Pattern of Administration

for

The Ohio State University

School of Health and Rehabilitation Sciences

Approved by the Office of Academic Affairs: May 16, 2024
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I  Introduction

This document provides a brief description of the School of Health and Rehabilitation Sciences 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. However, revisions may be made at any time as needed. 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

A. Vision

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

B. Mission

To develop transformative leaders in health and rehabilitation sciences

C. Background

As stated above, the School of Health and Rehabilitation Sciences has as its central mission the education of students for excellence in health careers and health care services. Towards this endeavor, the school maintains an environment in which research and scholarly activity inspire and inform teaching. Curricula are structured to foster learning, nurture individual growth and creativity, and support the goals of professional health care practice, administration, teaching, and research, at both the undergraduate and graduate level. Individual differences in learners are valued as the faculty promotes scholarship in all who study under their guidance.

Fundamental to the School's mission is to engage in research and other scholarly activity that enhances the knowledge base of the health and rehabilitation professions. This knowledge base forms a vital link in the improvement of human health and keeps the School at the forefront of education and research in the health and rehabilitation professions. In addition, students must be prepared to interpret the ideas and innovations derived from scholarship, to make them accessible to the citizens of the State of Ohio and the world. In keeping with the land grant heritage of The Ohio State University, the School's mission, additionally, includes service to the professions, the University, and the community.

The School will develop a strategic plan every 3-5 years that will guide decisions to achieve this mission and vision. This plan will be used to guide program development/elimination, faculty and staff hiring, and resource allocation. To support this mission and vision, the School maintains an environment in which research and scholarship inspire and inform teaching.

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 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 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 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 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.

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, except for visiting faculty, may vote in all matters of School of Health and Rehabilitation Sciences governance except personnel decisions. 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 (office associates, administrative office associates, School Administrator, Senior Systems Consultant, Director of Marketing and Communications, and Director of Student Services) provide support to the programs and faculty.

Office of the Director
The Office of the Director includes the Director of the School and the School Administrator. The Administrative Manager, the Fiscal Officer, and the Contracts Manager report to the School Administrator. Directors of Academic Affairs, Research, and Diversity and Inclusion report to the School Director. The 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
The Director of Academic Affairs also oversees the Director of Student Services, the Director of Recruitment, the Assistant Director of Academic Affairs, and two mental health counselors.

Office of Research
The Office of Research is led by the Director of Research, who reports to the School Director.

The Office of Diversity, Equity, and Inclusion
The Office of Diversity Equity and Inclusion is led by the Director of Diversity and Inclusion, who reports to the School Director.

Office of Faculty and Staff Professional Development and Affairs
The Office of Faculty and Staff Professional Development and Affairs is led by the Director of Faculty and Staff Affairs, who reports to the School Director.
Director of Strategic Initiatives
The Director of Strategic Initiatives implements leadership priorities associated with School strategic plans. The Director of Strategic Initiatives also develops and manages programs and organizes school-wide assessment initiatives.

Marketing and Communications
Marketing and Communications is led by the Director of Marketing and Communications, who reports to the School Director. The Director of Marketing oversees the marketing and communications staff including the digital marketing specialist.

To enhance efficiency and facilitate action, the School uses Sections to functionally organize academic, research, and outreach activities.

Academic Programs and Certificate Section
The School offers multiple educational programs. To enhance efficiency and facilitate action, the School uses Sections to functionally organize academic divisions and programs.

Divisions
Physical Therapy (Doctorate)
Occupational Therapy
  Occupational Therapy (Doctorate)
  Assistive and Rehabilitative Technology Certificate
Health Sciences and Information Systems Division
  Health Sciences (BS)
  Health Information Management and Systems
  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)
  MLT to MLS (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)
  Respiratory Therapy (Masters)

Programs
Athletic Training (Masters)
Medical Dietetics and Nutrition (Masters)
  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). Divisions and Programs contribute to the Health Sciences, MS and PhD programs, and some faculty are directly assigned to the PhD. 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 Graduate Studies Committee, the Professional Graduate Studies Chair, and the Graduate Student Advisor.

Section activities and committees are coordinated by the section leadership team, comprised of the Directors, who report to the School Director.

**Centers, Initiatives, and Collaboratives Section**

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

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

Section activities are coordinated by the section leadership team, comprised of the Directors, who report to the School Director.

**VI Overview of School Decision-Making**

Policy and program decisions are made in a number of ways: by the School faculty as a whole, by standing or special committees of the School, or by the 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**

**A. 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 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.

B. Other Administrators

Director of Research

The Director of Research is an appointed administrative position that serves to promote research within the School and serves as the research representative to the College, the University and external entities. The Director of Research 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 Research is appointed by the School Director and serves to promote research 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.

Additional responsibilities include:
• Mentors junior faculty in the development of the scholarship programs, including the development of a mentorship committee, resource identification, and grant development;
• Develops collaborative relationships with internal and external entities to facilitate scholarship activities.
• Identifies potential funding sources for grant applications.
• Develops and maintains records of annual research activities.
• Assists the Director of the School in administrative duties, including budget development, strategic planning and implementation, and other duties as needed.
• Serves as co-chair of the Honors and Research Committee.
• Monitor and implement continuous quality improvement of the college’s research infrastructure and research support activities.
• Monitor trends in HRS-related research, including identifying potential funding sources and priorities, and communicating the information to faculty.
• Provide direction and leadership to secure resources and facilities to support college’s research infrastructure and research support activities.
• Serve as an advocate for research interests in the allocation of resources, faculty workload issues, space and other resources related to research.
• Assess the needs of faculty for research mentorship.
• Facilitate the mentorship of probationary faculty by senior faculty.
• Assess the needs of faculty for enhancing research and grant-preparation skills.
• Evaluate the performance of faculty who report to the Director of Research
• Shared responsibility with the center directors to evaluate faculty who fall under center.
• Plan scientific integrity training and managing conflict of interest.
• Keep faculty informed of changes in policies and procedures regarding the privacy of health information in research data.
• Coordinate support for submission of research and training grant proposals for external funding, including peer review.
• Regularly prepare reports of faculty and student research and research funding.
• Liaison between the college and the vice president for research.
• Recommend allocation of faculty travel support for research presentations.
• Recommend allocation of research space and laboratories.
• Represent the college on university committees focused on research or recommend appropriate faculty for appointment to research committees.
• Represent the dean as needed.
• Provide leadership and assistance in writing grants to further develop the research foci and infrastructure of the college.
• Serve as liaison for research-related planning and support to the Wexner Medical Center and OSU Health Science colleges; planning and implementing joint activities.
• Supervise the research support personnel assigned to the Center for Nursing Research.
• Oversee wet lab(s) in the college.
• Coordinate planning of research colloquia and visiting scholar lectures with center directors and the director of Ph.D. program.

**Director of Academic Affairs**

The Director of Academic Affairs is an appointed administrative position 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 is appointed by the School Director and 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.

**Additional responsibilities include:**

• Serves as chair to the curriculum committee to assure adequate review of all new courses and programs.
• Facilitates faculty development, 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.
• 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 IPE committee to guide and facilitate the development and implementation of a common interprofessional educational core for all entry-level programs; and
• 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 teaching effectiveness.
• Assess the needs of faculty for enhancing scholarship effectiveness.
• Organize the peer evaluation of faculty teaching.
• 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 director as needed.
• Shared responsibility with the center directors to evaluate teaching for faculty who fall under center.

**Director of Diversity and Inclusion**

The Director of Diversity and Inclusion is an appointed administrative position that coordinates recruitment and supports retention of students, faculty, and staff with a diversity of background and thought. The Director of Diversity and Inclusion 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 Diversity and Inclusion is appointed by the School Director and serves to promote a sense of belonging and equity 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.

**Additional responsibilities include:**
• Serves as co-chair of the Diversity and Inclusion Committee to facilitate student, staff and faculty recruitment activities and the development of recruitment materials appropriate for a diverse group of potential students.
• Facilitates the development of appropriate support services to meet the needs of all students, including the development of cultural competency initiatives.
• Serves as the School’s liaison with the College, University and community on diversity and inclusion initiatives.
• Facilitates faculty and staff recruitment, education, and retention to assure a diverse workforce.

**Director for Faculty and Staff Affairs**

The Director of Faculty and Staff Affairs oversees the office of Faculty and Staff Professor Development and Affairs 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 development, information systems, performance
evaluation and career planning processes, and collaborates with human resources partners in the school, college, and university. He or she works closely with the School Director to set and implement the strategic vision and plan of the college 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 college and university goals and strategic plans. Reports to the school director. The Director of Faculty and Staff Affairs is appointed by 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.

- 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 dean.
- Provides leadership in creating a culture that contributes to faculty scholarship in teaching, research, and clinical practice.
- Represents the college at university, local, national, and international forums.
- Carries out assignments and special projects as delegated by the dean.
- Evaluates and writes annual reviews for all direct staff reports.

**Graduate Studies Chair**

The GSC is a 3-year appointed administrative position that provides oversight to the graduate programs. The 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 chair of the graduate studies committee.
- 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.

**Professional Programs Graduate Studies Chair**

The GSC 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 chair of the professional program graduate studies committee.
- 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:

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 Director of Student Services.

**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. 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.
• Are the Divisional leads for 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.

**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.

C. 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, School Assembly, Executive Committee or Administration (School Director, Directors of Research, and/or Director of Academic Affairs). Additionally, committees report their actions to the School Assembly through verbal or written means. Faculty 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.

The standing committees of the School are:

**HRS Cabinet**
The HRS Cabinet members are appointed by the Director and convened at the discretion of the Director. The Cabinet is composed of the School Director, the Directors of Academic Affairs, Diversity and Inclusion, Research, Strategic Initiatives, and the School Administrator. The Cabinet meets twice a month throughout the year. 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 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**
The Executive Committee is composed of School Directors including Directors of Academic Affairs, Diversity and Inclusion, Research, Strategic Initiatives, Division Directors, Program 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 twice 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, Diversity and Inclusion, Research, Strategic Initiatives, School 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 this 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:
  o discussing concerns of the faculty.
  o reporting to the faculty on administrative actions which affect them.
  o 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 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 is chaired by the School Director. Staff may also participate in the assembly at the discretion of their Director and 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 Diversity and Inclusion, and all tenure-track, clinical, associated, and research faculty members as defined in Section IV. Minutes of each meeting will be distributed to the faculty electronically and kept within administration.

Faculty Council
The 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. 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, mediate communication between the faculty and administration.
c. Foster mechanisms of faculty support, development and interaction across programs.

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 who serves one year as chair-elect and for one year 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.
d. Member at Large: The two 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 September 1 and end on August 31.

Conduct of Meetings

a. Notice of Meetings: The secretary of the 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.

**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, DEI, and Academic Affairs. The School Director serves as the Chair of the committee.

Meetings: The Chairs Committee 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 all appointments, reappointments, and promotions, consistent with the School’s Appointments, Promotion, and Tenure document and University policy. The CEF also will annually review probationary faculty.

Composition: The Committee shall be made up of all eligible faculty with the School as their tenure home or primary appointment. Only tenure-track, clinical, and research faculty at the rank of associate professor or above sit on the Committee of the Eligible Faculty. The Chair will be appointed by the School Director; preference should be given to someone at the rank of professor with tenure. The chair will serve a two-year term with a chair-elect determined at the beginning of the second year to assure an ease of transition. The role of the committee is clearly 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 polices 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 six voting members appointed by the Committee of Chairs, including five members of the tenure track, clinical 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 an 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 Faculty
Recognition Committee shall select the recipient of the School’s Faculty Service and Teaching
Awards and the Staff awards. 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 at least five voting faculty members; an
undergraduate/graduate student appointed by the committee as a voting member, and a Chair,
appointed by the Committee of Chairs and/or selected by the Committee members. Faculty terms of
service are 3 years; students typically serve for one year but may be reappointed. The Director of
Marketing and Communications will be an ad hoc member 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 M and P faculty.

Composition: The committee is chaired by the Graduate Studies Chair. 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. Faculty appointments 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. 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 the Rosita Schiller
Undergraduate Research Award; select the recipient of the Faculty Scholarly Activity Award for the
School; and nominate students for the President’s Salute to Undergraduate Achievement. 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. 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.

Committee for Diversity, Equity, and Inclusion (CDEI)
Charge: Shall oversee diversity-related projects and make recommendations on diversity issues as appropriate, including the creation of recruitment materials and faculty/staff job postings to encourage diverse applicants. It will develop opportunities that enrich the cultural experiences of students, faculty, and staff to create an environment that values and affirms diversity. The committee shall work with or make suggestions to other committees as needed. Importantly, the Committee and its members will provide a resource for all members of the School when challenges arise by providing a forum to ensure that their concerns are heard, connecting affected individuals with appropriate support networks, and advocating for structural changes where appropriate.

Composition: The DEI Committee shall be made up of the following voting members: the Director of Diversity and Inclusion, School faculty representatives (one from each division), one HRS staff member, one student representative from the Student HRS DEI Committee, and non-voting ex officio representatives from the following HRS offices: Diversity & Inclusion, Student Services, Marketing and Communications, Recruiting, 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 Director of Diversity and Inclusion will serve as co-chair with a faculty member, who shall be appointed by the Committee of Chairs and/or selected by the committee.

Undergraduate 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 will provide oversight for the Student Services Office activities, serving as the review committee for undergraduate 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 (IPEC)
Charge: The IPEC 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 Health Sciences IPEC 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 chair of the committee will be appointed by the School Director; the members of the committee will be appointed by the Committee of Chairs.

**Clinical Coordination Committee**
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 (2) 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.

**VIII School Assembly 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.

**A. 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.

**B. 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.

**C. 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.

**D. 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 eligible to vote. Balloting will be conducted electronically to assure maximum participation in voting. 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. Much of this responsibility for faculty assignments is delegated to the directors of the divisions and the programs of the School. In making assignments, Division/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 Director or School Director may decline to approve such requests.

Faculty duties and responsibilities are described in the initial letter of offer. 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 have professional commitments outside of Ohio State during on-duty periods (including teaching at another institution; conducting research for an entity outside of Ohio State; external consulting) must disclose and discuss these with the School Director
in order to ensure that no conflict of commitment exists. 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 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 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, the Director of Diversity and Inclusion, and the Director of Faculty and Staff Professional Affairs and Development 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. Program directors, the Graduate Studies Chair, and the Honors Director, will have a 10% administrative workload commitment. Division Directors will have a 25% administrative workload commitment. Workload allocations for program and division directors may be modified by the School Director under certain circumstances, such as program size, 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 a program or division. Clinical coordinators will have an administrative commitment will have a 5% administrative commitment for every 20 students placed into clinical experiences/year, using this formula: .05 [(# students x # placements) ÷ 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 director, the Director of Academic Affairs, and School Director.

Faculty with extensive University or Professional service may have a workload adjustment dependent on the service commitment; this adjustment will be determined in consultation with the Division and School Directors.

A. 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 40–50% scholarship, 40–50% teaching, and 10% service. Newly hired assistant professors should gradually move toward a full teaching load over their first 3–4 years to allow for launching their research programs (15–25% teaching; 5.0-8.3 credits for first 3–4 years, 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 between 40–50% of workload distribution (13.5 – 16.5 credits) 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 above tables.

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 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 support 40% of their salary by the time of promotion to associate professor and thereafter as defined in the School’s Appointments, Promotion, and Tenure Document. They should be publishing regularly in high quality peer-reviewed journals for their field and presenting annually at national and/or international scientific meetings. Tenure track faculty typically are allocated 50% of their workload distribution to scholarship and are expected to attract extramural funding that supports at least 40% salary recovery unless stipulated otherwise in the letter of offer. Faculty members are also expected to seek appropriate opportunities to obtain patents and engage in other commercial activities stemming from their research as appropriate.

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 40% (or as otherwise 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. Typically, this will include service on committees within the division or program, one – two committees within the School and service to the College, Health System, or University as seniority increases (service beyond the unit is not typically expected for tenure track faculty in the first three years). In addition, national professional service is expected as demonstration of national reputation for assistant professors and national leadership and/or international service is expected for associate professors and professors. 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.

The School recognizes that some of its faculty members bear an inherent additional service burden. That burden accrues when faculty members, often women and/or underrepresented colleagues, are recognized as uniquely positioned to assist with work at the School, college, or university levels. Such individuals may be expected to provide more service than normal because their expertise, perspective, or voice can help working groups, for example, or task forces or students (through their mentorship of them) understand context, options, and opportunities in new ways. This additional service burden does not derive from volunteerism. Rather, it is an unwarranted and inequitable expectation.

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 the AMC Process. The School Director should also consider this additional service burden in managing equity of service loads among faculty.

i Special Assignments

Information on special assignments (SAs) is presented in the Office of Academic Affairs Special Assignment Policy. The information provided below supplements this policy.

Untenured faculty will normally be provided an SA for research for one semester during their probationary period. Reasonable efforts will be made to award SA opportunities to all other faculty members subject to the quality of faculty proposals, including their potential benefit to the School or university, and the need to assure that sufficient faculty are always present to carry out School work. The School’s Executive Committee will evaluate all SA proposals and make recommendations to the School Director. The School Director’s recommendation to the dean regarding an SA proposal will be based on the quality of the proposal and its potential benefit to the School or university and to the faculty member as well as the ability of the School to accommodate the SA at the time requested.

B. Clinical Faculty

The School of Health and Rehabilitation Sciences appoints clinical faculty, who focus primarily on clinically focused teaching and scholarship. 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, or research (scholarship). The educator-scholar pathway reflects excellence in teaching, curricular innovation, and excellence in scholarship (e.g., scholarship of teaching and learning, basic science, translational science, clinical research and/or health services research and implementation science). The educator-leader pathway reflects excellence in teaching and curricular innovation, and professional or societal leadership (e.g., national leadership of a professional organization, development of innovations in community outreach and engagement).

Clinical faculty have a primary emphasis on teaching and educational program development. The remainder of the workload can emphasize either professional leadership or scholarship. Educator-Scholar workload distribution for clinical faculty is 65 – 75% teaching, 15 – 25% scholarship, and 10% service. Educator-Leader 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.

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 is 65 - 75% of workload distribution (21-23 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 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 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, university, profession, and community. Typically, this will include service on committees within the division or program, one – two committees within the School and service to the College, Health System, or University as seniority increases. In general, national professional service is expected as demonstration of national reputation for assistant clinical professors and national leadership and/or international service is expected for associate clinical professors and clinical professors. 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). For those faculty on an educator-leader pathway, service expectations include substantial national and/or international leadership that demonstrates national impact and reputation and will typically account for about 15 – 25% of workload. For those on the educator-scholar pathway, the service expectation is about 10% of workload Faculty on the educator-leader pathway who do not demonstrate leadership activities commensurate with expectations will have the opportunity to increase their teaching workload to a maximum of 85%.

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.

The School recognizes that some of its faculty members bear an inherent additional service burden. That burden accrues when faculty members, often women and/or underrepresented colleagues, are recognized as uniquely positioned to assist with work at the School, college, or university levels. Such individuals may be expected to provide more service than normal because their expertise, perspective, or voice can help working groups, for example, or task forces or students (through their mentorship of them) understand context, options, and opportunities in new ways. This additional service burden does not derive from volunteerism. Rather, it is an unwarranted and inequitable expectation.

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 the AMC Process. The School Director should also consider this additional service burden in managing equity of 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. Clinical faculty members on the educator-scholar pathway are expected to publish regularly in high quality peer-reviewed journals as well as in other appropriate venues, such as edited book chapters of similar quality and length as articles, participate in research studies, grant writing, and scholarly activity, demonstrate national impact of their scholarship, and are allocated about 15-25% of their workload distribution to scholarship. Those on the educator-leader pathway are required to engage in scholarly activities through publication, presentation, and other dissemination activities appropriate for a workload distribution of approximately 10%.

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 educator-scholar pathway who do not demonstrate productivity commensurate with expectations will have the opportunity to 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.

C. 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% research and 10% service or teaching (mentorship).

Research faculty expectations for research are like those for the tenure-track, albeit proportionally greater since 100% 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, PhD students in particular (who also enrich their research program). 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.

The standard teaching assignment for Research Faculty is three credits of advising students per year (approximately 10%). Any changes to this distribution should be approved in the manner described above.
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 publish regularly in high quality peer-reviewed journals as well as in other appropriate venues, such as edited book chapters of similar quality and length as articles, lead research studies and scholarly activity, demonstrate national impact of their scholarship, cover 90 – 100% of their salary with grant funding, and are allocated about 90 - 100% of their workload distribution to scholarship.

Service

All 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 members research program and may be associated with their funding. It is important that service loads should be discussed and agreed to during annual performance and merit reviews.

The School recognizes that some of its faculty members bear an inherent additional service burden. That burden accrues when faculty members, often women and/or underrepresented colleagues, are recognized as uniquely positioned to assist with work at the School, college, or university levels. Such individuals may be expected to provide more service than normal because their expertise, perspective, or voice can help working groups, for example, or task forces or students (through their mentorship of them) understand context, options, and opportunities in new ways. This additional service burden does not derive from volunteerism. Rather, it is an unwarranted and inequitable expectation.

D. 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 reduced expectations based on 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 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**

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 – 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 assistant professors of practice and state and/or national leadership is expected for associate professors of practice and 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.

The School recognizes that some of its faculty members bear an inherent additional service burden. That burden accrues when faculty members, often women and/or underrepresented colleagues, are recognized as uniquely positioned to assist with work at the School, college, or university levels. Such individuals may be expected to provide more service than normal because their expertise, perspective, or voice can help working groups, for example, or task forces or students (through their mentorship of them) understand context, options, and opportunities in new ways. This additional service burden does not derive from volunteerism. Rather, it is an unwarranted and inequitable expectation.

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 the AMC Process. The School Director should also consider this additional service burden in managing equity of service loads among faculty.

Scholarship

Lecturers and clinical faculty of practice 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. Faculty may publish in peer-reviewed journals as well as in other appropriate venues, such as edited book chapters of similar quality and length as articles, participate in research studies and scholarly activity. Submission of intramural and extramural grant applications as a co-investigator is not required.

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.

E. 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.

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 leaders, 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.

Research space shall be allocated based on research productivity, including external funding, and will be reallocated periodically as these faculty-specific variables change.

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. Each of the Division 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 four 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 in the Office of Academic Affairs Policies and Procedures Handbook and Office of Human Resources Policies and Forms website. The information provided below supplements these policies.

A. 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 or Program Director/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).

B. Absence for Medical Reasons

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/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.

C. 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.

D. Faculty Professional Leave (FPL)

Information on faculty professional leaves is presented in the OAA Policy on Faculty Professional Leave.

The School’s Executive Committee will review all requests 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.

E. 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.

XIII Additional Compensation and Outside Activities

Information on additional compensation is presented in the OAA Policy on Faculty Compensation. Information on paid external consulting is presented in the university’s Policy on Outside Activities and Conflicts. The information provided below supplements these policies.

This School adheres to these policies in every respect. In particular, this School expects 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 additional compensation must be approved by the School Director regardless of the source of compensation. External consulting must also be approved. Approval will be contingent on the extent to which a faculty member is carrying out regular duties at an acceptable level, 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 School. In addition, it is university policy that faculty may not spend more than one business day
per week on suplementally compensated activities and external consulting combined. The procedure for requesting approval is outlined in the Guidance on Faculty External Consulting document on OneSource.

Faculty with an administrative position (for example, chair, academic director, 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 School 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 him/her/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/or 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.

Faculty who fail to adhere to the university's policies on these matters, including seeking approval for external consulting, will be subject to disciplinary action.

XIV Financial Conflicts of Interest

Information on faculty financial conflicts of interest is presented in the university’s Policy on Outside Activities and Conflicts. 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 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. Further information about conflicts of commitment is included in section IX above.

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.

A. Salary Grievances

A faculty or staff member who believes that his/her/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 Faculty Salary
Appeals Committee. A formal salary appeal can also be filed with the Office of Faculty Affairs (see Volume 1, Chapter 3 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.

B. Faculty Promotion and Tenure Appeals

Promotion and tenure appeals procedures are set forth in Faculty Rule 3335-5-05.

C. 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.

D. Harassment, Discrimination, and Sexual Misconduct

The Office of Institutional Equity 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 affirmative action and equal employment opportunity are set forth in the university’s policy on affirmative action and 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.

E. 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.

F. 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, the School Director 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 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.
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.

G. Academic Misconduct

Board of Trustees Rule 3335-23-15 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 Student Handbook)
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.