accrue or hold tenure in the School and do not play a role in School governance.
3. The titles of adjunct professor, adjunct associate professor, adjunct assistant professor, and adjunct instructor shall be used to confer faculty status on individuals who have credentials comparable to regular faculty of equivalent rank, who provide significant, uncompensated service to the instructional and/or research programs of the university and who need a faculty title to perform that service. Significant service would involve teaching the equivalent of one or more courses and/or a significant service in graduate advising. Such individuals may either be non-university employees or university employees compensated on a non-instructional budget. Procedures for the promotion of adjunct faculty shall be the same as those for promotion of regular faculty (although adjunct faculty are not eligible for tenure). Adjunct faculty status may be renewed on an annual basis subject to appropriate contribution to the School, as detailed above.

4. Compensated auxiliary appointments may be appropriate in some circumstances.
   a. The titles of lecturer and senior lecturer shall be used for all compensated instructional appointments where other titles are not appropriate. Lecturers' responsibilities shall be limited to formal course instruction.
   b. Fiscal or programmatic circumstances may sometimes make it appropriate to hire fully qualified faculty into temporary positions. Such appointments should result from a national search, may not be renewed for more than three years, and should carry a “visiting” faculty title.
   c. The titles of visiting professor, visiting associate professor, visiting assistant professor, and visiting instructor shall be used to confer faculty status on individuals who have credentials comparable to regular faculty of equivalent rank who spend a limited period of time on formal appointment and in residence at this institution for purpose of participating in the instructional and research programs of the university. A visiting appointment cannot exceed three continuous academic years of service.

C. **Courtesy Faculty**

The School employs courtesy appointments for regular Ohio State University faculty members in other programs.

D. **Emeritus Faculty**

Appointment as an emeritus faculty member recognizes retired faculty members who have given long service to the School and University and whose continued affiliation with the School is judged as bringing reputational or other benefits to the unit. In the School, consideration of recommending emeritus status to the Executive Dean of the College begins only after a faculty member has formally committed to a specific retirement date. The final decision regarding such a recommendation is made by the
Director who seeks input and advice from the School's full professors. The title of Emeritus makes the faculty member eligible to certain benefits as provided by Board of Trustees policies, rules but promises no resources of any kind from the School. Emeritus faculty who wish to pursue further activities with the School, or who wish to request use of School resources, must negotiate these in advance with the Director. Emeritus faculty who wish to use association with the School as a platform for submitting grant proposals must also get approval for the foci, funder, budget, and direction of these proposals from the Director in advance.

E. **Voting Privileges**

Voting privileges on School matters are extended only to members of the tenure track faculty as defined in section III-A. Auxiliary and courtesy faculty do not have voting privileges on School matters; University rules do not permit emeritus faculty to vote on School matters. Regular tenure track faculty with an appointment in the School of less than 50% FTE or who have their TIU in another department are not eligible to vote on School matters.

Clinical Faculty will not have a vote on school policy or on the appointment of Tenure Track Faculty, Clinical Faculty, or on the Promotion and Tenure Committee.

IV. **Organization of School Services and Staff**

The School requires a variety of support staff to carry out its academic mission. The support staff functions include fiscal, human resources, administrative, systems and technology, graduate coordinator, and undergraduate advising. The Director is ultimately responsible for hiring all support staff, although particular faculty who are impacted by such hires will be consulted prior to each hiring decision. For example, the Director of Graduate Studies would be consulted prior to hiring a graduate coordinator, the Director of Undergraduate Studies normally would be consulted prior to hiring an undergraduate advisor, and faculty intensely involved in technical aspects of the program would be consulted prior to hiring a network administrator.

V. **Overview of School Administration and Decision Making**

Although the Director is ultimately responsible for all decisions, decision making authority can be delegated by the Director to the Associate Director(s), various standing or special committees of the School, (including the graduate and undergraduate committees and directors of those programs), or to the faculty as a whole. Typically, the Director will make decisions on School policy and programs after consultation with the faculty and other members of the School. Normally, such consultation will include discussion at a meeting of
the faculty following the principle that matters of greatest importance should receive the widest consultation. Matters of less general importance should be resolved with the faculty most affected by the decision. It is also recognized that where possible, staff should have input into decisions concerning them. Further, standing committees of the School are delegated authority to administer programs of the School and to suggest changes in programs and policies, but such committees are ultimately advisory to the Director.

VI. School Administration and Decision Making

A. School Director

The chair of each department and the director of each school shall be the administrative head, respectively, of the department or school. The department chair and the director of a school perform a dual function. In addition to being the administrative head of the department or school, the chair or director represents the faculty of the department or school in dealing with the Executive Dean or others in the university administration. The duties of the Director are as specified in Faculty Rule 3335-3-35 (C).

B. School Associate Director(s)

Pending college approval, the Director may appoint up to two Associate Directors to perform specific duties within the School. A decision to appoint one or two Associate Directors should be communicated to the faculty along with a list of the Associate Director(s) specific responsibilities. The term of service for Associate Director(s) is established at the time of appointment, but cannot extend beyond the end of the Director’s term.

C. School Committees

The School operates with a standing committee structure as a mechanism to accomplish many normal routine administrative activities. These committees are described below. The Director may also appoint ad hoc committees, as necessary and may also appoint individual faculty members as liaisons with other campus offices (e.g., University Libraries, University Technology Services, etc.). Any ad hoc committees will be appointed for a specific announced purpose and for a specified period of time. Unless otherwise specified in this document, members of both ad hoc and standing committees are appointed by the Director with a membership term of July 1 through June 30.

In making committee or liaison appointments, the Director will consult with School faculty and will give consideration to making the committees broadly representative of the School. The Director is an ex-officio, non-voting member of all School committees. If a committee includes undergraduate or graduate student members, the Director or the head of the committee will either appoint these students or ask for nominations from faculty or graduate students, at the discretion of the appointing faculty member. Any
student members will be voting members of the committees to which they are appointed. However, students may not vote on personnel matters such as admissions, scholarships, petitions, appeals or on any matters directly involving other students.

Standing Committees

1. **The Director’s Advisory Committee.** This committee will include the Associate Directors, the Director of the Graduate Studies Committee, and two full professors selected by the Director, depending on the matter at hand. The purpose of this committee will be to advise the Director on matters of concern to the School and to facilitate consultation with all constituencies within the School on such issues.

2. **Graduate Studies Committee (GSC).** This committee will include the Director of the School’s Graduate Studies, five faculty members (four elected; one appointed), and two graduate student members; one from the School’s doctoral program and one from the master’s program. Any student members will be voting members of the committees to which they are appointed. However, students may not vote on personnel matters such as admissions, scholarships, petitions, appeals or on any matters involving other students.

- **Elected GSC Faculty Members** will be selected by the School’s faculty in an election held each spring. The ordinary term of appointment shall be two years. In the event of a resignation, the School Director will appoint a faculty member to serve until the time of the next, regular election. At least three of the elected faculty members must be eligible to chair dissertation committees (P-Status). New assistant professors are not permitted to run for election to the GSC until after they have been at Ohio State for one year.

- **Appointed GSC Faculty Member** will be chosen by the School Director for a one year term. That appointment may be renewed.

The GSC is a committee of the School’s graduate faculty. As such, it will exercise authority as set forth in the Graduate School Handbook.

In addition, the GSC shall:

a. Administer the School’s graduate programs and the admission of students into those programs. In doing so, the GSC may delegate authority for the day-to-day operation of those programs to standing subcommittees.
b. Ensure School policies and procedures are in conformity with the requirements of the Graduate School and any other University policies concerning graduate education.
c. Recommend policy for graduate programs, including the size of these programs.
d. Periodically review the graduate programs and make recommendations regarding retention and revision.
e. Review graduate student progress, determine graduate student status in the program and recommend priorities for funding to the Director of the School.
f. Serve as the grievance committee for the School’s graduate programs;
g. Make decisions regarding the submission and subsequent recruitment of University Fellowship candidates, as part of the process of admission of students to the graduate program.
h. Assign desk space to the graduate students in both Derby and the Journalism Building. Make sure the assignments take into account needs of students on fellowships and doctoral students who are ABD. Provide the graduate coordinator with a list of the desk assignments each fall, and make sure these are presented to the School Director at the beginning of Fall Semester.
i. Other matters pertaining to graduate study, as determined by the Director of the School.

- **Director of Graduate Studies (DGS)** will be appointed by the Director of the School for a term of two years.

In addition to serving on the GSC, some of the DGS’ duties include:

a. Convene regular graduate studies committee meetings.
b. Serve as the primary liaison to the Graduate School.
c. Works with the Director of the School to determine graduate student assignments to specific courses each semester.

- **P-Status**

a. Ohio State has a series of designations for faculty that have various rights/obligations to go along with them. Among graduate faculty, one can have either "M" or "P" status; to advise Ph.D. students, one must have "P" status. More detail on the descriptions may be found in the Graduate School Handbook (pp. 57-59): [http://www.gradsch.ohio-state.edu/Depo/PDF/Handbook/Handbook.pdf](http://www.gradsch.ohio-state.edu/Depo/PDF/Handbook/Handbook.pdf)

Note that graduate faculty status is unrelated to the ability to teach a graduate level course -- its primarily relevance is in advising graduate students and serving on graduate committees.

The School's policy with regard to incoming, untenured faculty is that in order to be submitted for P-status one must meet each of the following criteria (some
redundant with Graduate School criteria, some in addition to Graduate School criteria):

1. Hold a Ph.D. or equivalent terminal degree. (also required by Graduate School)
2. Be a faculty member at OSU for at least one calendar year.
3. Have an active research program (e.g., demonstrated by publication in ISI-ranked journals).
4. Demonstrate satisfactory prior service on either (a) a dissertation committee oral defense; (b) a Ph.D. candidacy oral defense; or (c) serve as an advisor of a successful MA thesis defense.

Following Graduate School guidelines, graduate faculty status (M or P) for all faculty will also be re-evaluated by the Graduate Studies Committee on an intermittent basis, or as needed. In general, the criteria for P-status include an active research program and successful service advising or serving on committees for M.A. and Ph.D. students. Individual faculty may request a reconsideration of their graduate faculty status by the GSC at any time.

3. **Undergraduate Studies Committee (USC).** This committee will include an appointed chair, four faculty members (three elected; one appointed), the faculty representative to the College Curriculum Committee (if different from an existing member), the undergraduate program coordinator (*ex officio*), and an undergraduate student. The undergraduate student will be chosen by the Director of Undergraduate Studies from nominees suggested by faculty, graduate students and student organizations. Any student member will be a voting member of the committee to which they are appointed. However, the student may not vote on personnel matters such as admissions, scholarships, petitions, appeals or on any matters involving other students.

Typically the term of service for the chair will be two years. The responsibilities of the USC include:

a. Considering enrollment demands and appropriate management of this demand;
b. Working with the undergraduate coordinator on admitting students to the School's undergraduate program;
c. Restructuring the School curriculum (including pre-major and core courses) as needed;
d. Determining a plan for refining and streamlining the curriculum as needed;
e. Monitoring class sizes and enrollments;
f. Recommending policy for and providing oversight of the School’s undergraduate programs, including standards for the pre-majors, student advising and placement activities;
g. Hearing and acting upon undergraduate student petitions;

h. Making recommendations to the faculty on any changes in the undergraduate program, including recommending approval of new courses or revisions to existing courses in the undergraduate curriculum (see oaa.osu.edu/handbook Section IX, B. Course Approval Process);

i. Reviewing the undergraduate program periodically to ensure its quality;

j. Working with the undergraduate advisors in publicizing and soliciting applications for undergraduate scholarships and awards. Making recommendations to the Director on recipients of such awards and scholarships;

k. Requesting that the undergraduate advisors report regularly on their perception of the status of specific focus areas and courses in the undergraduate program. Be prepared to address these issues and present suggestions for solving problems to the Director and School faculty;

l. Overseeing other facets of the undergraduate program including the Honors curriculum, the academic advising process, etc.;

m. Working with the undergraduate advisors to respond appropriately to parent and student concerns.

4. Promotion and Tenure Committees (P&T Committees). There are three bodies in the School that consider the promotion and/or tenure of School faculty. The composition of these committees as well as the procedures related to appointments, promotion and tenure are detailed in the School’s Appointment, Promotion & Tenure document. (see the School’s APT, School Guidelines, section F.2.b.)

   a. The Eligible Faculty includes all tenured associate and full professors (except for the Director, who is ex-officio). This committee will consider the promotion and tenure of assistant professors. Each spring the Director, in consultation with the P&T chair, will appoint a Promotion & Tenure Committee (P&T), for all assistant professors slated for fourth year and promotion and tenure reviews. At least two of the five members of the P&T Committee must be full professors. In consultation with the P&T committee chair, one of the five members will be appointed by the Director as the Procedural Oversight Designee, as required by university guidelines. The chair of the P&T Committees must be a full professor.

   b. For Promotion to Full Professor, the Eligible Faculty consists of all full professors. These eligible faculty, will consider the promotion of associate professors to full professorial rank and non-mandatory tenuring of associate professors. The Director will appoint a three-person Promotion Committee, as needed. The committee will then elect a chair (ordinarily this is also the Chair of the P&T Committee).
5. **Publications Committee.** This committee will include four faculty members (including an appointed chair) and *the Lantern* student editor-in-chief. Of the four faculty members, three must be tenure or clinical track (two elected; one appointed). The remaining faculty member can be a lecturer or A&P staff member with teaching responsibilities and will be appointed to a one year term. As needed, the School’s Associate Director may participate with this committee as determined by the School Director.

The Publication Committee is not a budgetary oversight committee. All proposals for new initiatives shall be submitted to the School Director for approval. The responsibilities of the Publications Committee include:

a. Making recommendations to the School Director for editor appointments;
b. Recommending to the faculty and School Director policies concerning *the Lantern*;
c. Hearing and acting on policy or grievance issues involving *the Lantern*, including removal and/or reprimands of student staff whose performance is inadequate or violates School or University policy;
d. Reviewing and making recommendations concerning editorial content brought to the committee by *the Lantern* Advisor.

6. **Diversity Committee.** The Diversity Committee includes an appointed chair, four faculty members (three elected and one appointed), one graduate student representatives and one undergraduate representative. The committee must meet at least twice per year as a committee.

The Diversity Committee advises other departmental committees and the Director on all issues relevant to ethnic/minority concerns, gender-based concerns, GLBT concerns, and other diversity matters including the recruitment, status, and retention of minority, female and GLBT faculty and students. At least 50% of the members of the diversity committee must be tenured, and the tenured members are charged with representing diversity concerns in promotion and tenure considerations. Each year, the Diversity Committee produces and presents the annual diversity report in a faculty meeting.

Any student members will be voting members of the committees to which they are appointed. However, students may not vote on personnel matters such as admissions, scholarships, petitions, appeals or on any matters involving other students.

7. **Research Committee.** This committee shall consist of an appointed chair, four faculty members (three elected; one appointed), and a graduate student appointed by the chair of the graduate studies committee. The student member will be a voting member of the committee to which they are appointed. However, the student may
not vote on personnel matters such as admissions, scholarships, petitions, appeals or on any matters involving other students.

The School Director may appoint additional committee members as needed for specific tasks.

The primary charges of the research committee include the promotion of the research accomplishments of faculty and students in the school, both within the school and to the broader university community and public at large; facilitating the involvement of undergraduate students in the research activities of members of the school, and to offer policy and procedural recommendations to the Director regarding matters pertinent to research activity.

Some of the specific duties of this committee include:

a. Overseeing the construction and maintenance of various public displays of research activity located on the 3rd floor of Derby Hall;
b. Maintaining a list of current faculty and student publications on the School of Communication web page;
c. Developing and maintaining a database and system of reporting on research activity and accomplishments by faculty and students to facilitate the generation of monthly and yearly reports to the School and broader university;
d. Connecting the supply of undergraduates interested in research involvement with the demands of faculty interested in mentoring and advising such students (as research assistants, thesis advisors, etc.);
e. Facilitating undergraduate involvement in the Denman Research Forum;
f. Encouraging and facilitating introductions between faculty, students and the Research Communications office and The Lantern to enhance the public visibility of research being conducted in the School.

D. **Faculty Meetings**

Typically faculty meetings will be held once a month (except for Summer Semester). As part of their duties, all faculty members are expected to attend all faculty meetings. It is critically important that faculty members are involved in designing and voting on School policy. Also in attendance will be one graduate representative selected by the Director of Graduate Studies and one undergraduate representative selected by the Director of Undergraduate Studies; both will be voting members on policy but not personnel issues.

The agenda is set by the Director in consultation with the chairs of the School's standing and ad hoc committees. Every effort will be made to provide an agenda and documentation needed for the faculty meeting to all faculty members at least three days in advance of the
meeting. The Director will assign a staff member to attend faculty meetings, take, distribute and maintain the minutes. These meetings are open to anyone who wishes to attend, but the School’s auxiliary faculty, graduate student representatives and staff are encouraged to attend. A staff member will distribute a schedule of regular meetings at the start of each semester. The Director may call additional meetings as necessary or additional meetings will be scheduled on the call of one fourth of the regular faculty. The presence of 50% of the tenured and tenure track faculty constitutes a quorum. The Director as well as individuals who are on sabbatical, official medical leave, who are on their off duty semester or who have more than 50% of their appointment outside of the School shall not be counted as part of the number needed to reach a quorum.

Only tenured and tenure track faculty may vote on issues presented at faculty meetings. Regular tenure track faculty with an appointment in the School of less than 50% FTE or who have their TIU in another department are not eligible to vote.

Votes on personnel matters are typically by secret ballot, but may be conducted over e-mail (except in the case of fourth-year review or promotion and tenure cases). Any one faculty member may also request a secret ballot on any other matter. Following a secret ballot, votes are counted and announced to the faculty. The School will operate with the presumption favoring simple majority rule on all matters except in the cases of fourth-year review and promotion to associate professor with tenure. In an instance where the Director does not follow the majority faculty recommendation, the Director will provide an explanation (in writing and/or at a faculty meeting) of the reasons for his/her decision.

VII. School Faculty Research/Teaching Load Policy

The standard workload assumes that faculty will teach a 4-course load (semesters) during the academic year but may be adjusted up or down for a variety of reasons including course buyouts, service as associate director or graduate director, or other factors. As explained further in section VIII, faculty workloads can vary from the standard, depending on the extent of faculty involvement in valued research and service activities.

VIII. Policy on Faculty Duties and Responsibilities

A. Overview

Regular faculty are expected to engage in research, teaching and service to the university, the School, their individual areas of expertise, and the profession. While faculty are expected to exercise “self-determination” in conducting research or other scholarly activity, the chair [Director] assigns teaching and in most cases, departmental [School] service. In making these assignments, the chair [Director] will balance the needs of the department [School] with the preferences of faculty members within the context of the
department’s [School's] policies on faculty duties and responsibilities. During on-duty semesters, faculty members are expected to be available for interaction with students, service assignments, and other responsibilities even if they have no formal course assignments that semester. On-duty faculty 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 the absence of any member of the teaching staff from ordinary service in the university, for any cause other than sickness, must be with the knowledge and approval of his or her chair or director and of the Executive Dean of the college and, if for longer than ten days, with the approval of the executive vice president and provost.

If faculty are engaged in or are assigned efforts that exceed the norm in any one or two of the teaching, research or service categories by a considerable degree, their workload expectations can be reduced in the remaining category(ies) (see discussion of faculty teaching and research assignments – section VIII, B and VIII, D). The Director is responsible for making all exceptions to the normal workload expectations for faculty. The Director may decline to approve requests for workload adjustments when approval of such requests is not judged to be in the best interests of the department [School].

Even though there will be some variation in effort allocated to the teaching, research, and service areas among faculty, all faculty are expected to make a contribution to each of the three areas. The workload policy outlined here does not constitute a contractual obligation. Fluctuations in the demands and resources of the department [School] (college, regional campus) and individual circumstances of faculty members may warrant temporary deviations from these guidelines.

B. Teaching

1. General Review of Teaching

It is expected that all faculty will be responsible teachers, and among other things their classes will meet regularly; they will remain up-to-date in course content; be available for weekly office hours; conduct teaching evaluations in a professional manner; and strive to perform as effective teachers.

A. Annual Reviews. Assistant and associate professors can expect their overall teaching performance to be formally assessed by the Eligible Faculty as part of the annual review process. The Committee shares their assessment with the Director and this information forms the basis of the annual review letters.

Additionally, if Eligible Faculty members or the Director have concerns or questions about aspects of teaching that appear to be problematic, additional peer observations (beyond the two required) may be recommended (see 3. B. Peer Observations – Classroom visitations).
B. **Student Evaluation of Instruction (SEI).** Faculty rule 3335-3-35 requires students be given the opportunity to evaluate the quality of instruction provided in each of their courses, and accordingly, student opinions must be obtained in every formal course every year. Failure to evaluate every course will significantly affect performance reviews and merit pay. *The Office of Academic Affairs requires departments [Schools] to specify a required method for obtaining these evaluations in particular kinds of instructional situations and all faculty must use that method in that instructional setting.*

In the School of Communication, SEIs are the primary tool used for evaluating teaching. All faculty in the School will be expected to have their students use the electronic SEI teaching evaluation form for each course they teach during the year. Faculty may supplement the evaluation instrument with their own. In addition, faculty may directly “upload” their supplemental questions in accordance with SEI administrative deadlines and procedures for the inclusion of discursive comments. The university’s SEI administration will provide the results of the electronic SEI procedures.

Lecturers are required to provide both electronic SEI and open-ended evaluations for the first two years of their appointments. After the first two years, electronic SEIs are required, but open-ended are used on an “as needed” basis. The Director of Undergraduate Studies, in consultation and agreement with the Director, will decide when to employ open-ended evaluations after the first two years, although a faculty member may request them at any time.

Teaching evaluations are to be conducted in this manner:

**Non-tenure track faculty:** Staff members will administer the open-ended student evaluations at a date and time convenient for both the instructor and staff member. Staff also will distribute a sheet to each student with the web address and instructions for completing eSEIs. Faculty members are not present in the room while evaluations are being conducted, and may not look at the evaluations until grades have been submitted.

**Tenure-track Faculty:** At the tenure-track faculty member’s request, staff members will provide blank open-ended student evaluation forms or professors may elect to enable comments over the electronic SEI system. These may be used by the faculty member for self-diagnosis, but are not used in promotion and tenure decisions or annual reviews.

2. **Peer Review of Teaching.**
The university requires academic units to perform peer evaluations of faculty teaching for untenured faculty and associate professors who wish to obtain promotion to professor. In the School of Communication, teaching evaluation takes two different forms: formal peer review of teaching and peer observation (classroom visitations).

A. Formal Peer Review of Teaching (untenured faculty and tenured faculty seeking promotion)

A peer review of teaching will take place in Year 2 and Year 3 of an assistant professor’s tenure-track appointment. Assistant professors undergoing a Year 2 or Year 3 review will need to submit peer teaching review materials for each course they have taught through the School prior to the Year 2 or Year 3 review. Peer reviews of teaching for clinical assistant professors will be conducted at Year 2 and 3 of the first appointment, and year 2 of each renewed appointment as clinical assistant professor.

The materials to be submitted for each course are:

- Course Objectives and Personal Assessment Form
- Syllabus
- All exams, written assignments and handouts
- SEI reports from all courses taught at Ohio State

All peer teaching review materials will be due in electronic form to the main office on the same date as set by the School’s director for submission of all annual review materials.

Procedures for conducting the peer review of teaching are as follows: Two tenured faculty members (“reviewers”) will be assigned to the assistant professor (“reviewee”) being reviewed. Each reviewer will be given all the peer review materials submitted by the reviewee. The pair of reviewers will assess all peer teaching review materials separately and will then meet together to reach consensus judgments on the following criteria:

- Appropriateness of course objectives,
- Degree to which instructor’s personal assessment criteria matches well with the stated course objectives,
- Degree to which classroom instruction, assignments, and new technology are utilized to meet the state course objectives,
- Currency of readings,
- Consistency of assignments, examinations and course objectives,
- Syllabus construction and clarity
• Rigor of course requirements, and
• Student reaction and evaluation.

The focus of peer reviews is on assessing teaching quality and making suggestions for improvement. A single memo summarizing findings of this evaluation, and any suggestions for improving teaching, will be crafted by the pair of reviewers and provided to the reviewee, Eligible Faculty, and the Director.

B. Peer Observations (Classroom Visits) are conducted by tenured faculty and will be scheduled as follows:

1. Untenured assistant professors will have their teaching evaluated by peer observation of a representative course both before the 4th year review and prior to the tenure review. Peer observations for clinical assistant professors will be conducted in the second year and every other year after that.

2. Tenured faculty and clinical faculty seeking promotion need to have observations occur as close as possible to the review for promotion. Because of scheduling issues, candidates for promotion need to notify the chair of the P&T Committee at least one year in advance of her or his intention to be considered for promotion. Ordinarily, notification is given in the fall of the year preceding promotion review.

3. In cases where the Director discerns that a particular faculty member or lecturer is facing teaching difficulties, the Director may require peer observation of classroom teaching performance and/or recommend the use of the university’s instructional training resources.

C. TA/RA Funding Policy

Before every term, the Graduate Program Coordinator gathers funding requests from both faculty and students. The Graduate Chair and the Director then work together finalizing assignments; the School Director has responsibility for funding assignments and currently has charged the Graduate Program Chair and GSC with the responsibility of determining which graduate students will fill the TA/RA slots.

1. Funding Priority

   a. The top priority for funding is based on the needs of the School. For example, if there is only one graduate student who can teach a particular course that needs to be taught, that student will be assigned to that course regardless of seniority or other needs.
b. Other Funded RAs and/or School commitments (example of funded RAs: seed grants/NSF support; example of School commitments: a College commitment that each department/school provide a RA for a College initiative).

2. TA Class/Assistantship Assignments. The School Director will make the determination of which classes receive funding and how many assistants are allocated per class. Types of assistantships could be (not in any order):

   a. TAs teaching own class (for example, TA teaching Comm 3620 on his/her own);
   b. TA teaching sections of a class (for example, sections of Comm 2367);
   c. TAs for large lecture classes – based on enrollment. The larger the class, the more likely there will be TA support.
   d. GRAs for funded projects (including start-up funds). Faculty will submit requests to the Graduate Chair for specific students;
   e. GRAs assigned to non-funded projects. This will only be possible for administrative appointments (e.g., Associate Directors) and will only be assigned when all other teaching and funded research needs have been filled.

D. Research

The School of Communication is focused on becoming a premier research program. Faculty are expected to engage in a continuous program of research that contributes to the advancement of communication as a science and to the international prestige of the School. When relevant, faculties also are expected to seek external support for their research efforts.

1. Research Productivity. In terms of assigning a standard four course load, the minimum expectation is that the research program of individual faculty members will result in a yearly average of at least one significant publication that is sole-authored, or co-authored as a substantial contributor. Although book chapters are typically a part of the overall research effort, they are evaluated as a supplement and complement to ongoing research activity, and do not suffice in meeting minimum expectations for course load assignments. Note that this is not an enhanced research load but is the load given to faculty who are producing at the minimum level expected of research faculty. Course loads other than the 4 course load are sometimes justified in special circumstances, for example when administrative or service loads are high or when faculty produce quality journal articles at a significantly higher rate.(see also Appointments, Promotion & Tenure Document’s Appendix A - Expectations for Assistant Professors Before Promotion to Associate Professor and Appendix B - Expectations for Associate Professors Before Promotion to Full Professor)

   - Arts and Sciences (A&S), The three flagship journals for the School are: Communication Research, Human Communication Research, and Journal of Communication. Examples of top tier communication and specialty journals...
include Communication Monographs, Journal of Broadcast and Electronic Media, Journalism and Mass Communication Quarterly and Media Psychology, or top journals in specialty areas such as health, communication technology, public opinion/political communication, or other priority areas.

- Determination of the quality of the journal is based in part on the ISI Web of Knowledge Journal Citation Reports. Non-refereed journals, journals published only in electronic format or regional journals will not count toward this minimum expectation. Electronic journals are evaluated in terms of whether they are refereed and whether they are indexed by and have ISI impact scores by which to evaluate them. In general, journals in the ISI are valued more than non-ISI journals, but ISI rankings and citations are only one factor in assessing quality of research. Although the expectation is that all faculty will contribute to the field through publications in communication outlets, flagship and top tier journals in other disciplines are also considered meritorious. American Political Science Review and Journal of Personality and Social Psychology are examples of top level journals in their respective disciplines. In addition to considering ISI scores, relevant fields are contacted to determine placement of specific journals. ISI scores are updated yearly by School staff. While publication in a flagship journal is highly desirable, top tier communication and specialty journals also are considered decidedly commendable. There are, of course, many other journals that could be listed here.

Assuming satisfactory performance in teaching and service, faculty members who achieve this minimum level of research productivity over the most recent three year period are typically assigned the standard 4 course load. To the extent that faculty are not making the minimal expected contribution to the School’s research mission, they will be assigned additional teaching responsibilities to constitute a full workload. Final determination of a faculty member’s load will be made by the Director.

Each year, the Director will discuss research productivity and teaching loads with individual faculty. This discussion will include not only the measures indicated above but also a consideration of the faculty member’s teaching evaluations, service to the School and other variables. Course loads will be reviewed each year and faculty loads can change from year to year depending upon research productivity, course buy-outs or other special situations, the needs of the School, and discussions with the College Executive Dean during the School’s annual review meeting. The final decision on course load will be conveyed to the faculty member in writing by the Director.

2. Travel Policy – see separate Travel Policy provided by the HR/Compliance Officer

E. Service
The Ohio State University maintains a tradition in which research, teaching and service complement each other. Excellence in service means making available a high level of professional expertise and experience to the School, the university, community (including the State of Ohio), and to the field of communication. The amount of the service contribution during the probationary period of assistant professors is limited by design (relative to the contributions expected of tenured faculty), but the quality of the service contribution must always be evident. Service excellence is evaluated through peer experience, where peers have first-hand knowledge of service contributions, through relevant portions of the dossier, external letters or other methods.

1. **Service to the School** includes serving on School committees (e.g., undergraduate program, publication, and graduate program committees) and other duties associated with the governance or development of School (teaching, research and outreach/service activities). Although all faculty members are expected to participate in faculty searches via faculty meetings and/or attendance at colloquia, assistant professors may also serve on search committees as members or, on an ad hoc basis, arrange dinners/meetings with job candidates, and provide thoughtful feedback following a visit. In addition, the School curriculum is a dynamic one, and there are many opportunities to be involved in developing courses and curriculum design.

2. **Service to the Field and Community.** Untenured assistant professors typically are expected to be involved in service to the field in a number of ways. These include reviewing research papers for our research journals as well as reviewing for national and international conferences (typically ICA, NCA and/or AEJMC). Other types of service to the field may include participating in judging books or articles in relation to specific awards or other recognition, working on national committees or task forces, etc.

Service expectations at the college/university level are typically light for untenured assistant professors, but include such activities as providing a guest lecture to incoming freshmen, recruitment or honors classes, speaking with reporters, community groups or others on matters about which the faculty member has particular expertise, or participating in colloquia in other departments or programs. Additionally, there are occasional opportunities for participation as a graduate faculty representative for other departments and programs. Such service is expected and a requirement for participation in the graduate school at OSU. Occasionally, if the faculty member has a particular skill, perspective or experience that is especially helpful to the college or university, an untenured faculty member will be asked to serve on a college or university committee. Such service is highly valued and appropriate for untenured faculty members.

F. **Regional Campus Faculty**
Because the primary mission of the regional campuses is to provide high quality undergraduate instruction and to serve the needs of their communities, the relative emphasis on teaching and service expected of regional faculty ordinarily will be greater and research less than that of faculty on the Columbus campus. University guidelines hold that for units with active four year undergraduate programs with no – or limited – activity in graduate programs, the norm for teaching activities should be at least 70% of a total School workload. Nevertheless, regional campus faculty are expected to establish a program of high-quality scholarship and publication.

It is understood that regional campuses have different missions and while it is expected that the quality of research publications would be similar to that of the main campus it is also expected that the quantity of publication would be different. Regional campus faculty members’ specific course responsibilities shall be determined by the appropriate regional campus Dean in accordance with the written policy of each regional campus.

IX. Teaching Schedules and Course Offerings

A. Teaching Schedules

Teaching schedules are arranged by the Director in consultation with the faculty. Individual faculty member preferences will be taken into account, but they are constrained by the needs of the School, the requirements of its degree programs, the availability of appropriate space, conflicts among offerings and university requirements for distribution of classes across hours of the day and days of the week. The Director will collect course preferences in January and is responsible for ensuring that the collective submissions meet the needs of the School’s graduate and undergraduate curricula.

The Director is responsible for final decisions about which courses will be taught, the faculty who will teach them, and the days and times in which they will be taught. As noted in section VI (E-1) of this pattern of administration, graduate assistantship teaching assignments will be based on course needs assessment provided by the Director. Final assignments will be made by the Director of the School in consultation with the Director of Graduate Studies.

- **Enrollment Minimums.** In conjunction with Faculty Rule 3335-8-16 there are minimum enrollments for undergraduate and graduate classes. The university rule states that there needs to be at minimum an undergraduate course enrollment of 12 and a graduate course enrollment of 10 in order for the course to be taught. Undergraduate courses will automatically be cancelled if enrollments fall below the minimum. Because lecturers and clinical faculty have different teaching expectations, their classes will need larger enrollments in order to “make.”

- **Course Cancellations.** Prior to the start of the term, faculty whose courses are cancelled because of low enrollments will be assigned other courses. Should
enrollments drop below these established minimums during the term, the course will not count and faculty will be assigned an additional course for the closest applicable term, depending upon School needs, faculty expertise and projected student demand.

The Director is responsible for determining whether a scheduled course is to be canceled. Faculty may not cancel courses on their own.

The Director will review at least annually the patterns of enrollment in all the School’s course offerings and will identify offerings that may represent a less than optimal use of instructional resources. Courses with frequently below minimum enrollments may be discontinued or at least not offered again until there is reason to expect adequate enrollment.

B. Course Approval Process

Undergraduate core courses and other required courses may be proposed by an individual faculty member, by programmatic areas or by the USC. Course syllabi and other materials for proposed core courses must first be considered by the USC. If approved, the Director of Undergraduate Studies will present the proposal to the School faculty for consideration and vote before continuing on through the college and university. Courses being considered as required courses for a specific programmatic area must first be approved by members of that programmatic area. If approved by the programmatic area the chair of that programmatic area will forward the proposal to the Director of Undergraduate Studies. If the USC approves the proposal, the Director of Undergraduate Studies will then present the proposal to the faculty for a vote. Elective course proposals must be submitted to the Director of Undergraduate Studies for consideration and approval by the USC. If approved by the committee, the Director of Undergraduate Studies will present the proposal to the School faculty for consideration and vote before continuing on for consideration by the college and university.

Graduate core courses and other required courses may be proposed by an individual faculty member, or by the GSC. Course syllabi and other materials for proposed core courses must be considered by the GSC. If approved, the Director of Graduate Studies will present the proposal to the School faculty for consideration and vote before continuing on through the college and Graduate School. Elective course proposals must be submitted to the Director of Graduate Studies for consideration and approval by the GSC. If approved by the committee, the Director of Graduate Studies will present the proposal to the School faculty for consideration and vote before continuing on for consideration by the college and Graduate School.

X. Allocation of School Resources
The Director is responsible for allocation of all School resources such as space, travel funds, copying funds, equipment funds and so forth. Allocations to faculty are based on instructional needs (e.g., copying for courses), and individual merit (e.g., use of travel funds for presentation of conference papers). For some School resources, decisions on how to use specific allocations will be delegated to School committees (e.g., travel funds for graduate students). Ordinarily, the more valuable the resources the more there will be consultation with faculty. Policies concerning travel and other allocation of School resources are presented in separate policy statements.

All resources provided to faculty members are University resources. When faculty separate from the University through retirement, accepting another job offer, etc. they will no longer have access to these resources (e.g., research equipment, summer money, travel funds, etc.) (see OAA Handbook, Volume 1 - Administrations; 1.11 Allocation of School Resources)

XI. Maternity and Paternity Leave Policy

The University provides a number of maternity-related benefits to its faculty including use of accumulated leave balances, an exclusion of time from the probationary period to reflect the care-giving responsibilities associated with the birth of a child, and setting aside pre-tax dollars for child care expenses in a flexible spending account. The School of Communication College of Arts and Sciences augments these policies by providing for rearrangement of faculty workload. The School follows current College and University regulations on maternity and paternity leave policy. For more information, please refer to the Parental Care Guidebook, http://hr.osu.edu/worklife/Parentalcareguidebook.pdf

XII. Leaves and Absences

A. Faculty Professional Leaves and Special Assignments (FPLs and SAs)

University policy allows for Faculty Professional Leaves (FPLs) for tenured faculty with at least seven years of service as a regular faculty member at 100% base salary for one semester and 2/3rds salary for two semesters. In addition, the College of Arts and Sciences permits departments and schools to assign, with the approval from the dean, a limited number of Special Assignments (SAs), often contiguous with FPLs. The College of Arts and Sciences requires that departments and schools limit the number of faculty who are taking FPLs, SAs or FPLs/SAs in any given year. Departments or schools cannot submit more than 10% of their faculty for an FPL, SA or FPL/SA in any given year.

FPLs and SAs are intended for the professional development of the faculty and the advancement of the academic mission of the university, and the College of Arts and Sciences encourages faculty to exercise their eligibility for FPLs/SAs at appropriate times throughout their professional careers with the understanding that because FPLs and SAs are financed by
the college and departments/schools, departments/schools have a responsibility to offer courses to meet student demand.

The following principles for awarding FPLs and FPL-linked SAs in the College of Arts and Sciences are designed to balance the benefits of FPLs/SAs and the need for departments/schools to offer an optimal teaching program in any given year.

**General Principles:**
- College of Arts and Sciences faculty on general funds support and less than a 100% leave during the year are required to teach a minimum of one course;
- Faculty are obligated to return to the university for a full academic year following completion of an FPL.
- Untenured faculty are not eligible for FPLs or FPL/SAs until a final decision has been made on their tenure review and cannot submit an application for consideration until the August following approval by the Board of Trustees.

**General FPL, SA and FPL/SA Rules:**
- Faculty requesting a Faculty Professional Leave (FPL), a Special Assignment (SA) or a Faculty Professional Leave (FPL) concurrent with a Special Assignment (SA) must indicate so on the annual teaching request form.
- The deadline for applications to be received by the School is August 31st for all FPLs, SAs or FPL/SAs to be taken the following academic (fiscal) year (for example: if an FPL/SA is desired in 2015/16 the request must be submitted to the School in August 2014).
- The deadline for applications to be submitted to the college is December 1 for FPLs, SAs or FPLs/SAs to be taken the following academic (fiscal) year.
- In the proposal faculty members should outline the reasons for the FPL, SA or FPL/SA and indicate how their official duties (including graduate student advising, committee memberships, etc.) will be impacted by their leave or absence.
- A maximum of 10% of unit faculty will be granted FPLs, SAs or FPLs/SAs in any one year. With the approval of the Executive Dean, units can and may need to impose lower limits on the number of faculty FPLs, SAs or FPLs/SAs if having 10% of the faculty on FPL would hamper the unit’s teaching program.
- In the event that more than 10% of a unit’s faculty apply for FPLs, SAs or FPLs/SAs in any one year or the unit needs to be more restrictive on this percentage, a School committee comprised of senior faculty will evaluate the applications based on length of time since a faculty member has had an FPL/SA, 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. The unit will then make a recommendation to the Divisional Dean. Each divisional dean will set up a review process for the applications they receive for their division and will forward their recommendations to the Executive Dean.
Information concerning faculty professional leaves (FPLs) is presented in the OAA Policy on Faculty Professional Leaves (http://oaa.osu.edu/assets/files/documents/facultyprofessionalleave.pdf) and in the College of Arts and Sciences Pattern of Administration (http://oaa.osu.edu/assets/files/documents/ASC-POA.pdf). Applications for the FPL should follow the format determined by the Office of Academic Affairs. The SA proposal is to be written as a separate component of the FPL/SA request. SA requests not attached to an FPL are only available if the 10% allotment for FPLs and FPL/SAs has not been used in a given year. SA “only” requests use a separate form as they are sent to the College only and not to OAA (see appendix in the POA for the form).

**B. Absence from Duty**
Faculty are expected to be available to meet obligations to students and other constituencies and to conduct regular business, to be present for classes and office hours, and to attend School meetings while on duty. **Faculty are on duty, even if they are not teaching classes** unless they are on an approved leave (such as an FPL). For absences due to illness or university business travel, faculty must seek approval for the absence by completing an eLeave request (https://eleave.osu.edu), eTravel request (see http://www.comm.ohio-state.edu/about-us/-internal-use-only-/request-for-travel.html ) or Business Leave request (https://busleave.osu.edu).

**Sick Leave**
- In case of illness of the faculty member or an immediate family member, an e-leave request should be submitted prior to scheduled sick leave or immediately upon return from unplanned sick leave.
- If approved, the leave will be deducted from any sick leave balance. The leave must be designated as unpaid leave if insufficient sick leave is available.

**Business Leave**
- If travel is funded through the university (School, other department or grant funds), an eTravel request (see http://www.comm.ohio-state.edu/about-us/-internal-use-only-/request-for-travel.html) must be submitted and approved prior to the trip.
- If the business travel is not funded through the university, a business leave request (https://busleave.osu.edu) must be submitted.
- The request must state how classes and other duties will be covered during the absence.

**Unpaid Leave**
- Unpaid leave for absences other than illness should be a rare occurrence. Faculty rule 3335-5-08 states that “Absence of any member of the teaching staff from ordinary service in the university, for any cause other than sickness, must be with the knowledge and approval of his or her chair or director and of the dean of the college and, if for longer than ten days, with the approval of the executive vice president and provost.” Approval will be based on but not limited to the nature of the request, the extent to which...
responsibilities can be covered during the proposed absence and the impact on the department.

- Unpaid leave/personal should be selected as the “Leave Type” on the eLeave request.

Faculty and lecturers must notify the School of Communication main office (292.3400) if they will be absent from class.

For Information on paid leave programs, see OHR policy 6.27 for details: http://hr.osu.edu/policy/policy627.pdf. For Information on unpaid leave programs, see OHR policy 6.45 for details: http://hr.osu.edu/policy/policy645.pdf

XIII. Supplemental Compensation and External Professional Activity

The School follows current College and University regulations on supplemental compensation and external professional activity. (see OAA Handbook, Volume 1 - Administration; 1.13 Supplemental Compensation & External Professional Activity)

XIV. Financial Conflicts of Interest Policy

The School follows current College and University regulations for faculty regarding financial conflicts of interest. (see OAA Handbook, Volume 1 - Administration; 1.14 Financial Conflicts of Interest)

XV. Grievance Procedures

The School follows current College and University procedures with respect to grievances including on such matters as: promotion and tenure appeals, faculty salary appeals, student complaints about courses and/or faculty, staff complaints, and complaints alleging discrimination or sexual harassment. (see OAA Handbook, Volume 1 - Administration; 1.15 Grievance Procedures)

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. It is very desirable for the Director and faculty to reach consensus on the document, although formal
faculty acceptance of the document is not required. Where divisions in the School make consensus or formal faculty approval impossible the Director may have to implement a pattern without consensus. Revisions may be made at any time. Changes which will be made in consultation with the School faculty until sufficient changes have accumulated to warrant printing and distributing a new document.