

**Pattern of Administration
for
The Ohio State University
School of Health and Rehabilitation
Sciences**

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I Introduction

This document provides a brief description of the School of Health and Rehabilitation Sciences (HRS) as well as a description of its guidelines and procedures. It supplements the [Rules of the University Faculty](#), and other policies and procedures of the university to which the School and its faculty are subject. The latter rules, policies and procedures, and changes in them, 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. In keeping with Faculty Rule [3335-3-35](#)(C)(2), within the first year of their appointment or reappointment, the School Director shall review the Pattern of Administration in consultation with the faculty. Any revisions shall be made with broad faculty input, obtained in a manner consistent with the School's established practices and procedures. That process includes presentation of proposed revisions to the Executive Committee, a public comment period, and an official vote by faculty and staff through a School Assembly or asynchronously online. At other times, revisions may be proposed by the School Director or recommended to the School Director by school committees or members of the faculty. The process for revision is the same as above. All revisions, as well as periodic reaffirmation, are subject to approval by the college office and the Office of Academic Affairs.

II School of Health and Rehabilitation Sciences Vision and Mission

Vision

To be a global leader in advancing scholarship, education, and practice in health and rehabilitation sciences.

Mission

To develop transformative leaders in health and rehabilitation sciences.

III Academic Rights and Responsibilities

In April 2006, the university issued a [reaffirmation](#) of academic rights, responsibilities, and processes for addressing concerns.

IV Faculty and Voting Rights

Faculty Rule [3335-5-19](#) 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 the School includes tenure-track, clinical, research faculty, and associated faculty with compensated FTEs of at least 50% in the School.

The School of Health and Rehabilitation Sciences makes tenure-track appointments with titles of instructor, assistant professor, associate professor, or professor. Tenure-track faculty may vote in all matters of School of Health and Rehabilitation Sciences governance.

The School of Health and Rehabilitation Sciences makes clinical appointments. Clinical faculty titles are assistant clinical professor, associate clinical professor, and clinical professor. Faculty with primary

appointments (50% or greater) in the School of Health and Rehabilitation Sciences form the key consultative body of the School and vote on issues related to governance procedure and policy. The School of Health and Rehabilitation Sciences tenure-track faculty voted to extend governance rights to clinical faculty. Clinical faculty may vote in all matters of School of Health and Rehabilitation Sciences governance except tenure-track faculty promotion and tenure decisions and research faculty reappointment and promotion decisions. Clinical faculty may participate in discussions of clinical faculty matters including promotion reviews. Any clinical faculty member appointed by the unit may stand for election to serve as a representative in the University Senate subject to representation restrictions noted in [Faculty Rule 3335-7-11\(C\)\(2\)](#).

The School of Health and Rehabilitation Sciences makes research appointments. Research faculty titles are research assistant professor, research associate professor, and research professor. Faculty with primary appointments (50% or greater) in the School of Health and Rehabilitation Sciences form the key consultative body of the School and vote on issues related to governance procedure and policy. The School of Health and Rehabilitation Sciences tenure-track faculty voted to extend governance rights to research faculty. Research faculty may vote in all matters of School of Health and Rehabilitation Sciences governance except tenure-track faculty promotion and tenure decisions and clinical faculty reappointment and promotion decisions. Research faculty may participate in discussions of research faculty matters including promotion reviews.

A Clinical Faculty Appointment Cap

The School of Health and Rehabilitation Sciences appointment cap on clinical faculty in relation to the total of tenure-track, clinical and research faculty may not exceed 40% of the overall faculty.

B Research Faculty Appointment Cap

In accordance with Faculty Rule [3335-7-32](#), unless otherwise authorized by a majority vote of the tenure-track faculty in the School of Health and Rehabilitation Sciences, research faculty must comprise no more than 20% of the number of tenure-track faculty in the School. In all cases, however, the number of research faculty positions must constitute a minority with respect to the number of tenure-track faculty in the unit. The total number of research faculty in the School of Health and Rehabilitation Sciences will be no greater than 10% of the total faculty. A majority vote of the School's tenure-track faculty is required to alter this appointment cap.

The School of Health and Rehabilitation Sciences makes associated faculty appointments. Associated faculty titles include tenure-track faculty on less than a 50% appointment, adjunct titles, lecturer and senior lecturer, clinical instructor of practice, clinical assistant professor of practice, clinical associate professor of practice, clinical professor of practice, and visiting titles. Faculty with primary appointments (50% or greater) in the School of Health and Rehabilitation Sciences form the key consultative body of the School and vote on issues related to governance procedure and policy. On March 1, 2024, the School of Health and Rehabilitation Sciences faculty voted to extend governance rights to associated faculty with primary multiyear appointments of 50% or greater, except for visiting faculty. Associated faculty may not participate in the appointment, promotion and tenure reviews of tenure-track faculty, or in the appointment, reappointment, or promotion reviews of clinical, research, or associated faculty, but they may vote in all other matters of School of Health and Rehabilitation Sciences governance. Visiting faculty may be invited to participate in discussions on non-personnel matters, but may not participate in personnel matters, including appointment, promotion, and tenure reviews, and may not vote on any matter.

Emeritus faculty in the School of Health and Rehabilitation Sciences are invited to participate in discussions on non-personnel matters, but may not participate in personnel matters, including appointment, 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 the School is provided in the [Appointments, Promotion and Tenure Document](#).

V Organization of School Services and Staff

Administrative, Operational, and Support Offices

An integrated support staff provide support to the programs and faculty. These staff assist the School Director and other administrators in executing their responsibilities.

Office of the Director

The Office of the Director includes the Director of the School and the School Administrator. Additional support staff in the office report to the School Administrator. The School Administrator, Director of Strategic Initiatives, Marketing and Communications Director, and Senior Systems Consultant report directly to the School Director.

Office of Academic Affairs

The Office of Academic Affairs is led by the Director of Academic Affairs, who reports to the School Director. The School has a large Office of Academic Affairs that houses the following units:

- Student Services
- Curriculum Development and Implementation
- Student Recruitment
- Mental Health Counseling
- Teaching & Learning Technologies

The Director of Academic Affairs oversees the Director of Student Services, Director of Recruitment, OAA program coordinator, instructional development specialists, and embedded mental health counselors. The Director of Academic Affairs also oversees one or two Assistant Directors of Academic Affairs, who are appointed by the School Director in consultation with the Director of Academic Affairs. The Assistant Director(s) serve 3-year terms (renewable with demonstration of satisfactory performance in the role) supporting the duties and responsibilities of the Director of Academic Affairs.

Office of Research

The Office of Research is led by the Director of Research, who reports to the School Director. The Director of Research also oversees one or more Assistant Directors of Research.

Office of Faculty and Staff Affairs

The Office of Faculty and Staff Affairs is led by the Director of Faculty and Staff Affairs, who reports to the School Director.

To enhance efficiency and facilitate action, the School functionally organizes educational, research, and outreach activities into Divisions, Programs, Centers, and Collaboratives. Activities and committees of these units are coordinated by the Executive Committee, which reports to the School Director.

Academic Programs and Certificates

The School offers multiple educational programs. To enhance efficiency and facilitate action, the School functionally organizes academic divisions and programs.

Divisions

- Physical Therapy Division
 - Clinical Doctorate in Physical Therapy (DPT)
- Occupational Therapy Division
 - Clinical Doctorate in Occupational Therapy (OTD)
 - Assistive and Rehabilitative Technology Certificate
- Health Sciences and Information Systems Division
 - Health Sciences (BS)
 - Health Information Management and Systems (BS)
 - Health Information Management and Systems Certificate
 - Health Care Revenue Cycle and Data Analytics Certificate
 - Usability and User Experience in Health Care Certificate
- Medical Laboratory Sciences Division
 - Medical Laboratory Sciences (BS)
 - Medical Laboratory Technician to Medical Laboratory Sciences (BS)
 - Medical Laboratory Sciences Certificate
- Radiologic Sciences and Therapy and Respiratory Therapy Division
 - Radiography (BS)
 - Sonography (BS)
 - Radiation Therapy (BS)
 - AS to BS in Radiologic Sciences (BS)
 - Respiratory Therapy (BS)
 - Master of Respiratory Therapy (MRT)

Programs

- Master of Athletic Training (MAT)
- Master of Medical Dietetics and Nutrition (MDN)
 - Nutrition and Health Promotion Certificate
- PhD in Health and Rehabilitation Sciences
- MS in Health and Rehabilitation Sciences

Each academic Division/program is comprised of a director plus faculty relevant to the operation of the division/program. Each Division has responsibility for undergraduate and/or graduate curricula, research, and service activities. Directors meet regularly with their faculty to discuss matters concerning the School and divisional/program matters that include curriculum, faculty support, and other support issues (a full description of Division and Program Directors' responsibilities is included in section VI. B of this document). All Divisions and Programs contribute to the Health Sciences, MS and PhD programs. Graduate programs (PhD, MS) are coordinated by the Graduate Studies Chair, the Graduate Studies Committee, and the Graduate Program Manager. Professional graduate programs (MAT, MDN, MRT, OTD, DPT) are coordinated by the Professional Programs Graduate Studies Committee, the Professional Programs Graduate Studies Chair, and the Graduate Student Advisor.

Centers and Collaboratives

The School houses centers and collaboratives including the Injury Biomechanics Research Center, the HRS branch of the Learning Health Systems Collaborative, and HRS Connects. These entities emphasize a variety of activities, which may include research, community courses, continuing education, professional development, workforce development, and/or industry/health system partnerships. They may offer educational opportunities such as noncredit continuing education, professional development courses, or professional development certificates, but they do not offer programs or degrees.

Each center or collaborative is led by a Director. Faculty may be assigned directly to the center /collaborative or the center/collaborative may be assigned primarily to an academic division. This is determined by the School Director in consultation with faculty and any relevant school office/division/program directors. Center/Collaborative Directors meet regularly with faculty and staff engaged with the center/collaborative to discuss matters relevant to the School and Center/Collaborative that may include research, outreach activities, external and internally facing curricula, faculty or staff support, and other support issues (a full description of Center/Collaborative Directors' responsibilities is included in section VII of this document).

VI Overview of School Decision-Making

Policy and program decisions are made in a number of ways: by the School faculty and staff as a whole, by standing or special committees of the School, or by the School Director. The nature and importance of any individual matter determine how it is addressed. School governance proceeds on the general principle that the more important the matter is to be decided, the more inclusive participation in decision making needs to be. Open discussions, both formal and informal, constitute the primary means of reaching decisions of central importance.

VII School Administration

School Director

The primary responsibilities of the School Director are set forth in Faculty Rule [3335-3-35](#). This rule requires the School Director to develop, in consultation with the faculty, a Pattern of Administration with specified minimum content. The rule, along with Faculty Rule [3335-6](#), also requires the School Director to prepare, in consultation with the faculty, a document setting forth policies and procedures pertinent to appointments, reappointments, promotion and tenure.

Other responsibilities of the School Director, not specifically noted elsewhere in this Pattern of Administration, are paraphrased and summarized below.

- To uphold expectations of the Leadership Philosophy:
 - Uphold Ohio State's [Shared Values](#) and engender trust through words and actions.
 - Care for people and create conditions for well-being and productivity.
 - Set clear direction and goals for their teams and align to the mission of the school.
 - Solve problems and support their teams to adapt to changing contexts.
 - Drive cross-functional collaborations to advance goals of the school.
 - Demonstrate commitment to continuous growth for themselves and their teams.

- To engage in strategic planning in conjunction with Division Directors and School Assembly to offer efficient, quality academic programs within fiscal capability.
- To have general administrative responsibility for School programs, subject to the approval of the dean of the college, and to conduct the business of the School efficiently. This broad responsibility includes the acquisition and management of funds and the hiring and supervision of faculty and staff.
- To plan with the members of the faculty and the dean of the college a progressive program; to encourage research and educational investigations.
- To assign workload according to the School's workload guidelines (see Section IX) and faculty appointment type (and rank) in consultation with the Division Director and faculty members.
- To evaluate and improve instructional and administrative processes on an ongoing basis; to promote improvement of instruction by ensuring that course evaluations are completed, including written evaluation by students of the course and instructors, and periodic course review by the faculty.
- To evaluate faculty members annually in accordance with both university and School of Health and Rehabilitation Sciences established procedures; to inform faculty members when they receive their annual performance and merit review of their right to review their primary personnel file maintained by the School of Health and Rehabilitation Sciences and to place in that file a response to any evaluation, comment, or other material contained in the file.
- To make recommendations to the dean of the college, after consultation with the eligible faculty when indicated in the APT, regarding appointments, reappointments, promotions, dismissals, and matters affecting the tenure of members of the School of Health and Rehabilitation Sciences faculty, in accordance with procedures set forth in Faculty Rules [3335-6](#) and [3335-7](#) and this School of Health and Rehabilitation Sciences' Appointments, Promotion and Tenure Document.
- To encourage and facilitate research and educational scholarship, and career development.
- To see that all faculty members, regardless of their assigned location, are offered the privileges and responsibilities appropriate to their rank; and in general, to lead in maintaining a high level of morale.
- To maintain a curriculum vitae for all personnel teaching a course in the School of Health and Rehabilitation Sciences' curriculum.
- To see that adequate supervision and training are given to those members of the faculty and staff who may benefit from such assistance.
- To prepare, after consultation with the faculty, annual budget recommendations for the consideration of the dean of the college.
- To promote improvement of instruction via a variety of methods, including written evaluations by students of the course and instructors for each course offering, peer evaluations of instructors, and periodic course review by the faculty.

- To oversee faculty/staff recruiting/hiring, including resource and space identification.
- To facilitate and participate in prescribed [academic program review](#) processes, in collaboration with the dean of the college and the Office of Academic Affairs.

Day-to-day responsibility for specific matters may be delegated to others, but the School Director retains final responsibility and authority for all matters covered by this Pattern, subject when relevant to the approval of the dean, Office of Academic Affairs, and Board of Trustees.

Operational efficiency requires that the School Director exercise a degree of autonomy in establishing and managing administrative processes. The articulation and achievement of School of Health and Rehabilitation Sciences' academic goals, however, are most successful when all faculty members participate in discussing and deciding matters of importance. The School Director will therefore consult with the faculty on all educational and academic policy issues and will respect the principle of majority rule. When a departure from the majority rule is judged to be necessary, the School Director will explain to the faculty the reasons for the departure, ideally before action is taken.

Other Administrators

School Administrator

The School Administrator is the principal administrative and financial officer for the School of Health and Rehabilitation Sciences and is responsible for planning, leading and overseeing all operational, business, and financial functions for the School, including but not limited to developing and implementing business plans and strategic planning initiatives; directing, administering, overseeing and monitoring capital, operational, endowment, and research funds; accountable for the development and allocation of annual budget, financial operations, fiscal stewardship, establishing fiscal controls, and monitoring of fiscal activities; investigating and recommending major purchases including capital equipment; directing and overseeing all human resources activities; managing and resolving employee relations issues; administering and supervising School performance management processes; developing, implementing and enforcing operational, fiscal and human resources policies and procedures; and overseeing staff. The School Administrator works collaboratively with the Division Directors, faculty, and staff and serves as a trusted advisor to the School Director and ensures that the school has a sound administrative infrastructure that effectively supports its missions.

Director of Research

The **Director of Research** is an appointed administrative position, by the School Director, that serves to promote an environment of research excellence within the School. This individual serves as the School's research representative to the College, the University and external entities and at the discretion of the School Director for a term of 3 years, which is renewable with demonstration of satisfactory performance in the role. This appointment is reviewed annually for progress; renewal is based on satisfactory performance. The Director of Research provides consultation to the School Director as needed.

The Director of Research oversees one or two Assistant Directors of Research, who are appointed by the School Director in consultation with the Director of Research. The Assistant Directors serve 3-year terms (renewable with demonstration of satisfactory performance in the role) supporting the duties and responsibilities of the Director of Research.

Additional responsibilities include:

- Assists the Director of the School in administrative duties, including budget development, strategic planning and implementation, and other duties as needed.
- Provides leadership in developing and implementing the School's research and innovation strategic initiatives.
- Supports the development and maintenance of robust research infrastructure, including facilities and available resources.
- Mentors faculty in scholarship development and growth, including resource identification grant development, and navigating the academic research landscape.
- Develops, supports, and promotes synergistic and collaborative relationships with internal and external entities to facilitate collaborative scholarship and joint research activities.
- Identifies potential funding opportunities and facilitates/contributes to the development of complex research proposals and/or other research-related external revenue streams.
- Develops and maintains records and reports of annual research activities, including faculty and student research and research funding.
- Serves as co-chair, or identifies a designee, of the Honors and Research Committee.
- Monitors and implements continuous quality improvement of the School's research infrastructure and research support activities.
- Serves as an advocate for research interests in the allocation of resources, faculty workload, space and other resources related to research.
- Monitors and communicates University and College regulatory policies, procedures, and trainings including those related to research conduct and scientific integrity, external proposal development and submission, research data management, and managing conflicts of interest.
- Liaisons between the School and the college's associate deans for research.
- Assists the Director of the School in research-related budget development and budget allocation.
- Assists the Director of the School in allocation of research space and laboratories.
- Represents the School on university committees focused on research or recommend appropriate faculty for appointment to research committees.
- Represents the School Director as needed.
- Coordinates planning of research colloquia and visiting scholar lectures.

Director of Academic Affairs

The **Director of Academic Affairs** is an appointed administrative position, by the School Director, to achieve the educational mission and goals of the school through oversight of curricular developments and program outcomes in the School. The Director of Academic Affairs also may be designated to serve as the administrative leader in the School Director's absence and provides consultation to the Director as needed. The Director of Academic Affairs serves to promote student success, academic excellence, and curriculum development within the School. This appointment serves at the discretion of the School Director for a term of 3 years, which is renewable with demonstration of satisfactory performance in the role. This appointment is reviewed annually for progress; renewal is based on satisfactory performance.

Additional responsibilities include:

- Serves as chair of the curriculum committee to assure adequate review of all new courses and programs.
- Contributes to faculty development in the area of pedagogy, including but not limited to preparation of a teaching portfolio, teaching best practices, and coordinating peer evaluations of teaching.
- Works with the University and program directors to coordinate program reviews, accreditation documentation, and student outcome assessment.

- Serves on University's academic advisory committee to facilitate communication between the Office of Academic Affairs and the School.
- Oversees the Student Services office and their roles in admissions, student advising, student recruitment, and student tracking.
- Monitor and implement continuous quality improvement of admissions, student recruitment, and learning environment policies and procedures.
- Facilitates the development of appropriate support services to meet the needs of all students, including the development of cultural competency initiatives.
- Serves as an ex-officio member of the Student Services Committee to coordinate student awards and student actions (probation, disenrollment, student appeals).
- Serves as an ex-officio member of the Graduate Studies and Professional Program Graduate Studies Committees to facilitate curriculum design.
- Provides guidance and oversight for graduate teaching assistants and professional development in best teaching practices.
- Serves as an ex-officio member of the Interprofessional Education committee to guide and facilitate the development and implementation of a common interprofessional educational core for all entry-level programs.
- Facilitates new course and program development.
- Monitor and implement continuous quality improvement of the academic programs.
- Monitor trends in education and provide innovative leadership to the development, evaluation, and refinement of all academic programs.
- Ensure adherence of the educational programs to state and national standards.
- Work with the office of student affairs staff to plan and implement an effective student recruitment, advisement, and retention strategy.
- Assess the needs of faculty for enhancing effectiveness of the scholarship of teaching and learning.
- Shared responsibility with the PhD program director and undergraduate program directors for appointing, orienting, and supervising graduate teaching associates.
- Oversee annual health compliance process of students.
- Represent the school on college and university committees focused on academic matters.
- Represent the School Director as needed.
- Share responsibility with the center directors to evaluate teaching for faculty who fall under center.
- Lead and coordinate outreach activities for future learners.
- Receive and coordinate responses to student concerns about the learning environment.

Director of Faculty and Staff Affairs

The **Director of Faculty and Staff Affairs** is an appointed administrative position, by the School Director, and oversees the office of Faculty and Staff Affairs and assists the director with the leadership and management of the college as related to faculty and staff professional behavior, growth, development, and success. The Director for Faculty and Staff Affairs oversees faculty and staff recruitment, hiring, development, and retention; information systems; performance evaluation and career planning processes; and collaborates with human resources partners in the school, college, and university. The Director for Faculty and Staff Affairs works closely with the School Director to set and implement the strategic vision and plan of the School and garner resources through innovative and entrepreneurial activities. The Director for Faculty and Staff Affairs participates as a member of the executive leadership team of the school and contributes to the development and implementation of the school, college, and university goals and strategic plans. This individual reports to the School

Director and serves to promote career and professional development of faculty and staff within the School. This appointment serves at the discretion of the School Director for a term of 3 years, which is renewable with demonstration of satisfactory performance in the role. This appointment is reviewed annually for progress; renewal is based on satisfactory performance.

- Oversees faculty and staff development as well as personnel actions in the college, including promotion and tenure, exit interviews and personnel actions related to service professionals and classified staff.
- Finalizes faculty and staff evaluations in consultation with the School Director.
- Provides leadership in creating a culture that contributes to faculty scholarship in teaching, research, and clinical practice.
- Represents the school at university, local, national, and international forums on faculty and staff affair matters.
- Carries out assignments and special projects as delegated by the School Director.
- Evaluates and writes annual reviews with Directors and School Director for all HRS faculty.
- Evaluates and writes annual reviews for all direct staff reports.
- Leads implementation of faculty and staff recruitment and hiring processes.
- Supports faculty and staff education and retention efforts in alignment with the school, college, and university's mission, vision, and values.
- Oversees and evaluates mentoring efforts for all faculty, including the creation of mentorship committees.
- Guides appointment, promotion & tenure (AP&T) policies and procedures in collaboration with the AP&T chair.
- Serves as an ex-officio member of the Recognition Committee.

Graduate Studies Chairs (GSCs)

The PhD Program Chair and MS Program Chair co-chair the HRS Graduate Studies Committee. Additional responsibilities include:

- Serve as liaisons between the School and the Graduate School to assure compliance with all policies and procedures of the University.
- Attend the meetings of the GSCs held by the University.
- Function with the graduate studies committee to maintain records of graduate students, track graduate student progress; assess and revise graduate curricula, and facilitate new program development in association with the Director of Academic Affairs.

Professional Programs Graduate Studies Chair (PPGSC)

The PPGSC is a 3-year appointed administrative position that provides oversight to the professional graduate programs. The Professional Programs Graduate Studies Chair is appointed by the School Director for a term of 3 years, which is renewable with demonstration of satisfactory performance in the role. This appointment is reviewed annually for progress; renewal is based on satisfactory performance. Additional responsibilities include:

- Serves as liaison between the School and the Graduate School to assure compliance with all policies and procedures of the University.
- Attends the meetings of the GSCs held by the University.
- Functions with the graduate studies committee to maintain records of graduate students, track graduate student progress; assess and revise graduate curricula, and facilitate new program development in association with the Director of Academic Affairs.

Director of Honors

The Director of Honors is a 3-year appointed administrative position that provides oversight to the honors program. The Director of Honors is appointed by the School Director for a term of 3 years, which is renewable with demonstration of satisfactory performance in the role. This appointment is reviewed annually for progress; renewal is based on satisfactory performance. Additional responsibilities include:

- Serves as co-chair of the Honors and Research Committee through which the policies and procedures of the School's honors program are developed.
- Fosters recruitment and retention of honors students within the School.
- Serves as liaison for the School with the University honors program and assures compliance with all policies and procedures.
- Maintains records of honors students and their progression in coordination with the Directors of Research and Academic Affairs or their designees.

Division Directors

The Division Directors are delegated responsibility for the overall daily operation and administration of their respective division and academic program(s). They represent their division in the School's Executive Committee and in working with the School Director, University, alumni and professional communities. Division Directors are appointed by the School Director, for a term of 5 years, which is renewable with demonstration of satisfactory performance in the role. These appointments are reviewed annually for progress; renewal is based on satisfactory performance. Additional responsibilities include:

- Manage the fiscal and human resources of the division including preparation and administration of operating, personnel, and project budgets.
- Develop, implement, and evaluate curriculum, including determination of teaching assignments, in conjunction with division faculty to meet professional program accreditation and/or other educational standards.
- Lead the recruitment, mentoring and oversight of their division personnel (faculty, staff, and student employees) in consultation with the School Director.
- Contribute to the annual evaluation and merit review of their division's faculty and staff.
- Coordinate services for students enrolled in their division, including student advisement and support activities in conjunction with divisional faculty, Office of Student Services, and the University Admissions Office.
- Coordinate student recruitment and selection activities with the Division faculty, Office of Student Services, and University Admissions Office and/or the Graduate School.
- Maintain their division's administrative, personnel and student records as well as the office suite, laboratories, and equipment.

Center Directors

The Center Directors are delegated responsibility for the overall daily operation and administration of their respective center. They represent their center in the School's Executive Committee and in working with the School Director, University, and professional communities. Center Directors are appointed by the School Director, for a term of 5 years, which is renewable with demonstration of satisfactory performance in the role. These appointments are reviewed annually for progress; renewal is based on satisfactory performance. Additional responsibilities include:

- Manage the fiscal and human resources of the center including preparation and administration of operating, personnel, and project budgets.

- Develop, implement, and evaluate strategies, including determination of priorities and workload assignments, in conjunction with center faculty to meet scholarship, financial sustainability, and other center goals.
- Lead the recruitment, mentoring and oversight of their center personnel (faculty, staff, and student employees) in consultation with the School Director.
- Contribute to the annual evaluation and merit review of their center's faculty and staff.
- Maintain their centers' administrative, personnel, and student records as well as the offices, laboratories, and equipment.

Program Directors

Program Directors are selected to oversee the daily operations of programs and report directly to a Division Director or, in the case of the free-standing programs, to the School Director. Program Directors are appointed by the School Director for a term of 3 years, which is renewable with demonstration of satisfactory performance in the role. This appointment is reviewed annually for progress; renewal is based on satisfactory performance. Responsibilities of a program director are to work with the Division Director to:

- Develop, implement, and evaluate curriculum, including determination of teaching assignments, in conjunction with program faculty, to meet professional program accreditation and/or other educational standards.
- Assure compliance with accreditation standards and develop, in consultation with the faculty, all accreditation reports, self-studies and other communications.
- Coordinate services for enrolled students, including student advisement and support activities in conjunction with the program faculty, Office of Student Services, and the University Admissions.
- Coordinate student recruitment and selection activities with the program faculty, Office of Student Services and University admissions and/or Graduate School.
- Maintain student records as well as the office suite, laboratories, and equipment.
- Collaborate with Division Director on program related budget and personnel topics.
- When working within a division, the program director will actively update and communicate with the Division Director issues and concerns related to faculty, students, accreditation, or other matters.

Director of Strategic Initiatives

The Director of Strategic Initiatives serves as a key adviser to the School Director and senior leadership of the School of Health and Rehabilitation Sciences, advancing strategic priorities across research, education, and community engagement. The role drives implementation of the School's strategic plan through coordination, partnership, and program development. Key responsibilities include:

- Support strategic planning and implementation across research, education, and community engagement.
- Coordinate initiatives among School and college leaders to achieve institutional priorities.
- Lead and support new academic and research programs, workforce development, enrollment, and recruitment efforts.
- Collaborate with Advancement to grow philanthropy supporting student scholarships, research, and workforce initiatives.
- Develop and sustain partnerships within the University, Wexner Medical Center, government, and community organizations.
- Represent the School at institutional, community, and government events and lead revenue-generating initiatives.

Director of Marketing and Communications

The Director of Marketing and Communications develops and implements communications and marketing programs to support strategic and financial goals and objectives of the School of Health and Rehabilitation Sciences; provides strategic communications and marketing leadership, vision and direction across all three mission areas and strategic business goals; researches, plans, executes and establishes short-term and long-term goals and priorities to help the organization achieve its goals; monitors and implements marketing and strategic communications plans and tactics, overall project management, account management, building and maintaining relationships, and providing creative solutions to marketing challenges.

Director of Student Services (DSS)

The Director Student Services leads the student services team which includes admissions, academic advising, and graduate program management. The DSS also assists in the leadership of policies, initiatives, and practices that support student success, curriculum development and assessment, recruitment, and enrollment management. The DSS is housed within the Office of Academic Affairs and reports to the HRS Director of Academic Affairs. The DSS:

- Manages and oversees all student services programs and activities.
- Works closely with faculty, staff, and administration to identify and address student needs.
- Ensures the enforcement of all school policies, rules, and regulations regarding student conduct and academic plans.
- Develops, implements, and evaluates strategies to promote student success and retention.
- Serves as a liaison between students, parents, and school staff to resolve issues and concerns.
- Ensures compliance with all applicable state and federal laws and regulations related to student services.
- Creates and maintains strategic partnerships with community organizations to provide additional support and resources for students.
- Collaborates with the school's marketing and communications team to promote the school's student services offerings to prospective students and families.
- Serves as an ex-officio member of the Academic Success Committee to coordinate student awards and student actions.
- Serves as an ex-officio member of the Graduate Studies and Professional Program Graduate Studies Committees.
- Serves as an ex-officio member of the HRS Curriculum Committee.
- Serves as an ex-officio member of the Honors and Research Committee.

Director of Recruitment (DoR)

The Director of Recruitment assists in the leadership of all recruitment and enrollment activities for the undergraduate and graduate programs in the School of Health and Rehabilitation Sciences. The DoR is housed within the Office of Academic Affairs and reports to the HRS Director of Academic Affairs. The DoR:

- Oversees the organization and management of the HRS Student Ambassador Program.
- Delivers informational sessions for prospective students and families.
- Collaborates with HRS Leadership, Office of Academic Affairs, Marketing Director, and Digital Media Coordinator to research and develop innovative recruitment projects and programs and builds and strengthens relationships with key partners.
- Manages the office's participation in major recruitment events.
- Presents at university committee meetings and local and national conferences.

- Serves as an engaged Academic Affairs team member supporting all efforts of the School?

Committees

Standing faculty committees assist with the work of the School, prepare and present agenda items to the School Assembly and respond to tasks or charges requested by the Faculty Council, Staff Advisory Council, School Assembly, Executive Committee or Administration (School Director and members of HRS Cabinet). Additionally, committees report their actions to the School Assembly through verbal or written means. Faculty and staff members are appointed to committees by the School's Committee of Chairs, unless otherwise designated. Committees are expected to meet frequently enough to meet their charge but at a minimum of once per term.

Much of the development and implementation of the School of Health and Rehabilitation Sciences policies and programs is carried out by standing and ad hoc committees. The School Director is an ex officio member of all School committees and may vote as a member on all committees except the Committee of Eligible Faculty and the Promotion and Tenure Committee.

The standing committees of the School are:

HRS Cabinet

The HRS Cabinet members are appointed by the School Director and convened at the discretion of the School Director. The Cabinet is composed of the School Director, the Directors of Academic Affairs, Faculty and Staff Affairs, Research, Strategic Initiatives, and the School Administrator. The Cabinet meets twice a month throughout the year, or more frequently as needed. The agenda is set by the School Director, who serves as the chair.

Responsibilities:

- Review and assess HRS strategic initiatives, programs, and plans.
- Advise the School Director on current trends, issues, or concerns.
- Review budget, strategic enrollment, strategic plans, and program growth.
- Draft and review policies and procedures for operational and academic excellence.

Executive Committee (EC)

The Executive Committee is composed of the Directors of Academic Affairs, Faculty and Staff Affairs, Research, Strategic Initiatives, Division Directors, Program Directors, Center/Collaborative Directors, the Director of Marketing, the Director of Student Services, Director of Recruitment, the School Administrator, and the School Director, who serves as chair of the Committee. The Committee meets once a month throughout the year or more frequently, if needed. The agenda is set by the School Director with input from the Directors of Academic Affairs, Faculty and Staff Affairs, Research, Strategic Initiatives, Division and Program Directors, Committees, School Assembly or Faculty Council. The EC provides a forum for School leaders to hear and share information about events, programs, strategic initiatives, emerging issues, and opportunities and then disseminate information to the HRS community.

Responsibilities:

- Advise School Director on budgetary, curricular, and other matters.
- Review and act on university-designated administrative policies
- Communicate and convey information to faculty where appropriate.
- Make relevant administrative policies for the School.
- Function as liaison between the School Director and School faculty by:

- discussing concerns of the faculty.
- reporting to the faculty on administrative actions which affect them.
- advising faculty of communications received by the Committee.
- Prepare and present agenda items to the Steering Committee of the Faculty Council or the Committee of Chairs for the School Assembly.
- Respond to charges or tasks requested by the School Director, School Assembly, Faculty Council, and the standing committees.
- Engage in strategic planning, especially as related to academic initiatives like strategic enrollment.

The minutes of the meetings of the Executive Committee are distributed to the Division/Center Directors. All minutes of the meetings are on file in the School Director's office. A summary of EC activities is distributed via e-mail to all faculty and staff.

School Assembly

The School Assembly is comprised of all tenure track, clinical, research faculty, and associated faculty as defined by Faculty Rule [3335-5-19](#) within the School of Health and Rehabilitation Sciences, and all staff without student employment titles whose primary appointment is for fifty percent or more to the school. It is chaired by the School Director.

Responsibilities:

- Establish the educational and academic policies of the School.
- Recommend the establishment, abolition, and alteration of educational units and programs of study.
- Make recommendations concerning matters relating to the rights, responsibilities and concerns of students, faculty and staff that affect academic programs.
- Make recommendations concerning the allocation of resources within the School.
- Provide a forum for strategic planning, communication, and decision-making for the School.

Membership:

The voting members of the School Assembly will include the School Director, Directors of Academic Affairs, Research, and Faculty and Staff Affairs, all tenure-track, clinical, associated, and research faculty members as defined in Section IV, and all staff without student employment titles with greater than 50% FTE appointment in the School. Minutes of each meeting will be distributed to the faculty electronically and kept within administration.

HRS Faculty Council

The HRS Faculty Council is comprised of all tenure-track, clinical, associated, and research faculty as defined by Faculty Rule [3335-5-19](#) within the School of Health and Rehabilitation Sciences with the exception of any faculty who serve as Deans, Vice/Associate/Assistant Deans including the School Director. The Council functions with a Steering Committee comprised of a chair, chair elect/vice chair, secretary, and two members-at-large. Officers and members of the Steering Committee are elected from the ranks of the faculty of the School and serve for a term of two years. The Steering Committee establishes the agenda for each Council meeting and serves as the coordinating body for Council matters. Meetings are held at least once per semester during the Autumn and Spring Semesters of the academic year. Emergency meetings are called by the Steering Committee, if necessary.

Responsibilities:

- a. Make recommendations concerning matters relating to the rights, responsibilities and concerns of students, faculty and administrators that affect academic programs.
- b. Functions as a forum to discuss issues specifically relevant to faculty within the School, address faculty concerns, and mediate communication between the faculty and administration.
- c. Foster mechanisms of faculty support, development and interaction across programs.
- d. Administer elections for representatives to the College of Medicine Faculty Council and identify a liaison between the HRS Faculty Council and COM Faculty Council.

Membership:

- a. Voting members: The voting members of the Council shall be all tenure-track, clinical, associated (with multiyear contract) and research faculty whose primary appointment is for fifty percent or more service to the School. The individual must have a faculty title (tenure track, research, clinical, associated) of lecturer, instructor, assistant professor, associate professor, or professor.
- b. Non-voting members: The non-voting members of the Council shall include faculty with any other title, designation, or appointment in the school (e.g., faculty with <50% appointment in HRS, emeritus faculty).

Officers of the Faculty Council form the Steering Committee and shall be elected from among the faculty of the School and shall be:

- a. Chair of the Faculty Council: The Chair shall be the presiding officer of the Faculty Council. The Chair shall be a tenured, or non-probationary clinical or research faculty member of the School who has held a 51% or greater appointment in the School for at least 3 years.
- b. Chair-Elect of the Faculty Council: The Chair-elect shall be a tenured, or non-probationary clinical or research member of the faculty member of the School who has held a 51% or greater appointment in the School for at least 2 years. The Chair-elect serves for one year as chair-elect and as chair for one year. The Chair-Elect shall serve as presiding officer of the Faculty Council in the absence of the Chair.
- c. Secretary of the Faculty Council: The secretary shall issue notification of council meeting, prepare and distribute the meeting agendas, keep records of the council meetings, distribute minutes, and report to the Director of the School for any action needed by the School committees or School Director. The secretary shall be a voting member of Faculty Council.
- d. Member at Large: The two members at large provide input to the steering committee and chair projects as assigned. Members at large are elected in offsetting years. Members at large shall be voting members of Faculty Council.

Terms of Office:

- a. Each elected faculty member shall serve on Faculty Council Steering Committee for two years.
- b. Terms of office shall begin on September 1 and end on August 31.
- c. Steering Committee members may be re-elected for multiple terms.

Conduct of Meetings:

- a. Notice of Meetings: The secretary of the faculty council shall issue notification to all members of the council of the date, time, and place, and the proposed agenda of each meeting at least two weeks in advance of the meeting.
- b. Quorum: The minimum number of members who must be present for business to be transacted shall be a simple majority of the members of the Faculty Council.
- c. Voting: Robert's Rules of Order, Newly Revised shall be used to determine the necessary number of votes for passage of an action. A majority vote in the affirmative adopts any motion unless it is one of the motions that require a larger vote under parliamentary law.

Staff Advisory Council

The School of Health and Rehabilitation (HRS) Staff Advisory Council comprises the staff with a primary appointment within HRS. The HRS Staff Advisory Council functions with a steering committee comprised of two co-chairs, a secretary and two members at large. Meetings are held at least once per semester during the autumn and spring semesters of the academic year. Emergency meetings are called by the steering committee, if necessary. The steering committee meets with the School Director at least once per semester to share information and communicate topics between the School Director and staff.

Responsibilities:

- a. Makes recommendations concerning responsibilities, career development, opportunities and concerns of HRS staff to the School Director
- b. Functions as a forum to discuss issues specifically relevant to staff within the school, address staff concerns and celebrate staff achievements and recognitions and facilitate communication between the staff and administration
- c. Fosters mechanisms of staff professional and career development and interaction across programs and roles

Membership:

- a. Members of the council shall be staff whose primary appointment is for fifty percent or more to the school.
- b. Students are not included in staff council, including those with titles of student workers, student research assistants, graduate research assistants and similar.

Steering Committee:

The Steering Committee of the Staff Advisory Council shall be elected from among the staff of the school. The steering committee should include representation from administrative, academic and research staff for the following positions:

Co-Chairs (Two chaired positions representing at least two of three above staff categories)
Co-chairs of the Staff Advisory Council will 1) Facilitate all meetings and agendas. 2) Organize speakers and presentations, 3) Finalize meeting minutes prior to distribution, 4) Represent the staff advisory council at all events or meetings, 5) A chair should be present at all meetings or events unless unable and then a designee shall be appointed by a co-chair with preference of the Secretary or a Member at Large, 6) Assist with communications within the staff advisory council Team.

Secretary

The Secretary will 1) issue notification of council meetings, prepare and distribute the meeting agendas, 2) keep records of the council meetings and distribute approved meeting minutes, 3) maintain the Team's roster of channel members, 4) schedule meetings, rooms, audio/visual equipment, etc, 5) assist with communications within the staff advisory council Team, 6) provide an annual report to the director of the school.

Members at Large (Two members)

Members at large provide input to the steering committee and chair projects as assigned

Terms of Office:

- a. The terms of office for the elected officers shall be two years.
- b. Terms of office shall begin on July 1 and end on June 30.

Conduct of Meetings:

- a. Meetings will occur a minimum of once/per semester in autumn and spring.
- b. Co-chairs will meet with the School Director at least once a semester to communicate topics and proposals from the SAC.
- c. Agenda will be distributed by the secretary at least two weeks in advance, inclusive of the time and place of the meeting.

Committee of Chairs:

Charge: The Committee of Chairs will contribute to the determination of the need for and the agenda of School Assembly meetings.

Composition: The Committee of Chairs is comprised of all committee chairs and the Faculty Council Chair; the School Director and the Directors of Research, Faculty and Staff Affairs, and Academic Affairs. The School Director serves as the Chair of the committee.

Meetings: The Committee of Chairs will meet at least twice/semester to determine the need for Assembly meetings and the agenda for such meetings. The Committee will receive and review the minutes of all standing committees and review the progress of committees toward meeting their charges; it will also determine the need for ad hoc committees or task forces. Annually, during the spring semester, the committee will evaluate the composition of the standing committees and identify positions to fill and appoint committee members consistent with committee needs.

Committee of the Eligible Faculty (CEF)

Charge: The CEF will review and make recommendations on appointments, reappointments, and promotions, consistent with the School's [Appointments, Promotion, and Tenure document](#) and University policy. Evaluations by the CEF with accompanying vote counts become part of the faculty member's personnel record.

Composition: The composition of the committee is described in the [Appointments, Promotion and Tenure document](#).

Appointments, Promotion and Tenure Committee (APT)

Charge: The APT Committee makes recommendations on annual reviews and on pre-reviews of faculty seeking promotion, consistent with the School's [Appointments, Promotion, and Tenure document](#) and University policy. Recommendations by APT are considered advisory to the faculty member, CEF, Division Director, and School Director.

Composition: The composition of the committee is described in the [Appointments, Promotion, and Tenure document](#).

Curriculum Committee

Charge: The Curriculum Committee shall act on undergraduate and graduate course and curriculum requests and forward them to the appropriate administrative and university officials and committees; the committee shall review proposals for and make recommendations concerning educational and academic policies of the School. The Committee shall review and recommend action on proposals for the alteration and/or abolition of units or programs in the School.

Composition: The Committee shall consist of a minimum of six voting members appointed by the Committee of Chairs, including five members of the tenure track, clinical, associated, and research faculty and one undergraduate/graduate student appointed by the committee. Faculty terms of service are 3 years; students typically serve one year but can serve for more. The Chair of the Committee will

be the Director of Academic Affairs. The Director of Student Services will be a non-voting ex-officio member of the committee.

Recognition Committee

Charge: The School Recognition Committee shall make recommendations regarding faculty and staff life and development including, but not limited to facilitation of excellence in research, teaching, and service. The Committee shall serve as an advocate for HRS faculty and staff in the School, College and University and will promote faculty and staff recognition within the University. The Recognition Committee shall select the recipient of the School's awards (e.g., research, service, teaching, clinical education, mentoring, alumni, and staff). The committee will also facilitate nominations for College and University awards by soliciting nominations and appropriate supporting materials and submitting these packets to the appropriate committee. The committee will also create and implement means of sharing good news about faculty and staff accomplishments.

Composition: The Committee shall consist of a minimum of five voting faculty and staff members; an undergraduate/graduate student appointed by the committee as a voting member, at least 2 staff members selected by the Staff Advisory Council Steering Committee, and two Co-Chairs. The co-chairs from faculty or staff committee members will be appointed by the Committee of Chairs and/or selected by the Committee members. Terms of service are 3 years; students typically serve for one year but may be reappointed. The Director of Marketing and Communications, Director of Research, and Director of Faculty & Staff Affairs, or their designees, will be ex officio non-voting members of the committee.

Graduate Studies Committee

Charge: The committee provides oversight to the MS and PhD programs, including admissions, curricular review, approval of committees, evaluation of student progress, review of academic standards violations, and implementation of disciplinary procedures. The committee will be responsible for developing the policies and procedures of the MS and PhD program and appropriately conveying them to the [Category M and P Graduate Faculty](#).

Composition: The committee is co-chaired by the PhD Program Director and MS Program Director. There are six additional faculty members with at least three representing primarily master's level programs, three with "P" status and a history of contribution to the PhD program and one non-voting graduate student appointed by the committee. The student will be excluded from any sessions that may involve student confidentiality. Directors of the PhD and MS programs are automatically assigned and the remaining faculty members are determined by the Committee of Chairs. Faculty terms of service are 3 years; students typically serve one year but can serve for more at the discretion of the committee.

Professional Program Graduate Studies Committee

Charge: The committee provides oversight to the professional graduate programs, including curricular review, review of student progress, review of academic standards violations, and implementation of disciplinary procedures.

Composition: The committee is chaired by the Professional Program Graduate Studies Chair. There are six voting faculty members representing the DPT, OTD, MAT, MDN, and MRT programs and one non-voting student selected by the committee from nominations provided by each program. The student will be excluded from any sessions that may involve student confidentiality. Program leaders (or designee) are automatically assigned to this committee. The faculty terms of service are 3 years, including for the chair and are renewable. Students typically serve one year but can serve for more at the discretion of the committee.

Honors and Research Committee

Charge: The Honors and Research Committee shall promote graduate and undergraduate research in the School and make recommendations concerning research policies of the School; review and coordinate the undergraduate honors program of the School; administer School research awards; and nominate students for college- and university-level awards. In addition, the Honors and Research Committee is responsible for reviewing honors students submitted progress reports and providing a summary to them of their progress.

Composition: The Committee shall be composed of a minimum of five voting members of the faculty appointed by the Committee of Chairs and one honors student (non-voting) appointed by the committee. The student will be excluded from any sessions that may involve student confidentiality. The Committee will be co-chaired by the Director of the Honors program and the Director of Research or designee. The Honors Director will also serve as a liaison with the university Honors and Scholars Programs. Faculty terms of service are 3 years; students typically serve one year but can serve for more at the discretion of the committee.

Culture and Community Committee

Charge: Shall make recommendations on activities to increase satisfaction, cohesion, and cultural competency among faculty, staff, and learners in the School. It will develop opportunities that enrich the cultural experiences of learners, faculty, and staff to foster a welcoming environment of teamwork and personal career development that empowers every Buckeye to achieve their full potential. The committee shall work with or make suggestions to other committees as needed. Importantly, the Committee will provide a forum for the sharing of challenges and best practices across programs, divisions, and offices.

Composition: The Culture and Community Committee shall be made up of the following voting members: School faculty representatives (one from each division, program, and/or center, appointed by the Committee of Chairs), HRS staff member representatives (one research staff, one student services staff, one administrative staff, appointed by the Staff Advisory Council Steering Committee), one student representative appointed by the Executive Committee, and non-voting ex officio representatives from the following HRS offices: Faculty and Staff Affairs, Student Services, Marketing and Communications, Mental Health, and Alumni Engagement. Faculty and staff terms of service are 3 years; students typically serve one year but can serve for more at the discretion of the committee. The Chair of the Committee shall be appointed by the Committee of Chairs and/or selected by the committee.

Academic Success Committee

Charge: The Academic Success Committee shall make recommendations concerning all matters that affect undergraduate student policies and student life in the School. The Committee serves as the review committee for academic standards violations. In this capacity, they make recommendations for disciplinary action (warning, probation, and disenrollment). They also select the recipients of the School's Award of Merit.

Composition: The Committee shall consist of seven voting faculty members appointed by Committee of Chairs, and one non-voting undergraduate student member appointed by the committee. The student will be excluded from any sessions that may involve student confidentiality. Faculty terms of service are 3 years; students typically serve one year but can serve for more at the discretion of the committee. The Chair of the Committee shall be appointed by the Committee of Chairs and/or selected by the committee; the Director of Academic Affairs shall serve as ex-officio and non-voting member of the committee.

Interprofessional Education Committee (IPE)

Charge: The IPE committee shall coordinate a school-wide IPE curriculum to enhance student understanding of each profession, teambuilding, and communication skills between disciplines. It will also liaise with the Buck IPE group to implement the IPEC activities for first- and second-year students.

Composition: The committee shall consist of the IPE program liaisons from each of the entry-level professional programs, one undergraduate, and one graduate student selected by the committee. All are voting members. Students typically serve one year but can serve for more at the discretion of the committee. Faculty in IPE liaison roles serve as long as they occupy that role; if they leave the role, the new IPE liaison will assume membership on the committee. The committee chair will be appointed by the School Director; the members of the committee will be appointed by the Committee of Chairs.

Clinical Coordination Committee (CCC)

Charge: The CCC committee will review and evaluate current processes, challenges, and strengths of clinical education in HRS to enhance quality of placements, increase efficiency of processes and procedures, and strategize ways to improve clinical education for HRS learners.

Composition: The committee shall consist of clinical education coordinators from each program in HRS involved with clinical education, clinical education staff in charge of contracts and student background checks and health requirements, and the Director for Academic Affairs (or designee). Clinical coordinators and clinical education staff are permanently appointed to this committee. The Chair is elected by the committee and serves for a two-year term. A Chair-elect is elected by the committee and serves a one-year term prior to assuming the Chair position. A Secretary is elected by the committee and serves a one-year term.

Additional Committees

1. *Search Committees*: Search Committees for the filling of academic position vacancies are formed by the School Director, who will normally consult with the Director of Faculty and Staff Affairs, applicable Division or Center/Collaborative Director, and appropriate faculty regarding Committee membership. The committee leads the search process in compliance with guidelines from the university and college Office of Academic Affairs as detailed in the School's [Appointments, Promotion, and Tenure policy](#). Search committees develop a recommendation to the School Director, and the School Director considers the recommendation of the search committee, Division or Center/Collaborative Director, and Director of Faculty and Staff Affairs in making the hiring decision.

- a. Search committees for tenure-track, clinical, and research faculty positions generally consist of three members including a faculty member at advanced rank within the hiring division, a faculty member of the same appointment type, and a faculty member with subject-matter expertise relevant to the open position, though these requirements may be adjusted based on faculty availability.
- b. A standing search committee exists for the review of applicants for associated faculty positions consisting of Division Directors, with two members of this standing committee selected for each open position including the applicable Division Director and one other member, though these committees may be adjusted on a search-by-search basis to add subject-matter expertise. The School Director may delegate the hiring decision for associated faculty to the applicable Division Director.

2. *Ad Hoc Committees:* Ad hoc committees are formed by the School Director as needed or upon recommendation of the Executive Committee or school faculty. They may be formed with a defined term of service or until their task is deemed completed by the School Director. In either case, they may be disbanded by the School Director if their judgment is that the committee is no longer functional for accomplishment of the task assigned.

VIII School Assembly (Faculty and Staff) Meetings

The School Assembly is the primary forum through which faculty and staff are involved in the decision-making process. Important issues affecting the School are debated and major policies adopted.

Scheduling of Meetings

The School Director will provide the faculty a schedule of School Assembly meetings at the beginning of each academic term. The schedule will provide for at least one meeting per semester. The agenda items will be developed by the Committee of Chairs and delivered to the faculty at least three business days prior to a meeting. A meeting of the School Assembly will also be scheduled at the written request of 25% of the School faculty. The School Director will make all reasonable efforts to have the meeting take place within one week of receipt of the request.

Minutes of Meetings

The minutes of the School Assembly meetings are distributed to all faculty and staff in the School and are also electronically available through administration. These minutes may be amended at the next faculty meeting by a simple majority vote of the faculty who were present at the meeting covered by the minutes.

Consultation with Faculty

The School Director consults with the faculty on policy matters, as appropriate, through the School Assembly. Input from the faculty is also solicited through surveys or other electronic means.

Majority Rule

For purposes of discussing School business other than personnel matters, and for making decisions where consensus is possible and a reasonable basis for action, a quorum will be defined as a simple majority of all faculty members eligible to vote.

Either the School Director or one-third of all faculty members eligible to vote may determine that a formal vote conducted by electronic ballot is necessary on matters of special importance. For purposes of a formal vote, a matter will be considered decided when a particular position is supported by at least a majority of all faculty members present at the convened meeting. Balloting will be conducted electronically to assure maximum participation in voting. Electronic voting may also be held asynchronously over several days rather than during a convened meeting, in which case quorum is defined by the total number of votes cast exceeding a simple majority of all faculty members eligible to vote. When conducting a ballot by mail or email, faculty members will be given one week to respond. For an asynchronous vote, the matter is considered decided when quorum is reached and a particular position is supported by at least a majority of the votes cast.

Special policies pertain to voting on personnel matters, and these are set forth in the School's [Appointments, Promotion and Tenure Document](#).

When a matter must be decided and a simple majority of all faculty members eligible to vote cannot be achieved on behalf of any position, the School Director will necessarily make the final decision.

The School accepts the fundamental importance of full and free discussion but also recognizes that such discussion can only be achieved in an atmosphere of mutual respect and civility. Normally School meetings will be conducted with no more formality than is needed to attain the goals of full and free discussion and the orderly conduct of business. However, Robert's Rules of Order will be invoked when more formality is needed to serve these goals.

IX Distribution of Faculty Duties, Responsibilities, and Workload

The School Director has overall responsibility for assuring that each faculty member has appropriate duties and responsibilities assigned commensurate with the faculty appointment and that faculty workload is distributed equitably across the School and consistent with the [*Faculty Workload Guideline*](#). Much of this responsibility for faculty assignments is delegated to the directors of the divisions, centers, and programs of the School. In making assignments, Division/Center/Program Directors must balance the needs of the academic program's obligations with the preferences, skills, and expertise of the faculty member. Some faculty members will voluntarily take on a variety of professional activities that fall outside the School's guidelines on faculty duties and responsibilities. These activities often benefit the School or the University and, to the extent possible, should be considered in a faculty member's total workload. On occasion, a faculty member may seek relief from School obligations to devote time to personal/professional interests. If these activities do not contribute to School or divisional goals, the Division/Center Director or School Director may decline to approve such requests.

Faculty duties and responsibilities are described in the initial letter of offer. Workload assignments and expectations for the upcoming year are addressed as part of the annual performance and merit review by the School Director based on School needs as well as faculty productivity and career development.

During on-duty periods, faculty members are expected to be available for interaction with students, research, and School meetings and events even if they have no formal course assignment. Every member of the faculty who is assigned instruction is expected to establish and maintain regular office hours to be readily available to students. Office hours should be proportional to 25% of credits taught per term (e.g., 1hr/4 credits hour class per week). On-duty faculty members should not be away from campus for extended periods of time unless on an approved leave (see section XII) or on approved travel.

Telework exception: Faculty members with responsibilities requiring in-person interaction are to work at a university worksite to perform those responsibilities. Telework and the use of remote, virtual meetings are allowed at the discretion of the School Director if such work can be performed effectively and faculty members are able to fulfill their responsibilities. Telework will be encouraged under certain circumstances if it serves the needs of the School, college, university, and/or community. The School Director has the discretion to require faculty to work on campus if there are concerns that responsibilities are not being fulfilled through telework.

The guidelines outlined here do not constitute a contractual obligation. Fluctuations in the demands and resources of the School and the individual circumstances of faculty members may warrant temporary deviations from these guidelines.

A full-time faculty member's primary professional commitment is to Ohio State University and the guidelines below are based on that commitment. Faculty who wish to engage in outside activities during on-duty periods (including teaching at another institution; conducting research for an entity outside of Ohio State; external consulting) must submit an [Outside Activities Approval Form](#) and obtain approval

from the TIU head before engaging in any outside activities. Information on faculty conflicts of commitment is presented in the university's [Policy on Outside Activities and Conflicts](#).

In crisis situations, such as life-threatening disease (COVID, for example) or physical dangers (natural disasters, for example), faculty duties, responsibilities, and workload may be adjusted by the School Director to take into account the impact over time of the crisis. These adjustments may include modifying research expectations to maintain teaching obligations. These assignment changes must be considered in annual reviews.

Workload Policy Overview

The mission of the School reflects a balance of effort in teaching, research/creative activity, and service. Overall workload is determined by discussions with the faculty member, division/center or program director, and School Director. Expected workload varies by appointment. Responsibilities for teaching, research, and/or service will vary among the faculty. Newly hired tenure track faculty have substantial research responsibilities and will therefore be offered reduced teaching loads in their first 1-3 years of appointment to establish their research. They will gradually move toward a full teaching load over their first 3-4 years. Faculty with substantial extramural funding will be assigned lighter teaching loads. Other faculty with heavier teaching loads should have lighter research responsibilities. Those with administrative duties (division directors, program directors, clinical coordinators) will have adjusted expectations either in research or teaching or a combination of the two. Faculty with exceptional service responsibilities (professional or clinical) may have adjusted expectations in research or teaching or a combination of the two.

All faculty are expected to attend and participate in program or division/center faculty meetings as well as the School Assembly. Participation in College and University events is highly encouraged and facilitates our campus community.

Administrative Workload

- The Director of Research and the Director of Faculty and Staff Affairs will have a 40% - 50% administrative workload commitment.
- The Director for Academic Affairs will have an 80 – 100% workload commitment.
- The Chair of the Committee of Eligible Faculty, Certificate Coordinators, and the IPE Committee Director will have a 5% administrative workload commitment.
- In general, Program Directors, Assistant Directors of Offices, and the Honors Director will have a 10 - 20% administrative workload commitment.
- Division Directors and Center Directors will have a 25% administrative workload commitment.

Workload allocations for program and division/center directors may be modified by the School Director under certain circumstances, such as accreditation requirements, program size, number of direct reports, program is freestanding or within a division, number of programs in a division, special projects or assignments, and/or other factors that impact the administrative needs of an office, program, division, or center.

- Clinical coordinators will have a 5% administrative commitment for every 20 students placed into clinical experiences/year, using this formula: $.05 [(\# \text{ students} \times \# \text{ placements}) \div 20] = \%$. These administrative workloads will generally result in a decrease in either teaching or scholarship expectations or both, based on agreement with the School Director.

Teaching Workload

In general, thirty-three credits are considered 100% teaching for a 12-month, 1.0 FTE faculty member. Twelve credits each semester and nine credits for summer term (33 / year if 12-month FTE and 24 / year if 9-month FTE in semesters) is considered the equivalent of 100% time devoted to teaching. HRS offers a wide variety of course types and delivery approaches. Course credits may not always capture the intensity of the teaching activity and adjustments can be made to the teaching workload. Teaching of independent studies, practica, or research advisement can account for up to three credits of teaching annually within the stated credit expectations. IPE liaisons receive 1.5 credits of workload in Autumn and Spring semesters, for a maximum of 3 for their teaching in interprofessional activities, e.g., BUCK-IPE and ECLIPSE (if responsibilities are shared or delegated to another faculty member, credits can be reallocated as needed by the division or program director). Teaching of laboratory credits will be counted as either: 1) contact hours if the content taught differs for each lab section; or 2) adjusted credits hours if the content is repeated across multiple lab sections (e.g 1.5 credits if same content is taught twice). Adjustments can also be made for classes with large enrollment as well as for multiple sections, online teaching, and writing intensive courses. These adjustments will be determined in consultation with the division/center director, the Director of Academic Affairs, and School Director.

Clinical Workload

As mentioned above, the mission of the School reflects a balance of effort towards, teaching, scholarship, and service. The School is not involved in the provision of patient care, therefore faculty in the School are not assigned any clinical workload as part of their duties to the School. In cases where faculty are engaged in the provision of patient care, that part of their FTE is assigned to another unit in the University or Medical Center through specific MOU's, and that FTE is not counted as part of the faculty member's workload for evaluations of appointment, reappointment, or promotion.

Tenure-track Faculty

Tenure-track faculty members are expected to contribute to the university's mission via teaching, scholarship, and service. When a faculty member's contributions decrease in one of these three areas, additional activity in one or both other areas is expected. Typical workload distribution for tenure track faculty is described in the following subsections. Newly hired faculty should gradually move toward a full teaching load over their first 2-3 years to allow for launching their research programs (10 – 25% teaching initially then increasing to full teaching load).

Teaching

All tenure-track faculty are expected to contribute to the School's teaching, including large enrollment and specialized courses in both the undergraduate and graduate curriculums. The standard teaching assignment for full-time tenure-track faculty members is 30% of workload distribution per 12-month academic year, with the remainder of their time allocated to research, service, and in some cases, administrative duties. This expectation is adjusted for probationary faculty and those with significant extramural funding that requires more than 50% time. Faculty members are expected to advise students in entry-level programs and the MS and/or PhD programs and supervise independent studies and thesis and dissertation work, which accounts for up to three credits of the above workload allocation. They may also contribute to national continuing education programming for peers.

Adjustments to the standard teaching assignment may be made to account for teaching a new class, the size of the class, whether the class is taught on-line or team-taught, and other factors that may affect the preparation time involved in teaching the course as described in the Teaching Workload section above.

The standard teaching assignment may vary for individual faculty members based on their research and/or service activity. Faculty members who are especially active in research can be assigned an enhanced research status that adjusts the workload distribution to reflect this increased activity. Likewise, faculty members who are relatively inactive in research and/or who are not covering the proportion of their salary described in their letter of offer can be assigned an enhanced teaching status that includes an increased teaching assignment.

The School Director is responsible for making teaching assignments on an annual basis, in collaboration with Division/Center and Program Directors, and may decline to approve requests for adjustments when approval of such requests is not judged to be in the best interests of the School. All tenure-track faculty members must do some formal instruction and advising over the course of the academic year. Adjustments to teaching are highly individualized and determined based on the needs of HRS academic programs and learners.

Scholarship

Tenure track faculty are expected to lead extramurally funded research programs that provide salary support for their scholarly activity as specified in their letter of offer. Domains of scholarly activity and expectations for productivity are defined in the School's [Appointments, Promotion, and Tenure Document](#). Time devoted to scholarship is determined by the School Director and Division/Center/Program Director and is dependent on a variety of variables including salary support for scholarly activity, academic productivity, career goals and the missions of the Division and School. Tenure track faculty typically are allocated 60% of their workload distribution to scholarship.

Scholarship workload distribution may be increased or decreased as productivity fluctuates. Faculty with grant funding covering a substantial portion of their salary will have their workload adjusted to ensure the grant funded time is available for the scope of work. Faculty who do not cover the percentage of their effort stipulated in their letter of offer will have the opportunity to increase their teaching workload to a maximum of 65% or will be able to reduce their FTE proportionally. In some instances, scholarship workload can be increased or decreased based on other productivity measures, such as schoolwide initiatives and administrative responsibilities.

Service

Faculty members are expected to be engaged in service and outreach to the School, College, University, profession, and community. The standard service workload expectation for full-time tenure-track faculty members is 10% time allocation to total workload according to the university's [workload guideline](#). Typically, this will include service on committees within the division or program, one to two committees within the School and service to the College, Health System, University, and profession as seniority increases, as detailed in the expectations defined in the School's [Appointments, Promotion, and Tenure Document](#). This pattern can be adjusted depending on the nature of the assignment (e.g. service as committee chair, service on a particularly time-intensive committee, organizing a professional conference, extensive professional leadership, service in an administrative position within the School, college, or university).

All faculty members are expected to attend and participate in faculty meetings, recruitment activities, and other School events. All members of the Committee of Eligible Faculty are expected to attend and participate in appointment, promotion, and tenure meetings convened by the Committee Chair as appropriate for rank and title.

Service loads should be discussed and agreed to during annual performance and merit reviews. When heavy service obligations are primarily volunteer in nature, the School Director is not obligated to modify the service load of the faculty member (reduce teaching and/or scholarly obligations). If, however, a heavy service load is due to the faculty member's unique expertise, perspective, or voice, this should be noted in the annual performance review letter, considered when distributing the faculty member's other duties, and considered for annual merit compensation. The School Director should also consider this additional service burden in balancing service loads among faculty.

Clinical Faculty

The School of Health and Rehabilitation Sciences appoints clinical faculty. These appointments exist for faculty members who focus principally on the education needs of the School. The standard workload expectations for full-time clinical faculty members are 65-85% teaching, 5-30% scholarship, and 10-30% service. Clinical faculty may also serve as directors of clinical education, overseeing the placement and evaluation of students placed in clinical settings. Faculty members appointed to the clinical faculty may choose to further distinguish themselves in professional leadership (clinical excellence pathway), scholarship (clinician-scholar), or teaching (clinician-educator). These pathways exist for promotion of clinical faculty based on their distribution of teaching, scholarship, and professional leadership, and are described in detail in the School's [Appointments, Promotion, and Tenure Document](#).

Clinical faculty have a primary emphasis on teaching and educational program development. The remainder of the workload can emphasize either professional leadership or scholarship. Clinician-Educator workload distribution is 85% teaching, 5% scholarship, and 10% service. Clinician-Scholar workload distribution for clinical faculty is 65 – 75% teaching, 15 – 25% scholarship, and 10% service. Clinical excellence workload distribution for clinical faculty is 65 – 75% teaching, 10% scholarship, and 15 – 25% service. Clinical faculty designated as clinical coordinators may have a significant administrative allocation that alters this distribution. It should be noted that within the School, the titles "clinician" and "clinical" are used to denote educational activities, not the provision of patient care. Therefore, no faculty have any of their workload as faculty in the School devoted to the provision of patient care. Switching pathways is permitted for clinical faculty, following the procedures and timeline described in the School's [Appointments, Promotion, and Tenure Document](#).

Teaching

All clinical faculty are expected to contribute to the School's teaching, including large enrollment and specialized courses in both the undergraduate and graduate curriculums, including the MS and/or PhD. The standard teaching assignment for full-time clinical faculty members ranges from 65-85% of workload distribution (21-28 credits) per 12-month academic year, depending on their pathway as described in the School's [Appointments, Promotion, and Tenure Document](#). Faculty members are expected to advise undergraduate and graduate students and supervise independent studies and thesis work, which accounts for up to three credits of the above workload allocation.

Adjustments to the standard teaching assignment may be made to account for teaching a new class, the size of the class, whether the class is taught on-line or team-taught, and other factors that may affect the time involved in teaching the course.

The standard teaching assignment may vary for individual faculty members based on their service and/or scholarship activity. Faculty members who are especially active in scholarship can be assigned an enhanced scholarship status that adjusts the workload distribution to reflect this increased activity.

Likewise, faculty members who are relatively inactive in scholarship can be assigned an enhanced teaching status that includes an increased teaching assignment.

The School Director is responsible for making teaching assignments on an annual basis, in collaboration with Division/Center and Program Directors, and may decline to approve requests for adjustments when approval of such requests is not judged to be in the best interests of the School. All faculty members must do some formal instruction and advising over the course of the academic year. Adjustments to teaching are highly individualized and determined based on the needs of HRS academic programs and learners.

Service

Clinical Faculty members are expected to be engaged in service and outreach to the School, College, University, profession, and community. Typically, this will include service on committees within the division or program, one to two committees within the School and service to the College, Health System, University, and profession as seniority increases, as detailed in the expectations defined in the School's [Appointments, Promotion, and Tenure Document](#). This pattern can be adjusted depending on the nature of the assignment (e.g. service as committee chair, service on a particularly time-intensive committee, organizing a professional conference, extensive professional leadership, service in an administrative position within the School, college, or university).

All faculty members are expected to attend and participate in faculty meetings, recruitment activities, and other School events. All members of the Committee of Eligible Faculty are expected to attend and participate in appointment, promotion, and tenure meetings convened by the Committee Chair as appropriate for rank and title.

Service loads should be discussed and agreed to during annual performance and merit reviews. When heavy service obligations are primarily volunteer in nature, the School Director is not obligated to modify the service load of the faculty member (reduce teaching and/or scholarly obligations). If, however, a heavy service load is due to the faculty member's unique expertise, perspective, or voice, this should be noted in the annual performance review letter, considered when distributing the faculty member's other duties, and considered for annual merit compensation. The School Director should also consider this additional service burden in balancing service loads among faculty.

Scholarship

All clinical faculty members are expected to be engaged in scholarship as defined in the School's [Appointments, Promotion, and Tenure Document](#). Percent workload dedicated to scholarship varies by pathway.

Scholarship workload distribution may be increased or decreased as productivity fluctuates. Faculty with grant funding covering a substantial portion of their salary will have their workload adjusted to ensure the grant funded time is available for the scope of work. Faculty on the clinician-scholar or clinical excellence pathway who do not demonstrate productivity commensurate with expectations will have the opportunity to switch to the clinician-educator pathway and increase their teaching workload to a maximum of 85%. In some instances, scholarship workload can be increased or decreased based on other productivity measures, such as schoolwide initiatives or administrative responsibilities.

Research Faculty

The School of Health and Rehabilitation Sciences appoints Research Faculty. Research faculty members are expected to contribute to the university's mission via research. The typical workload for research faculty is 90-95% research, 0-10% teaching (student mentoring), and 5-10% service.

Research faculty expectations for research are like those for the tenure-track, albeit proportionally greater since a larger percentage of effort for research faculty members is devoted to research. Specific expectations are spelled out in the letter of offer.

Teaching

Research faculty are expected to contribute to the School's teaching mission through mentorship of students, graduate students in particular (who also enrich their research program). Research Faculty are not assigned didactic teaching except in limited circumstances.

In accord with Faculty Rule [3335-7-34](#),

a research faculty member may, but is not required to, participate in limited educational activities in the area of his or her expertise. However, teaching opportunities for each research faculty member must be approved by a majority vote of the School's tenure-track faculty. Under no circumstances may a member of the research faculty be continuously engaged over an extended period of time in the same instructional activities as tenure-track faculty.

Scholarship

All research faculty members are expected to be engaged in scholarship as defined in the School's [Appointments, Promotion, and Tenure Document](#). Research faculty members are expected to meet scholarly activity and expectations for productivity, cover 90-95% of their salary with sponsored program funding, and are allocated about 90-95% of their workload distribution to scholarship.

Service

All research faculty members are expected to attend and participate in faculty meetings and school assembly. All members of the committee of eligible faculty are expected to attend and participate in appointment, promotion, and tenure meetings convened by the Committee Chair as appropriate for rank and title. It is understood that professional service activities may enhance the faculty member's research program and may be associated with their funding. Service expectations for reappointment and promotion are defined in the School's [Appointments, Promotion, and Tenure Document](#). It is important that service loads should be discussed and agreed to during annual performance and merit reviews.

Associated Faculty

Compensated associated faculty members are expected to contribute to the university's mission via teaching or research depending on the terms of their individual appointments.

Faculty members with tenure-track titles and appointments <50% FTE will have each dimension of their workload responsibility (teaching, research, service) adjusted proportionally to their appointment level.

Expectations for compensated visiting faculty members will be based on the terms of their appointment and are comparable to that of tenure-track or clinical faculty members except that service is not required.

For lecturers, senior lecturers, clinical instructors of practice, clinical assistant professors of practice, clinical associate professors of practice, and clinical professors of practice, contributions to the teaching, service, and research missions are expected depending on the terms of their individual appointments. Typically, these faculty have a workload distributed as 85-90% teaching, 10% service, and up to 5% scholarship.

Teaching

Lecturers, senior lecturers, clinical instructors of practice, clinical assistant professors of practice, clinical associate professors of practice, and clinical professors of practice are expected to contribute to the School's teaching, including large enrollment and specialized courses in both the undergraduate and graduate curriculums. The standard teaching assignment for full-time associated faculty members is 85 – 90% of workload distribution (28 – 30 credits) per 12-month academic year, with the remainder of their time allocated to service, scholarship, and in some cases, administrative duties. Faculty members are expected to advise undergraduate students, serve on graduate and undergraduate student committees, and supervise independent studies and specializations, which accounts for up to three credits of the above workload allocation.

Adjustments to the standard teaching assignment may be made to account for teaching a new class, the size of the class, whether the class is taught on-line or team-taught, and other factors that may affect the time involved in teaching the course.

The standard teaching assignment may vary for individual faculty members based on their service and/or scholarship activity. Faculty members who are active in scholarship can be assigned up to 5% for a research workload or a proportion commensurate with grant funded salary recovery.

The School Director is responsible for making teaching assignments on an annual basis, in collaboration with Division and Program Directors, and may decline to approve requests for adjustments when approval of such requests is not judged to be in the best interests of the School. Adjustments to teaching are highly individualized and determined based on the needs of HRS academic programs and learners.

Service

Associated faculty members are expected to be engaged in service and outreach to the School, university, profession, and community. Typically, this will include service on committees within the division or program, one to two committees within the School and service to the College, Health System, or University as seniority increases. In addition, state and/or national professional service is expected as demonstration of reputation and impact for clinical assistant professors of practice and state and/or national leadership is expected for clinical associate professors of practice and clinical professors of practice. This pattern can be adjusted depending on the nature of the assignment (e.g. service on a particularly time-intensive committee, organizing a professional conference, extensive professional leadership, service in an administrative position within the School, college, or university).

All faculty members are expected to attend and participate in faculty meetings, recruitment activities, and other School events.

Service loads should be discussed and agreed to during annual performance and merit reviews. When heavy service obligations are primarily volunteer in nature, the School Director is not obligated to modify the service load of the faculty member (reduce teaching and/or scholarly obligations). If, however, a heavy service load is due to the faculty member's unique expertise, perspective, or voice, this should be noted in the annual performance review letter, considered when distributing the faculty member's other

duties, and considered for annual merit compensation. The School Director should also consider this additional service burden in balancing service loads among faculty.

Scholarship

Lecturers and associated clinical practice faculty are not expected to be engaged in scholarship as defined in the School's [Appointments, Promotion, and Tenure Document](#). However, the School recognizes that some faculty may wish to engage in scholarship as part of their professional and career development. In general, faculty members with an interest in developing scholarly activity can be allocated 5% of their workload. In cases where the faculty member has an opportunity to join a grant-funded project that covers a larger portion of their salary, discussion with the program/division director and School Director must occur to ensure the needs of the School are being met.

Scholarship workload distribution may be increased or decreased as productivity fluctuates. Faculty who do not demonstrate productivity commensurate with expectations will have the opportunity to increase their teaching workload to a maximum of 90%. In some instances, scholarship workload can be increased or decreased based on other productivity measures, such as schoolwide initiatives or administrative responsibilities.

Modification of Duties

The School of Health and Rehabilitation Sciences strives to be a family-friendly unit in its efforts to recruit and retain high quality faculty members. To this end, the School is committed to adhering to the College of Medicine's guidelines on modification of duties to provide its faculty members flexibility in meeting work responsibilities within the first year of childbirth/adoption/fostering, or care for an immediate family member who has a serious health condition, or a qualifying exigency arising out of the fact that the employee's immediate family member is on covered active duty in a foreign country or call to covered active duty status. See the [college pattern of administration](#) for details. See also the OHR [Parental Care Guidebook](#) and the Parental Leave Policy in Section XII.

Faculty may be eligible for additional leave under the [Family Medical Leave Policy](#) and/or the university's paid parental leave guidelines as described in its [Policy on Paid Leave Programs](#).

See also Parental Leave Policy in Section XII.

A faculty member requesting a modification of duties and the School Director should be creative and flexible in developing a solution that is fair to both the individual and the unit while addressing the needs of the university. Expectations must be spelled out in an MOU that is approved by the dean.

X Course Offerings, Teaching Schedule, and Grade Assignments

The School Director will annually develop a schedule of course offerings and teaching schedules in consultation with the faculty, both collectively and individually. While every effort will be made to accommodate the individual preferences of faculty, the School's first obligation is to offer the courses needed by students at times and in formats, including on-line instruction, most likely to meet student needs. To assure classroom availability, reasonable efforts must be made to distribute course offerings across the day and week. To meet student needs, reasonable efforts must be made to assure that course offerings match student demand and that timing conflicts with other courses students are known to take in tandem are avoided. A scheduled course that does not attract the minimum number of students required by Faculty Rule [3335-8-16](#) will normally be cancelled and the faculty member scheduled to teach that

course will be assigned to another course for that or a subsequent semester. Finally, to the extent possible, courses required in any curriculum or courses with routinely high demand will be taught by at least two faculty members across semesters of offering to assure that instructional expertise is always available for such courses.

If an instructor of record is unable to assign grades due to an unexpected situation (i.e. health or travel), or if they have not submitted grades before the university deadline and are unreachable by all available modes of communication, then the School Director may determine an appropriate course of action, including assigning a faculty member to evaluate student materials and assign grades for that class. The University Registrar will be made aware of this issue as soon as it is known and will be provided a timeline for grade submission.

XI Allocation of School Resources

The School Director is responsible for the fiscal and academic health of the School and for assuring that all resources—fiscal, human, and physical—are allocated in a manner that will optimize achievement of unit goals.

The School Director will discuss the School budget at least annually with program and division/center directors, as well as the faculty, and attempt to achieve consensus regarding the use of funds across general categories. However, final decisions on budgetary matters rest with the School Director.

The School Director is responsible for allocating the resources that are assigned to it to make the most effective use of those resources. Other than faculty time and funds, research space is a major resource. Research space shall be allocated based on research productivity, including external funding, and will be reallocated periodically as these faculty-specific variables change. It is essential that research space and support be allocated to faculty members with actively funded research programs that meet College metrics regarding research funding. See [COM Research Space Policy](#).

After the preliminary/start-up period, faculty members who have not had extramural funding to support their research may be assigned laboratory space at the discretion of the School Director. In the event that a previously funded faculty is without extramural funding for two years, the laboratory space previously assigned to them will, at the discretion of the School Director, be re-assigned. The faculty member can share space with a funded faculty, with the consent of that faculty, until the faculty member is able to re-establish their funding at a sufficient level to meet space assignment metrics.

The allocation of office space will include considerations such as achieving proximity of faculty in subdisciplines and productivity and grouping staff functions to maximize efficiency.

The allocation of salary funds is discussed in the Appointments, Promotion and Tenure Document.

The academic divisions and programs each receive funds for faculty and staff positions in support of the academic program and an operating budget; these are based on student enrollment and revenue generation. Centers each receive funds for faculty and/or staff positions in support of their missions and an operating budget; these are based on revenue generation. Each of the Division/Center Directors or the Program Directors have responsibility for allocating funds for travel beyond the centrally allocated funds for professional development and other instructional support activities.

XII Leaves and Absences

In general, there are six types of leaves and absences taken by faculty (in addition to parental leave, which is detailed in the [Parental Care Guidebook](#)). The university's policies and procedures with respect to leaves and absences are set forth on the Office of Human Resources [Policies and Forms website](#). The information provided below supplements these policies.

Discretionary Absence

Faculty are expected to complete a travel request or a [request for absence form](#) well in advance of a planned absence (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 Division/Center/Program Director or School 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 semester is substantial. [Rules of the University Faculty](#) require that the Office of Academic Affairs approve any discretionary absence longer than 10 consecutive business days (see Faculty Rule [3335-5-08](#)) and must be requested in Workday prior to the leave.

Absence for Medical Reasons (Sick Leave)

When absences for medical reasons are anticipated, faculty members are expected to complete a [request for absence form](#) as early as possible. When such absences are unexpected, the faculty member, or someone speaking for the faculty member, should let the Division/Center/Program Director and/or School 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. For additional details see OHR [Policy 6.27](#).

Family Medical Leave

Faculty may be eligible for leave under the [Family Medical Leave Policy](#) and/or the university's paid parental leave guidelines as described in its [Policy on Paid Time Off](#). The faculty member requesting the leave and the School Director should be creative and flexible in developing a solution that is fair to both the individual and the unit while addressing the needs of the university and consistent with the OSUP/FGP compensation plan as applicable. Expectations must be spelled out in an MOU that is approved by the Dean.

Unpaid Leaves of Absence

The university's policies with respect to unpaid leaves of absence and entrepreneurial leaves of absence are set forth in OHR [Policy 6.45](#).

Faculty Professional Leave (FPL)

Tenured faculty are eligible for Faculty Professional Leave, also known as sabbatical leave, in accordance with the standards and requirements set forth in the Office of Academic Affairs' policy on [Faculty Professional Leave](#). The Faculty Professional Leave program (FPL) was created to give faculty a period of uninterrupted time to invest in their professional development. Activities that entail little or no investment

in new skills and knowledge are not appropriate for the program. In addition, faculty should restrict other employment activity during a leave, including employment approved under the paid external consulting policy, to that which clearly enhances the purposes of the leave. FPL proposals generally emphasize enhancement of research skills and knowledge. However, faculty members may use an FPL for substantial investment in pedagogical or administrative skills and knowledge when these are judged to be mutually beneficial to the faculty member and their academic unit.

Faculty members who desire an FPL should discuss the matter with their Division/Center Director and 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 School's Executive Committee will review all full proposals for faculty professional leave and make a recommendation to the School Director based on the demonstration of the goals and objectives of the professional scholarship activities and clear description of deliverables.

The School 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. The dean or designee will then submit the document for OAA approval, with leave applications finally recommended to the Board of Trustees for final approval.

Parental Leave

The university, the college, and this School recognize the importance of parental leave to faculty members. Details are provided in the OHR [Parental Care Guidebook](#), Paid Time Off [Policy 6.27](#), and the [Family and Medical Leave Policy 6.05](#).

University Business Travel

First and foremost, all faculty members, including administrators, have a primary obligation to exercise the responsibilities of their position. While being away from the University is a reasonable and necessary component of this responsibility, it cannot be at the detriment of their University obligations. Excessive outside commitments fundamentally undermine a person's ability to do their job. In any given situation numerous college and university policies may apply, and it is the faculty members' responsibilities to adhere to all such policies.

Faculty members frequently have the opportunity to participate in activities outside of the University (e.g. attending academic conferences, lecturing at other Universities, etc.) which are important for the development of their academic careers, and which enhances the national reputation of the College and University. The importance of undertaking these activities must be balanced with each faculty member's commitments and responsibilities to the Department and College. The amount of approved business travel must be appropriate and consistent with the University's [Policy on Outside Activities and Conflicts](#).

XIII Additional Compensation and Outside Activities

Information on faculty additional compensation is presented in the OAA [Policy on Faculty Compensation](#). The information provided below supplements this policy.

Additional compensation is for temporary work clearly beyond the faculty member's normal assignments, in an amount appropriate to the allocation of time necessary to complete the extra assignment. The extra assignment should be nonrecurring and clearly limited in time and scope.

Faculty with an administrative position (for example, chair, associate/assistant dean, center director) remain subject to the [Policy on Outside Activities and Conflicts](#) and with appropriate approval, are permitted to engage in paid external work activities. However, faculty members with administrative positions are not permitted to accept compensation/honoraria for services that relate to or are the result of their administrative duties and responsibilities.

Should a faculty member wish to use a textbook or other material that is authored by the faculty member and the sale of which results in a royalty being paid to them, such textbook or material may be required for a course by the faculty member only if (1) the faculty member's School Director and dean or designee have approved the use of the textbook or material for the course taught by the faculty member, or (2) an appropriate committee of the School or college reviews and approves the use of the textbook or material for use in the course taught by the faculty member.

The School and College expect faculty members to carry out the duties associated with their primary appointment with the University at a high level of competence before seeking other income-enhancing opportunities. All activities providing supplemental compensation must be approved by the School Director regardless of the source of compensation. Approval will be contingent on the extent to which a faculty member is carrying out regular duties including meeting fiscal and other obligations to the department, the extent to which the extra income activity appears likely to interfere with regular duties, and the academic value of the proposed consulting activity to the Department. In addition, it is University policy that faculty may not spend more than one business day per week on supplementally compensated activities and external consulting combined.

Outside Activities (including paid external consulting)

Information on paid external consulting is presented in the university's policy on [Outside Activities and Conflicts](#). The information provided below supplements this policy.

The School and college encourage individual participation in outside activities, such as collaborations with government, industry, and other private institutions, because such participation helps advance the college's mission through mutually beneficial partnerships and contributes to social and economic development and increased knowledge. Faculty are required to devote their primary professional allegiance to the university and conduct their university responsibilities with integrity, demonstrating both honesty and transparency. Similarly, all healthcare professionals have an ethical obligation to provide safe, effective, patient-centered, timely, efficient, and high-quality care for their patients.

Faculty members, including faculty with administrative assignments and appointments, are therefore permitted to engage in outside activities to the extent they are clearly related to the mission of the university, they are arranged so as not to conflict or interfere with this commitment to the university or the best interest of the patient, and do not create a conflict of interest or conflict of commitment as defined in the [Outside Activities and Conflicts Policy](#). Individuals conducting research also must avoid financial conflicts of interest in research. Faculty remain accountable for and have the primary commitment of meeting all formal and informal duties and obligations associated with research, service, instruction,

scholarship, and/or clinical practice, and should not in their behaviors suggest that their commitment is to their outside engagements.

Engagement of faculty in outside activities are at the discretion of the School Director and the Dean of the College of Medicine and contingent on ability to complete all normal assigned academic and clinical roles. Allowable outside activities include, but are not limited to, consulting with pharmaceutical or device companies and medical legal work. Medical legal work includes expert witness and independent medical evaluations conducted in which a doctor/patient relationship does not exist. This includes evaluations for disability and civil or criminal legal issues (e.g., patient evaluation, reviewing records, discovery or trial deposition or trial testimony).

The college does not approve outside activities involving the use of confidential or proprietary information, which may include, but is not limited to, technologies, technical information, business information, know-how, ideas, data, materials, processes, procedures, methods, compositions, formulas, protocols, devices, designs, strategies, discoveries, inventions, trade secrets, and other intellectual property.

The college does not approve outside activities with ‘Expert Networks’. These types of organizations (e.g., Guidepoint, Gerson Lehrman Group, ProSapient, Techspert, etc.) have been previously associated with insider trading resulting in legal consequences, and the college has determined that the risk outweighs the benefit.

Finally, faculty should be cautious of ‘Speaker Bureaus’ where remuneration offered and paid could violate anti-kickback laws. For additional details see [OSUWMC Vendor Interaction Policy](#)

All time and compensation must be reported through appropriate university processes described above. Faculty at 1.0 FTE may not spend more than 416 hours of their on-duty time per fiscal year. Consulting during off-duty periods is not subject to time limitations. Total compensation earned through such external activities may not exceed 75% of total annual compensation, to ensure that individual faculty’s principal focus does not appear to shift away from their university responsibilities. Requests in excess of this require written justification from the School Director and approval from the Dean. In addition, a faculty member’s outside activity effort, combined with funded effort commitments, may not exceed 100% of their effort. Faculty who will exceed the maximum hours may choose to reduce their FTE or discontinue outside activities.

For faculty members with administrative assignments and appointments (e.g. Division/Center Directors, School Directors, Department Chairs, Assistant/Associate/Vice Deans), all paid outside activities and paid professional services **are subject to approval** and reporting requirements. Such faculty are prohibited from engaging in outside activities when the outside activities overlap with the faculty member’s administrative responsibilities to OSU.

For faculty without administrative duties, the following activities **are not** subject to this policy’s approval:

1. **Professional service activities** that exist apart from a faculty member’s institutional responsibilities and that do not entail compensation beyond reimbursement for expenses and/or a nominal compensation for services. These activities include but are not limited to service to governmental and non-governmental agencies such as peer review panels and advisory bodies to other universities and professional organizations; presentations to either professional or public audiences in such forums as professional societies and organizations, libraries, and other

universities; and peer review activities undertaken for either for-profit or nonprofit publishers, including grant reviews.

2. **Health care activities** that are explicitly covered by approved practice plans.

Requirements/Restrictions

1. The procedure for requesting approval is outlined in the [Outside Activities and Conflicts Policy](#).
2. Outside activities must be approved by the School Director and Dean's office using the online faculty external consulting form prior to faculty member undertaking the outside activity.
3. A signed [OSU IP addendum](#) signed by both parties must be included for *all* external consulting agreements.
 - a. Facilities and services of the university may not be used in connection with compensated outside activity.
 - b. University staff (e.g., assistants or administrators) may not be used to negotiate with companies, submit faculty requests, or book travel related to the outside activity, as these agreements are between the company and the faculty member.
 - c. Faculty members may not request reimbursement for expenses related to outside activities.
 - d. All outside activities and compensation must be disclosed in the [eCOI](#) within 30 days of College of Medicine approval.

Corrective Actions

If a faculty member accepts payment for an outside activity without first obtaining approval or participates in activities that have been disapproved, a complaint may be filed against the faculty member under Faculty Rule [3335-5-04](#) and the faculty member may lose the privilege of future consulting at the discretion of the Dean of the College of Medicine.

Outside Practice of Medicine

As required by the University Board of Trustees, all tenure track, clinical, or associated faculty in the College of Medicine who have a fifty percent or greater University appointment and who are providing patient care services and are eligible for medical staff membership are required, as a condition of faculty employment, to join and remain members of the Central College Practice Group (CCPG). Ohio State University Physicians, Inc (OSUP) has been designated as the CCPG by the University Board of Trustees on November 1, 2002.

Ordinarily, clinical services are provided within the facilities of the OSU Wexner Medical Center. Occasionally, a need or opportunity may arise in which a faculty member seeks to provide patient care service in a non-OSU facility. Requests to practice at a non-OSU facility (including Nationwide Children's Hospital) are considered on an individual basis. The approval process requires completion of the University Self-Insurance Program Non-OSU Location application. The request requires the approval of the School Director and is then forwarded for College approval.

Tenure track, clinical, or associated faculty in the College of Medicine who have a fifty percent or greater University appointment are not permitted to be employed by other entities for the practice of medicine. The only exception to this policy is for faculty members who are contracted with the Veteran's Administration. In those cases, the percentage of the University faculty appointed is reduced proportional to the V.A. appointment. No other exceptions are permitted.

Policy on Salary Recovery

- Faculty are required to support their salary and/or funding expectations as outlined in their letter of offer or based on expectations outlined in their annual review.
- Per University Faculty Rules, for research faculty it is generally expected that salary recovery/support will be derived from extramural funds. While salary support for research faculty may not come from dollars provided to the departments from the college, departments may choose to provide funding from individual departmental faculty research funds, start-up funds, and/or department Chair package funds to maintain the faculty member's salary at 100%.
- Unless specifically required by a funding agency and approved by the College of Medicine (e.g. training grants), without cost (aka cost sharing) effort is not permitted.
- Faculty in 9-month appointments will be eligible for off duty pay (ODP) only if they have satisfied their fiscal obligations. ODP must be supported entirely on extramural funding.
- In addition to salary support, faculty are expected to support their research laboratory as specified in the Workload Policy.

Expenditures

[University Policy on Expenditures](#)
[Faculty & Staff Appreciation guidelines](#)

XIV Conflict of Commitment, Educational and Financial Conflict of Interest

Conflict of Commitment

Information on conflicts of commitment is presented in the university's [Policy on Outside Activities and Conflicts](#). The information provided below supplements this policy.

Ohio State University full-time faculty members, including administrators with faculty appointments, owe their primary professional allegiance to the university, and their primary commitment of time and intellectual energies should be to the education, research, service and scholarship programs of the institution. The specific responsibilities and professional activities that constitute an appropriate and primary commitment will differ across schools and departments. To the extent that a faculty member's pattern of commitment is atypical for the School, it should be documented through a written agreement between the faculty member and the School Director.

Even with such understandings in place, however, attempts by faculty to balance university responsibilities with non-university related external activities can result in conflicts regarding allocation of professional time and energies. Conflicts of commitment usually involve issues of time allocation. For example, whenever a faculty member's outside consulting activities (as defined in the university's Faculty Paid External Consulting Policy and above) exceed the permitted limits or whenever a full-time faculty member's primary professional obligation is not to Ohio State, a conflict of commitment exists.

Faculty should disclose and discuss external commitments with the School Director and/or Dean prior to engaging in the activity. If an activity cannot be managed by the faculty member and the School Director or Dean to avoid a conflict of commitment or the reasonable appearance of a conflict of commitment, the faculty member must refrain from participating in the activity.

Educational Conflict of Interest

Faculty at The Ohio State University College of Medicine accept an obligation to avoid conflicts of interest in carrying out their teaching and professional responsibilities. For purposes of this policy, an educational conflict of interest exists if:

1. Faculty member is currently or previously in a therapeutic relationship with the learner.
2. Faculty member is in a romantic or familial relationship with the learner.
3. Faculty member or admissions committee member is in a romantic or familial relationship with the applicant.
4. Faculty member is currently or previously in a therapeutic relationship with the applicant.

Having an educational conflict of interest may exert a substantial and improper influence upon a faculty member or admission committee member's professional judgment in exercising learner or applicant evaluation. Faculty members with an educational conflict of interest must not evaluate a learner's (for which there exists a conflict) performance or participate in any component of academic due process for that learner. Admissions Committee Members with an educational conflict of interest must not participate in any component of the admissions process for the year in which the applicant with whom they have the educational conflict with is involved. As soon as they become aware of a potential educational conflict the faculty member must disclose this to the Associate Dean for Medical Education/Designee, Associate Dean for Health & Rehabilitation Sciences/Designee, Associate Dean for Graduate Education/Designee, or the Associate Dean of Graduate Medical Education/Designee. Admissions Committee Members with an educational conflict of interest must disclose this to the Associate Dean for Admissions/Designee or the appropriate admissions committee chair.

Financial Conflict of Interest

Information on financial conflicts of interest is presented in the university [Policy on Outside Activities and Conflicts](#). The information provided below supplements this policy.

Faculty at The Ohio State University accept an obligation to avoid financial conflicts of interest in carrying out their professional work. For purposes of this policy, a conflict of interest exists if financial interests or other opportunities for tangible personal benefit may exert a substantial and improper influence upon a faculty member or administrator's professional judgment in exercising any university duty or responsibility, including designing, conducting or reporting research.

Faculty members with external funding or who are otherwise required by university policy, are required to file [conflict of interest screening forms](#) annually and more often if prospective new activities pose the possibility of financial conflicts of interest. Faculty who fail to file such forms or to cooperate with university officials in the avoidance or management of potential conflicts will be subject to disciplinary action.

In addition to financial conflicts of interest, faculty must disclose any conflicts of commitment that arise in relation to consulting or other work done for external entities (see section above). Finally, faculty are expected to disclose any relationship (whether paid or unpaid) with foreign institutions, companies, or collaborators.

XV Grievance Procedures

Members of the School with grievances should discuss them with the School Director who will review the matter as appropriate and either seek resolution or explain why resolution is not possible. Content below describes procedures for the review of specific types of complaints and grievances.

Salary Grievances

A faculty or staff member who believes that their 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 School Director and wish to pursue the matter may be eligible to file an appeal with the college's Salary Appeals Committee. A formal salary appeal can also be filed with the Office of Faculty Affairs (see Chapter 4, Section 2 of the Office of Academic Affairs [*Policies and Procedures Handbook*](#)).

Staff members who are not satisfied with the outcome of the discussion with the School Director and wish to pursue the matter should contact [Employee and Labor Relations](#) in the Office of Human Resources.

Faculty Promotion and Tenure Appeals

Promotion and tenure appeals procedures are set forth in Faculty Rule [3335-5-05](#).

Faculty and Staff Misconduct

Complaints alleging faculty misconduct or incompetence should follow the procedures set forth in Faculty Rule [3335-5-04](#).

Any student, faculty, or staff member may report complaints against staff to the School Director. The [Office of Employee and Labor Relations](#) in the Office of Human Resources can provide assistance with questions, conflicts, and issues that arise in the workplace.

Harassment, Discrimination, and Sexual Misconduct

The [Civil Rights Compliance Office](#) exists to help the Ohio State community prevent and respond to all forms of harassment, discrimination, and sexual misconduct.

- 1 Ohio State's policy and procedures related to equal employment opportunity are set forth in the university's [policy on equal employment opportunity](#).
- 2 Ohio State's policy and procedures related to nondiscrimination, harassment, and sexual misconduct are set forth in the university's [policy on nondiscrimination, harassment, and sexual misconduct](#).

Violations of Laws, Rules, Regulations, or Policies

Concerns about violations of laws, rules, regulations, or policies affecting the university community should be referred to the [Office of University Compliance and Integrity](#). Concerns may also be registered anonymously through the [Anonymous Reporting Line](#).

Complaints by and about Students

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 or Director of Academic Affairs either directly or through a report in the HRS learning environment concern online portal, the School Director or Director of Academic Affairs will first ascertain whether the students require confidentiality. If

confidentiality is not required, the School Director or designee 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 or Director of Academic Affairs 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. See Faculty Rule [3335-8-23](#). Per mandated reporting requirements, any complaints that raise concerns about violations of laws, rules, regulations, or policies will be referred to the [Office of University Compliance and Integrity](#) for independent investigation and resolution.

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.

Academic Misconduct

All students in the School of Health and Rehabilitation Sciences will uphold the academic integrity of their degree program and the University. For any instance of suspected academic misconduct, faculty will follow [Policy 2: Academic Misconduct](#) in the HRS Student Handbook. This policy includes the process on student notification, Division/Program level review, committee review, and when to report to the University's Committee on Academic Misconduct.

Academic Due Process

Academic due process involves the process by which individual student performance issues are considered for action by the faculty. This process encompasses issues related to deficiencies in knowledge skills attitudes and/or behaviors of the learner. Learners should first refer to the HRS Student Handbook for the School level academic review process and policies. Additionally, learners should refer to their respective program handbooks for program specific information on academic policies and processes that would trigger a school level academic review.

Challenge Related to a Grade

A student may challenge a grade only for procedural reasons. If a student believes that a procedural error in grading was made, the student should follow the specific program guidelines for grade appeals in the respective program specific student handbook that are in alignment with Faculty Rule [3335-8-23](#) in making an appeal. In general, the student should first meet with the instructor of the course and if the instructor does not agree that a procedural error was made, the student must meet with the Program/Division director to discuss the grade grievance. If the issue is not resolved to the satisfaction of the student, the student may request in writing a grade appeal to the Director of Academic Affairs. If the student is not satisfied with the response from the Director of Academic Affairs, the student may seek further review through the College of Medicine's Vice Dean of Education.

Board of Trustees Rule stipulates that the [Committee on Academic Misconduct](#) does not hear cases involving academic misconduct in colleges having a published honor code, although some allegations against graduate students fall under the committee's jurisdiction. Accordingly, faculty members will report any instances of academic misconduct to the Director of Academic Affairs, who will involve the Committee on Academic Misconduct, if appropriate, or will otherwise follow the School's procedures for addressing allegations of violations of the professional student honor code.

HRS Student Professional Honor Code

HRS students will behave in a manner consistent with the following principles of professionalism to foster and maintain a culture that facilitates these attributes and behaviors:

- Altruism
 - Assist other HRS students in need.

- Contribute to a positive regard for the healthcare professions.
- Serve the interests and welfare of the patient and the community above our own self-interest.
- Honesty and Integrity
 - Respect the rights of patients, faculty, staff, colleagues, and other health professionals.
 - Safeguard patient confidences and privacy within the constraints of the law.
 - Deal with confidential information appropriately and discreetly.
 - Understand the general principles of ethical behavior and their application to performance expectations of any course of study, examination, or other evaluations.
- Caring and Compassion
 - Treat each client as an individual with respect, empathy, and dignity both in the family's presence and in discussions with other members of the health care team.
 - Handle issues of sickness, dying, and death in a professional manner with patients and their families.
 - Refrain from abusing authority.
- Service
 - Participate in and contribute to the betterment of the public health community in a productive manner.
 - Participate in and contribute to peer groups, local, national and/or international organizations.
- Excellence and Scholarship
 - Strive to improve oneself in the integration and transmission of knowledge.
 - Collaborate with and assist peers, colleagues, and other health professionals appropriately for the advancement of scientific knowledge and skills.
 - Commit to self-directed and life-long learning.
- Respect for Persons
 - Demonstrate respect for Faculty, Instructors, Staff, Peers, Patients, and Families
 - Treat those with whom they work with respect, trust, and dignity.
 - Refrain from engaging in unwanted/inappropriate romantic and sexual behaviors or any other unprofessional behaviors.
 - Respect rights such as privacy, confidentiality, and informed consent.
 - Communicate in a sensitive manner and do not discriminate based on age, gender, intelligence, medical condition, nationality, or ethnic origin, physical or mental disability, race, religion, sexual orientation, or socioeconomic status.
- Responsibility and Accountability
 - Maintain academic, patient care and service as our highest priority.
 - Be accountable for deadlines and complete assignments/responsibilities in a timely fashion.
 - Consistently be on time, attentive, and prepared for class, clinical experiences, and other program activities.
 - Recognize and report peers' errors, fraud, poor behavior, deficiency in character, and incompetence.
 - Identify one's own limitations and developmental needs, and seek approaches for improvement.
 - Present oneself in a professional manner with respect to dress, hygiene, body language, composure, and gestures.
 - Maintain your personal health and wellness. This includes seeking appropriate medical, refraining from excessive use of alcohol, refraining from all use of illegal drugs, and attending to your own mental health and spiritual needs so that you can work up to your potential as a student and as a professional.