

1                   **Pattern of Administration**  
2                                   **for**  
3                   **The Ohio State University**  
4                   **School of Health and Rehabilitation**  
5                                   **Sciences**

6                   Approved by the Office of Academic Affairs: May 16, 2024  
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8

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1 **I Introduction**

2  
3 This document provides a brief description of the School of Health and Rehabilitation Sciences as well as  
4 a description of its guidelines and procedures. It supplements the [Rules of the University Faculty](#), and  
5 other policies and procedures of the university to which the SCHOOL and its faculty are subject. The  
6 latter rules, policies and procedures, and changes in them, take precedence over statements in this  
7 document.

8  
9 This Pattern of Administration is subject to continuing revision. It must be reviewed and either revised or  
10 reaffirmed on appointment or reappointment of the School Director. However, revisions may be made at  
11 any time as needed. All revisions, as well as periodic reaffirmation, are subject to approval by the college  
12 office and the Office of Academic Affairs.

13  
14 **II School of Health and Rehabilitation Sciences Vision and Mission**

15  
16 **A. Vision**

17  
18 To be a global leader in advancing scholarship, education and practice in health and rehabilitation  
19 sciences.

20  
21 **B. Mission**

22  
23 To develop transformative leaders in health and rehabilitation sciences

24  
25 **C. Background**

26  
27 As stated above, the School of Health and Rehabilitation Sciences has as its central mission the  
28 education of students for excellence in health careers and health care services. Towards this endeavor,  
29 the school maintains an environment in which research and scholarly activity inspire and inform  
30 teaching. Curricula are structured to foster learning, nurture individual growth and creativity, and  
31 support the goals of professional health care practice, administration, teaching, and research, at both  
32 the undergraduate and graduate level. Individual differences in learners are valued as the faculty  
33 promotes scholarship in all who study under their guidance.

34  
35 Fundamental to the School's mission is to engage in research and other scholarly activity that  
36 enhances the knowledge base of the health and rehabilitation professions. This knowledge base forms  
37 a vital link in the improvement of human health and keeps the School at the forefront of education  
38 and research in the health and rehabilitation professions. In addition, students must be prepared to  
39 interpret the ideas and innovations derived from scholarship, to make them accessible to the citizens  
40 of the State of Ohio and the world. In keeping with the land grant heritage of The Ohio State  
41 University, the School's mission, additionally, includes service to the professions, the University, and  
42 the community.

43  
44 The School will develop a strategic plan every 3-5 years that will guide decisions to achieve this  
45 mission and vision. This plan will be used to guide program development/elimination, faculty and  
46 staff hiring, and resource allocation. To support this mission and vision, the School maintains an  
47 environment in which research and scholarship inspire and inform teaching.

48  
49 **III Academic Rights and Responsibilities**

50

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

3  
4 **IV Faculty and Voting Rights**

5  
6 Faculty Rule [3335-5-19](#) defines the types of faculty appointments possible at The Ohio State University  
7 and the rights and restrictions associated with each type of appointment. For purposes of governance, the  
8 faculty of the School includes tenure-track, clinical, research faculty, and associated faculty with  
9 compensated FTEs of at least 50% in the School.

10  
11 The School of Health and Rehabilitation Sciences makes tenure-track appointments with titles of  
12 instructor, assistant professor, associate professor, or professor. Tenure-track faculty may vote in all  
13 matters of School of Health and Rehabilitation Sciences governance.

14  
15 The School of Health and Rehabilitation Sciences makes clinical appointments. Clinical faculty titles are  
16 assistant clinical professor, associate clinical professor, and clinical professor. Faculty with primary  
17 appointments (50% or greater) in the School of Health and Rehabilitation Sciences form the key  
18 consultative body of the School and vote on issues related to governance procedure and policy. The  
19 School of Health and Rehabilitation Sciences faculty voted to extend governance rights to clinical faculty.  
20 Clinical faculty may vote in all matters of School of Health and Rehabilitation Sciences governance  
21 except tenure-track faculty promotion and tenure decisions and research faculty promotion decisions.  
22 Clinical faculty may participate in discussions of clinical faculty matters including promotion reviews.  
23 Any clinical faculty member appointed by the unit may stand for election to serve as a representative in  
24 the University Senate subject to representation restrictions noted in [Faculty Rule 3335-7-11\(C\)\(2\)](#).

25  
26 The School of Health and Rehabilitation Sciences makes research appointments. Research faculty titles  
27 are research assistant professor, research associate professor, and research professor. Faculty with primary  
28 appointments (50% or greater) in the School of Health and Rehabilitation Sciences form the key  
29 consultative body of the School and vote on issues related to governance procedure and policy. The  
30 School of Health and Rehabilitation Sciences faculty voted to extend governance rights to research  
31 faculty. Research faculty may vote in all matters of School of Health and Rehabilitation Sciences  
32 governance except tenure-track faculty promotion and tenure decisions and clinical faculty promotion  
33 decisions. Research faculty may participate in discussions of research faculty matters including promotion  
34 reviews.

35  
36 **A Clinical Faculty Appointment Cap**

37  
38 The School of Health and Rehabilitation Sciences appointment cap on clinical faculty in relation to  
39 the total of tenure-track, clinical and research faculty may not exceed 40% of the overall faculty.

40  
41 **B Research Faculty Appointment Cap**

42  
43 In accordance with Faculty Rule [3335-7-32](#), unless otherwise authorized by a majority vote of the  
44 tenure-track faculty in the School of Health and Rehabilitation Sciences, research faculty must  
45 comprise no more than 20% of the number of tenure-track faculty in the School. In all cases,  
46 however, the number of research faculty positions must constitute a minority with respect to the  
47 number of tenure-track faculty in the unit. The total number of research faculty in the School of  
48 Health and Rehabilitation Sciences will be no greater than 10% of the total faculty.

49  
50 The School of Health and Rehabilitation Sciences makes associated faculty appointments. Associated  
51 faculty titles include tenure-track faculty on less than a 50% appointment, adjunct titles, lecturer and

1 senior lecturer, clinical instructor of practice, clinical assistant professor of practice, clinical associate  
2 professor of practice, clinical professor of practice, and visiting titles. Faculty with primary  
3 appointments (50% or greater) in the School of Health and Rehabilitation Sciences form the key  
4 consultative body of the School and vote on issues related to governance procedure and policy. On  
5 March 1, 2024, the School of Health and Rehabilitation Sciences faculty voted to extend governance  
6 rights to associated faculty with primary multiyear appointments of 50% or greater, except for visiting  
7 faculty. Associated faculty, except for visiting faculty, may vote in all matters of School of Health  
8 and Rehabilitation Sciences governance except personnel decisions. Visiting faculty may be invited to  
9 participate in discussions on non-personnel matters, but may not participate in personnel matters,  
10 including appointment, promotion, and tenure reviews, and may not vote on any matter.

11  
12 Emeritus faculty in the School of Health and Rehabilitation Sciences are invited to participate in  
13 discussions on non-personnel matters, but may not participate in personnel matters, including  
14 appointment, promotion, and tenure reviews, and may not vote on any matter.

15  
16 Detailed information about the appointment criteria and procedures for the various types of faculty  
17 appointments made in the School is provided in the [Appointments, Promotion and Tenure Document](#).

## 18 19 **V Organization of School Services and Staff**

### 20 21 **Administrative, Operational and Support Offices**

22 An integrated support staff (office associates, administrative office associates, School Administrator,  
23 Senior Systems Consultant, Director of Marketing and Communications, and Director of Student  
24 Services) provide support to the programs and faculty.

### 25 26 **Office of the Director**

27 The Office of the Director includes the Director of the School and the School Administrator. The  
28 Administrative Manager, the Fiscal Officer, and the Contracts Manager report to the School  
29 Administrator. Directors of Academic Affairs, Research, and Diversity and Inclusion report to the School  
30 Director. The Administrator, Director of Strategic Initiatives, Marketing and Communications Director,  
31 and Senior Systems Consultant report directly to the School Director.

### 32 33 **Office of Academic Affairs**

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

- 36 • Student Services.
- 37 • Curriculum Development and Implementation
- 38 • Student Recruitment

39 The Director of Academic Affairs also oversees the Director of Student Services, the Director of  
40 Recruitment, the Assistant Director of Academic Affairs, and two mental health counselors.

### 41 42 **Office of Research**

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

### 44 45 **The Office of Diversity, Equity, and Inclusion**

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

### 48 49 **Office of Faculty and Staff Professional Development and Affairs**

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

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**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,

1 and service activities. Directors meet regularly with their faculty to discuss matters concerning the School  
2 and divisional/program matters that include curriculum, faculty support, and other support issues (a full  
3 description of Division and Program Directors' responsibilities is included in section VI. B of this  
4 document). Divisions and Programs contribute to the Health Sciences, MS and PhD programs, and some  
5 faculty are directly assigned to the PhD. Graduate programs (PhD, MS) are coordinated by the Graduate  
6 Studies Chair, the Graduate Studies Committee, and the Graduate Program Manager. Professional  
7 graduate programs (MAT, MDN, MRT, OTD, DPT) are coordinated by the Professional Graduate Studies  
8 Committee, the Professional Graduate Studies Chair, and the Graduate Student Advisor.

9  
10 Section activities and committees are coordinated by the section leadership team, comprised of the  
11 Directors, who report to the School Director.

### 12 **Centers, Initiatives, and Collaboratives Section**

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

19  
20 Each center, initiative, or collaborative in this section is led by a Director. Faculty may be assigned  
21 directly to the center/initiative, or collaborative or may be assigned primarily to an academic division.  
22 This is determined by the School Director in consultation with faculty and any relevant division/program  
23 directors. Directors meet regularly with their faculty to discuss matters concerning the School and  
24 Center/Initiative/Collaborative matters that include research, outreach activities, external and internally  
25 facing curricula, faculty support, and other support issues (a full description of Directors' responsibilities  
26 is included in section VI. B of this document).

27  
28 Section activities are coordinated by the section leadership team, comprised of the Directors, who report  
29 to the School Director.

## 30 **VI Overview of School Decision-Making**

31  
32 Policy and program decisions are made in a number of ways: by the School faculty as a whole, by  
33 standing or special committees of the School, or by the School Director. The nature and importance of  
34 any individual matter determine how it is addressed. School governance proceeds on the general principle  
35 that the more important the matter is to be decided, the more inclusive participation in decision making  
36 needs to be. Open discussions, both formal and informal, constitute the primary means of reaching  
37 decisions of central importance.

## 38 **VII School Administration**

### 39 **A. School Director**

40  
41 The primary responsibilities of the School Director are set forth in Faculty Rule [3335-3-35](#). This rule  
42 requires the School Director to develop, in consultation with the faculty, a Pattern of Administration  
43 with specified minimum content. The rule, along with Faculty Rule [3335-6](#), also requires the School  
44 Director to prepare, in consultation with the faculty, a document setting forth policies and procedures  
45 pertinent to appointments, reappointments, promotion and tenure.

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

- 3
- 4 • To engage in strategic planning in conjunction with Division Directors and School Assembly to  
5 offer efficient, quality academic programs within fiscal capability.
- 6
- 7 • To have general administrative responsibility for School programs, subject to the approval of the  
8 dean of the college, and to conduct the business of the School efficiently. This broad  
9 responsibility includes the acquisition and management of funds and the hiring and supervision of  
10 faculty and staff.
- 11
- 12 • To plan with the members of the faculty and the dean of the college a progressive program; to  
13 encourage research and educational investigations.
- 14
- 15 • To assign workload according to the School's workload guidelines (see Section IX) and faculty  
16 appointment type (and rank) in consultation with the Division Director and faculty members.
- 17
- 18 • To evaluate and improve instructional and administrative processes on an ongoing basis; to  
19 promote improvement of instruction by ensuring that course evaluations are completed, including  
20 written evaluation by students of the course and instructors, and periodic course review by the  
21 faculty.
- 22
- 23 • To evaluate faculty members annually in accordance with both university and School of Health  
24 and Rehabilitation Sciences established procedures; to inform faculty members when they receive  
25 their annual performance and merit review of their right to review their primary personnel file  
26 maintained by the School of Health and Rehabilitation Sciences and to place in that file a  
27 response to any evaluation, comment, or other material contained in the file.
- 28
- 29 • To make recommendations to the dean of the college, after consultation with the eligible faculty  
30 when indicated in the APT, regarding appointments, reappointments, promotions, dismissals, and  
31 matters affecting the tenure of members of the School of Health and Rehabilitation Sciences  
32 faculty, in accordance with procedures set forth in Faculty Rules [3335-6](#) and [3335-7](#) and this  
33 School of Health and Rehabilitation Sciences' Appointments, Promotion and Tenure Document.
- 34
- 35 • To encourage and facilitate research and educational scholarship, and career development.
- 36
- 37 • To see that all faculty members, regardless of their assigned location, are offered the privileges  
38 and responsibilities appropriate to their rank; and in general, to lead in maintaining a high level of  
39 morale.
- 40
- 41 • To maintain a curriculum vitae for all personnel teaching a course in the School of Health and  
42 Rehabilitation Sciences' curriculum.
- 43
- 44 • To see that adequate supervision and training are given to those members of the faculty and staff  
45 who may benefit from such assistance.
- 46
- 47 • To prepare, after consultation with the faculty, annual budget recommendations for the  
48 consideration of the dean of the college.
- 49

- 1 • To Promote improvement of instruction via a variety of methods, including written evaluations by  
2 students of the course and instructors for each course offering, peer evaluations of instructors, and  
3 periodic course review by the faculty.  
4
- 5 • To oversee faculty/staff recruiting/hiring, including resource and space identification.  
6
- 7 • To facilitate and participate in prescribed [academic program review](#) processes, in collaboration  
8 with the dean of the college and the Office of Academic Affairs.  
9

10 Day-to-day responsibility for specific matters may be delegated to others, but the School Director  
11 retains final responsibility and authority for all matters covered by this Pattern, subject when relevant  
12 to the approval of the dean, Office of Academic Affairs, and Board of Trustees.  
13

14 Operational efficiency requires that the School Director exercise a degree of autonomy in establishing  
15 and managing administrative processes. The articulation and achievement of School of Health and  
16 Rehabilitation Sciences' academic goals, however, are most successful when all faculty members  
17 participate in discussing and deciding matters of importance. The School Director will therefore  
18 consult with the faculty on all educational and academic policy issues and will respect the principle of  
19 majority rule. When a departure from the majority rule is judged to be necessary, the School Director  
20 will explain to the faculty the reasons for the departure, ideally before action is taken.  
21

## 22 **B. Other Administrators**

### 23 **Director of Research**

24 The **Director of Research** is an appointed administrative position that serves to promote research  
25 within the School and serves as the research representative to the College, the University and external  
26 entities. The Director of Research also may be designated to serve as the administrative leader in the  
27 School Director's absence and provides consultation to the Director as needed. The Director of  
28 Research is appointed by the School Director and serves to promote research within the School. This  
29 appointment serves at the discretion of the School Director for a term of 3 years, which is renewable  
30 with demonstration of satisfactory performance in the role.  
31

#### 32 Additional responsibilities include:

- 33 • Mentors junior faculty in the development of the scholarship programs, including the  
34 development of a mentorship committee, resource identification, and grant development;  
35
- 36 • Develops collaborative relationships with internal and external entities to facilitate scholarship  
37 activities.
- 38 • Identifies potential funding sources for grant applications.
- 39 • Develops and maintains records of annual research activities.
- 40 • Assists the Director of the School in administrative duties, including budget development,  
41 strategic planning and implementation, and other duties as needed.
- 42 • Serves as co-chair of the Honors and Research Committee.
- 43 • Monitor and implement continuous quality improvement of the college's research infrastructure  
44 and research support activities.
- 45 • Monitor trends in HRS-related research, including identifying potential funding sources and  
46 priorities, and communicating the information to faculty.
- 47 • Provide direction and leadership to secure resources and facilities to support college's research  
48 infrastructure and research support activities.
- 49 • Serve as an advocate for research interests in the allocation of resources, faculty workload issues,  
50 space and other resources related to research.

- 1 • Assess the needs of faculty for research mentorship.
- 2 • Facilitate the mentorship of probationary faculty by senior faculty.
- 3 • Assess the needs of faculty for enhancing research and grant-preparation skills.
- 4 • Evaluate the performance of faculty who report to the Director of Research
- 5 • Shared responsibility with the center directors to evaluate faculty who fall under center.
- 6 • Plan scientific integrity training and managing conflict of interest.
- 7 • Keep faculty informed of changes in policies and procedures regarding the privacy of health
- 8 information in research data.
- 9 • Coordinate support for submission of research and training grant proposals for external funding,
- 10 including peer review.
- 11 • Regularly prepare reports of faculty and student research and research funding.
- 12 • Liaison between the college and the vice president for research.
- 13 • Recommend allocation of faculty travel support for research presentations.
- 14 • Recommend allocation of research space and laboratories.
- 15 • Represent the college on university committees focused on research or recommend appropriate
- 16 faculty for appointment to research committees.
- 17 • Represent the dean as needed.
- 18 • Provide leadership and assistance in writing grants to further develop the research foci and
- 19 infrastructure of the college.
- 20 • Serve as liaison for research-related planning and support to the Wexner Medical Center and
- 21 OSU Health Science colleges; planning and implementing joint activities.
- 22 • Supervise the research support personnel assigned to the Center for Nursing Research.
- 23 • Oversee wet lab(s) in the college.
- 24 • Coordinate planning of research colloquia and visiting scholar lectures with center directors and
- 25 the director of Ph.D. program.
- 26

### 27 **Director of Academic Affairs**

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

### 36 Additional responsibilities include:

- 37
- 38 • Serves as chair to the curriculum committee to assure adequate review of all new courses and
- 39 programs.
- 40 • Facilitates faculty development, including but not limited to preparation of a teaching portfolio,
- 41 teaching best practices, and coordinating peer evaluations of teaching.
- 42 • Works with the University and program directors to coordinate program reviews, accreditation
- 43 documentation, and student outcome assessment.
- 44 • Serves on University's academic advisory committee to facilitate communication between the
- 45 Office of Academic Affairs and the School
- 46 • Oversees the Student Services office and their roles in admissions, student advising, student
- 47 recruitment, and student tracking.
- 48 • Serves as an ex-officio member of the Student Services committee to coordinate student awards
- 49 and student actions (probation, disenrollment, student appeals).

- 1 • Serves as an ex-officio member of the Graduate Studies and Professional Program Graduate
- 2 Studies committees to facilitate curriculum design.
- 3 • Provides guidance and oversight for graduate teaching assistants and professional development in
- 4 best teaching practices.
- 5 • Serves as an ex-officio member of the IPE committee to guide and facilitate the development and
- 6 implementation of a common interprofessional educational core for all entry-level programs; and
- 7 • Facilitates new course and program development.
- 8 • Monitor and implement continuous quality improvement of the academic programs.
- 9 • Monitor trends in education and provide innovative leadership to the development, evaluation,
- 10 and refinement of all academic programs.
- 11 • Ensure adherence of the educational programs to state and national standards.
- 12 • Work with the office of student affairs staff to plan and implement an effective student
- 13 recruitment, advisement, and retention strategy.
- 14 • Assess the needs of faculty for enhancing teaching effectiveness.
- 15 • Assess the needs of faculty for enhancing scholarship effectiveness.
- 16 • Organize the peer evaluation of faculty teaching.
- 17 • Shared responsibility with the PhD program director and undergraduate program directors for
- 18 appointing, orienting, and supervising graduate teaching associates.
- 19 • Oversee annual health compliance process of students.
- 20 • Represent the school on college and university committees focused on academic matters.
- 21 • Represent the director as needed.
- 22 • Shared responsibility with the center directors to evaluate teaching for faculty who fall under
- 23 center.

24

25 **Director of Diversity and Inclusion**

26 The Director of Diversity and Inclusion is an appointed administrative position that coordinates

27 recruitment and supports retention of students, faculty, and staff with a diversity of background and

28 thought. The Director of Diversity and Inclusion also may be designated to serve as the administrative

29 leader in the School Director’s absence and provides consultation to the Director as needed. The

30 Director of Diversity and Inclusion is appointed by the School Director and serves to promote a sense

31 of belonging and equity within the School. This appointment serves at the discretion of the School

32 Director for a term of 3 years, which is renewable with demonstration of satisfactory performance in

33 the role.

- 34
- 35 Additional responsibilities include:
- 36 • Serves as co-chair of the Diversity and Inclusion Committee to facilitate student, staff and faculty
  - 37 recruitment activities and the development of recruitment materials appropriate for a diverse
  - 38 group of potential students.
  - 39 • Facilitates the development of appropriate support services to meet the needs of all students,
  - 40 including the development of cultural competency initiatives.
  - 41 • Serves as the School’s liaison with the College, University and community on diversity and
  - 42 inclusion initiatives.
  - 43 • Facilitates faculty and staff recruitment, education, and retention to assure a diverse workforce.

44

45 **Director for Faculty and Staff Affairs**

46 The Director of Faculty and Staff Affairs oversees the office of Faculty and Staff Professor

47 Development and Affairs assists the director with the leadership and management of the college as

48 related to faculty and staff professional behavior, growth, development, and success. The Director for

49 faculty and staff affairs oversees faculty and staff development, information systems, performance

1 evaluation and career planning processes, and collaborates with human resources partners in the  
2 school, college, and university. He or she works closely with the School Director to set and  
3 implement the strategic vision and plan of the college and garner resources through innovative and  
4 entrepreneurial activities. The Director for faculty and staff affairs participates as a member of the  
5 executive leadership team of the school and contributes to the development and implementation of the  
6 college and university goals and strategic plans. Reports to the school director. The Director of  
7 Faculty and Staff Affairs is appointed by the School Director and serves to promote career and  
8 professional development of faculty and staff within the School. This appointment serves at the  
9 discretion of the School Director for a term of 3 years, which is renewable with demonstration of  
10 satisfactory performance in the role.

- 11
- 12 • Oversees faculty and staff development as well as personnel actions in the college, including  
13 promotion and tenure, exit interviews and personnel actions related to service professionals and  
14 classified staff.
- 15 • Finalizes faculty and staff evaluations in consultation with the dean.
- 16 • Provides leadership in creating a culture that contributes to faculty scholarship in teaching,  
17 research, and clinical practice.
- 18 • Represents the college at university, local, national, and international forums.
- 19 • Carries out assignments and special projects as delegated by the dean.
- 20 • Evaluates and writes annual reviews with Directors and School Director for all HRS faculty.
- 21 • Evaluates and writes annual reviews for all direct staff reports.
- 22

### 23 **Graduate Studies Chair**

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

- 29
- 30 • Serves as chair of the graduate studies committee.
- 31 • Serves as liaison between the School and the Graduate School to assure compliance with all  
32 policies and procedures of the University.
- 33 • Attends the meetings of the GSCs held by the University.
- 34 • Functions with the graduate studies committee to maintain records of graduate students, track  
35 graduate student progress; assess and revise graduate curricula, and facilitate new program  
36 development in association with the Director of Academic Affairs.
- 37

### 38 **Professional Programs Graduate Studies Chair**

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

- 44
- 45 • Serves as chair of the professional program graduate studies committee.
- 46 • Serves as liaison between the School and the Graduate School to assure compliance with all  
47 policies and procedures of the University.
- 48 • 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

1 progress; renewal is based on satisfactory performance. Responsibilities of a program director are to  
2 work with the Division Director to:

- 3
- 4 • Develop, implement, and evaluate curriculum, including determination of teaching assignments,  
5 in conjunction with program faculty, to meet professional program accreditation and/or other  
6 educational standards.
- 7 • Assure compliance with accreditation standards and develop, in consultation with the faculty, all  
8 accreditation reports, self-studies and other communications.
- 9 • Coordinate services for enrolled students, including student advisement and support activities in  
10 conjunction with the program faculty, Office of Student Services, and the University Admissions.
- 11 • Coordinate student recruitment and selection activities with the program faculty, Office of  
12 Student Services and University admissions and/or Graduate School.
- 13 • Maintain student records as well as the office suite, laboratories, and equipment.
- 14 • Collaborate with Division Director on program related budget and personnel topics.
- 15 • When working within a division, the program director will actively update and communicate with  
16 the Division Director issues and concerns related to faculty students, accreditation, or other  
17 matters.
- 18

### 19 **C. Committees**

20 Standing faculty committees assist with the work of the School, prepare and present agenda items to  
21 the School Assembly and respond to tasks or charges requested by the Faculty Council, School  
22 Assembly, Executive Committee or Administration (School Director, Directors of Research, and/or  
23 Director of Academic Affairs). Additionally, committees report their actions to the School Assembly  
24 through verbal or written means. Faculty members are appointed to committees by the School's  
25 Committee of Chairs, unless otherwise designated. Committees are expected to meet frequently  
26 enough to meet their charge but at a minimum of once per term.

27  
28 Much of the development and implementation of the School of Health and Rehabilitation Sciences  
29 policies and programs is carried out by standing and ad hoc committees. The School Director is an ex  
30 officio member of all School committees and may vote as a member on all committees except the  
31 Committee of Eligible Faculty.

32  
33 The standing committees of the School are:

#### 34 **HRS Cabinet**

35 The HRS Cabinet members are appointed by the Director and convened at the discretion of the  
36 Director. The Cabinet is composed of the School Director, the Directors of Academic Affairs,  
37 Diversity and Inclusion, Research, Strategic Initiatives, and the School Administrator. The Cabinet  
38 meets twice a month throughout the year. The agenda is set by the School Director, who serves as the  
39 chair.

40  
41 Responsibilities:

- 42 • Review and assess HRS strategic initiatives, programs, and plans.
- 43 • Advise the Director on current trends, issues, or concerns.
- 44 • Review budget, strategic enrollment, strategic plans, and program growth.
- 45 • Draft and review policies and procedures for operational and academic excellence.
- 46

#### 47 **Executive Committee**

48 The Executive Committee is composed of School Directors including Directors of Academic Affairs,  
49 Diversity and Inclusion, Research, Strategic Initiatives, Division Directors, Program Directors, the  
50 Director of Marketing, the Director of Student Services, Director of Recruitment, the School

1 Administrator, and the School Director, who serves as chair of the Committee. The Committee meets  
2 twice a month throughout the year or more frequently, if needed. The agenda is set by the School  
3 Director with input from the Directors of Academic Affairs, Diversity and Inclusion, Research,  
4 Strategic Initiatives, School Directors, Committees, School Assembly or Faculty Council. The EC  
5 provides a forum for school leaders to hear and share information about events, programs, strategic  
6 initiatives, emerging issues, and opportunities and then disseminate this to the HRS community.  
7

#### 8 Responsibilities:

- 9 • Advise School Director on budgetary, curricular, and other matters.
- 10 • Review and act on university-designated administrative policies
- 11 • Communicate and convey information to faculty where appropriate.
- 12 • Make relevant administrative policies for the School.
- 13 • Function as liaison between the School Director and School faculty by:
  - 14 ○ discussing concerns of the faculty.
  - 15 ○ reporting to the faculty on administrative actions which affect them.
  - 16 ○ advising faculty of communications received by the Committee.
- 17 • Prepare and present agenda items to the Steering Committee of the Faculty Council or the  
18 Committee of Chairs for the School Assembly.
- 19 • Respond to charges or tasks requested by the School Director, School Assembly, Faculty Council,  
20 and the standing committees.
- 21 • Engage in strategic planning, especially as related to academic initiatives like strategic  
22 enrollment.

23  
24 The minutes of the meetings of the Executive Committee are distributed to the Division Directors. All  
25 minutes of the meetings are on file in the School Director's office. A summary of EC activities is  
26 distributed via e-mail to all faculty and staff.  
27

#### 28 **School Assembly**

29 The School Assembly is comprised of all tenure track, clinical, research faculty, and associated  
30 faculty as defined by Faculty Rule [3335-5-19](#) within the School of Health and Rehabilitation Sciences  
31 and is chaired by the School Director. Staff may also participate in the assembly at the discretion of  
32 their Director and the School Director.  
33

#### 34 Responsibilities

- 35 • Establish the educational and academic policies of the School.
- 36 • Recommend the establishment, abolition, and alteration of educational units and programs of  
37 study.
- 38 • Make recommendations concerning matters relating to the rights, responsibilities and concerns of  
39 students, faculty and staff that affect academic programs.
- 40 • Make recommendations concerning the allocation of resources within the School.
- 41 • Provide a forum for strategic planning, communication, and decision-making for the School.  
42

#### 43 Membership

44 The voting members of the School Assembly will include the School Director, Directors of Academic  
45 Affairs, Research, and Diversity and Inclusion, and all tenure-track, clinical, associated, and research  
46 faculty members as defined in Section IV. Minutes of each meeting will be distributed to the faculty  
47 electronically and kept within administration.  
48

#### 49 **Faculty Council**

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

#### 9 10 Responsibilities

- 11 a. Make recommendations concerning matters relating to the rights, responsibilities and concerns of
- 12 students, faculty and administrators that affect academic programs.
- 13 b. Functions as a forum to discuss issues specifically relevant to faculty within the School, address
- 14 faculty concerns, mediate communication between the faculty and administration.
- 15 c. Foster mechanisms of faculty support, development and interaction across programs.

#### 16 17 Membership

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

25  
26 Officers of the Faculty Council form the Steering Committee and shall be elected from among the  
27 faculty of the School and shall be:

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

#### 42 43 Terms of Office:

- 44 a. The terms of office for the elected officers shall be two years.
- 45 b. Terms of office shall begin on September 1 and end on August 31.

#### 46 47 Conduct of Meetings

- 48 a. Notice of Meetings: The secretary of the council shall issue notification to all members of the
- 49 council of the date, time, and place, and the proposed agenda of each meeting at least two weeks
- 50 in advance of the meeting.

- 1 b. Quorum: The minimum number of members who must be present for business to be transacted  
2 shall be a simple majority of the members of the Faculty Council.  
3 c. Voting: Robert's Rules of Order, Newly Revised shall be used to determine the necessary number  
4 of votes for passage of an action. A majority vote in the affirmative adopts any motion unless it is  
5 one of the motions that require a larger vote under parliamentary law.  
6

### 7 **Staff Advisory Council**

8 The School of Health and Rehabilitation (HRS) Staff Advisory Council comprises the staff with a  
9 primary appointment within HRS. The HRS Staff Advisory Council functions with a steering  
10 committee comprised of two co-chairs, a secretary and two members at large. Meetings are held at  
11 least once per semester during the autumn and spring semesters of the academic year. Emergency  
12 meetings are called by the steering committee, if necessary. The steering committee meets with the  
13 director of HRS at least once per semester to share information and communicate topics between the  
14 director and staff.  
15

### 16 **Responsibilities**

- 17  
18 a. Makes recommendations concerning responsibilities, career development, opportunities and  
19 concerns of HRS staff to the HRS director  
20  
21 b. Functions as a forum to discuss issues specifically relevant to staff within the school, address staff  
22 concerns and celebrate staff achievements and recognitions and facilitate communication between  
23 the staff and administration  
24 c. Fosters mechanisms of staff professional and career development and interaction across programs  
25 and roles  
26

### 27 **Membership**

- 28 a. Members of the council shall be staff whose primary appointment is for fifty percent or more to the  
29 school.  
30  
31 b. Students are not included in staff council, including those with titles of student workers, student  
32 research assistants, graduate research assistants and similar.  
33

### 34 **Steering Committee**

35 The Steering Committee of the Staff Advisory Council shall be elected from among the staff of the  
36 school. The steering committee should include representation from administrative, academic and  
37 research staff for the following positions:  
38

39 Co-Chairs (Two chaired positions representing at least two of three above staff categories)

40 Co-chairs of the Staff Advisory Council will 1) Facilitate all meetings and agendas. 2) Organize  
41 speakers and presentations, 3) Finalize meeting minutes prior to distribution, 4) Represent the staff  
42 advisory council at all events or meetings, 5) A chair should be present at all meetings or events  
43 unless unable and then a designee shall be appointed by a co-chair with preference of the Secretary  
44 or a Member at Large, 6) Assist with communications within the staff advisory council Team.  
45

46 **Secretary**

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

1  
2 Members at Large (Two members)

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

4  
5 Terms of Office:

6 a. The terms of office for the elected officers shall be two years.

7 b. Terms of office shall begin on July 1 and end on June 30.

8  
9 Conduct of Meetings

10 a. Meetings will occur a minimum of once/per semester in autumn and spring.

11 b. Co-chairs will meet with the HRS School Director at least once a semester to communicate topics  
12 and proposals from the SAC.

13 c. Agenda will be distributed by the secretary at least two weeks in advance, inclusive of the time and  
14 place of the meeting.

15  
16 **Committee of Chairs:**

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

19  
20 Composition: The Committee of Chairs is comprised of all committee chairs and the Faculty Council  
21 Chair; the School Director and the Directors of Research, DEI, and Academic Affairs. The School  
22 Director serves as the Chair of the committee.

23  
24 Meetings: The Chairs Committee will meet at least twice/semester to determine the need for  
25 Assembly meetings and the agenda for such meetings. The Committee will receive and review the  
26 minutes of all standing committees and review the progress of committees toward meeting their  
27 charges; it will also determine the need for ad hoc committees or task forces. Annually, during the  
28 spring semester, the committee will evaluate the composition of the standing committees and identify  
29 positions to fill and appoint committee members consistent with committee needs.

30  
31 **Committee of the Eligible Faculty (CEF)**

32 Charge: The CEF will review and make recommendations on all appointments, reappointments, and  
33 promotions, consistent with the School's Appointments, Promotion, and Tenure document and  
34 University policy. The CEF also will annually review probationary faculty.

35  
36 Composition: The Committee shall be made up of all eligible faculty with the School as their tenure  
37 home or primary appointment. Only tenure-track, clinical, and research faculty at the rank of  
38 associate professor or above sit on the Committee of the Eligible Faculty. The Chair will be appointed  
39 by the School Director; preference should be given to someone at the rank of professor with tenure.  
40 The chair will serve a two-year term with a chair-elect determined at the beginning of the second year  
41 to assure an ease of transition. The role of the committee is clearly described in the [Appointments,](#)  
42 [Promotion and Tenure document.](#)

43  
44 **Curriculum Committee**

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

50

1 Composition: The Committee shall consist of six voting members appointed by the Committee of  
2 Chairs, including five members of the tenure track, clinical and research faculty and one  
3 undergraduate/graduate student appointed by the committee. Faculty terms of service are 3 years;  
4 students typically serve one year but can serve for more. The Chair of the Committee will be the  
5 Director of Academic Affairs. The Director of Student Services will be an ex-officio member of the  
6 committee.

7  
8 **Recognition Committee**

9 Charge: The School Recognition Committee shall make recommendations regarding faculty and staff  
10 life and development including, but not limited to facilitation of excellence in research, teaching, and  
11 service. The Committee shall serve as an advocate for HRS faculty and staff in the School, College  
12 and University and will promote faculty and staff recognition within the University. The Faculty  
13 Recognition Committee shall select the recipient of the School's Faculty Service and Teaching  
14 Awards and the Staff awards. The committee will also facilitate nominations for College and  
15 University awards by soliciting nominations and appropriate supporting materials and submitting  
16 these packets to the appropriate committee. The committee will also create and implement means of  
17 sharing good news about faculty and staff accomplishments.

18  
19 Composition: The Committee shall consist of at least five voting faculty members; an  
20 undergraduate/graduate student appointed by the committee as a voting member, and a Chair,  
21 appointed by the Committee of Chairs and/or selected by the Committee members. Faculty terms of  
22 service are 3 years; students typically serve for one year but may be reappointed. The Director of  
23 Marketing and Communications will be an ad hoc member of the committee.

24  
25 **Graduate Studies Committee**

26 Charge: The committee provides oversight to the MS and PhD programs, including admissions,  
27 curricular review, approval of committees, evaluation of student progress, review of academic  
28 standards violations, and implementation of disciplinary procedures. The committee will be  
29 responsible for developing the policies and procedures of the MS and PhD program and appropriately  
30 conveying them to the M and P faculty.

31  
32 Composition: The committee is chaired by the Graduate Studies Chair. There are six additional  
33 faculty members with at least three representing primarily master's level programs, three with "P"  
34 status and a history of contribution to the PhD program and one non-voting graduate student  
35 appointed by the committee. The student will be excluded from any sessions that may involve student  
36 confidentiality. Faculty appointments are determined by the Committee of Chairs. Faculty terms of  
37 service are 3 years; students typically serve one year but can serve for more at the discretion of the  
38 committee.

39  
40 **Professional Program Graduate Studies Committee**

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

44  
45 Composition: The committee is chaired by the Professional Program Graduate Studies Chair. There  
46 are six voting faculty members representing the DPT, OTD, MAT, MDN, and MRT programs and  
47 one non-voting student selected by the committee from nominations provided by each program. The  
48 student will be excluded from any sessions that may involve student confidentiality. Program leaders  
49 (or designee) are automatically assigned to this committee. The faculty terms of service are 3 years,  
50 including for the chair. Students typically serve one year but can serve for more at the discretion of  
51 the committee.

1  
2 **Honors and Research Committee**

3 Charge: The Honors and Research Committee shall promote graduate and undergraduate research in  
4 the School and make recommendations concerning research policies of the School; review and  
5 coordinate the undergraduate honors program of the School; administer the Rosita Schiller  
6 Undergraduate Research Award; select the recipient of the Faculty Scholarly Activity Award for the  
7 School; and nominate students for the President’s Salute to Undergraduate Achievement. In addition,  
8 the Honors and Research Committee is responsible for reviewing honors students submitted progress  
9 reports and providing a summary to them of their progress.

10  
11 Composition: The Committee shall be composed of a minimum of five voting members of the faculty  
12 appointed by the Committee of Chairs and one honors student (non-voting) appointed by the  
13 committee. The student will be excluded from any sessions that may involve student confidentiality.  
14 The Committee will be co-chaired by the Director of the Honors program and the Director of  
15 Research. The Honors Director will also serve as a liaison with the university Honors and Scholars  
16 Programs. Faculty terms of service are 3 years; students typically serve one year but can serve for  
17 more at the discretion of the committee.

18  
19 **Committee for Diversity, Equity, and Inclusion (CDEI)**

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

28  
29 Composition: The DEI Committee shall be made up of the following voting members: the Director of  
30 Diversity and Inclusion, School faculty representatives (one from each division), one HRS staff  
31 member, one student representative from the Student HRS DEI Committee, and non-voting ex officio  
32 representatives from the following HRS offices: Diversity & Inclusion, Student Services, Marketing  
33 and Communications, Recruiting, Mental Health, and Alumni Engagement. Faculty and staff terms of  
34 service are 3 years; students typically serve one year but can serve for more at the discretion of the  
35 committee. The Director of Diversity and Inclusion will serve as co-chair with a faculty member, who  
36 shall be appointed by the Committee of Chairs and/or selected by the committee.

37  
38 **Undergraduate Academic Success Committee**

39 Charge: The Academic Success Committee shall make recommendations concerning all matters that  
40 affect undergraduate student policies and student life in the School. The Committee will provide  
41 oversight for the Student Services Office activities, serving as the review committee for  
42 undergraduate academic standards violations. In this capacity, they make recommendations for  
43 disciplinary action (warning, probation, and disenrollment). They also select the recipients of the  
44 School’s Award of Merit.

45  
46 Composition: The Committee shall consist of seven voting faculty members appointed by Committee  
47 of Chairs, and one non-voting undergraduate student member appointed by the committee. The  
48 student will be excluded from any sessions that may involve student confidentiality. Faculty terms of  
49 service are 3 years; students typically serve one year but can serve for more at the discretion of the  
50 committee. The Chair of the Committee shall be appointed by the Committee of Chairs and/or

1 selected by the committee; the Director of Academic Affairs shall serve as ex-officio and non-voting  
2 member of the committee.

3  
4 **Interprofessional Education Committee (IPEC)**

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

9  
10 Composition: The committee shall consist of the IPE program liaisons from each of the entry-level  
11 professional programs, one undergraduate, and one graduate student selected by the committee. All  
12 are voting members. Students typically serve one year but can serve for more at the discretion of the  
13 committee. Faculty in IPE liaison roles serve as long as they occupy that role; if they leave the role,  
14 the new IPE liaison will assume membership on the committee. The chair of the committee will be  
15 appointed by the School Director; the members of the committee will be appointed by the Committee  
16 of Chairs.

17  
18 **Clinical Coordination Committee**

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

22  
23 Composition: The committee shall consist of clinical education coordinators from each program in  
24 HRS involved with clinical education, clinical education staff (2) in charge of contracts and student  
25 background checks and health requirements, and the Director for Academic Affairs (or designee).  
26 Clinical coordinators and clinical education staff are permanently appointed to this committee. The  
27 Chair is elected by the committee and serves for a two-year term. A Chair-elect is elected by the  
28 committee and serves a one-year term prior to assuming the Chair position.

29  
30 **VIII School Assembly Meetings**

31  
32 The School Assembly is the primary forum through which faculty and staff are involved in the decision-  
33 making process. Important issues affecting the School are debated and major policies adopted.

34  
35 **A. Scheduling of Meetings**

36 The School Director will provide the faculty a schedule of School Assembly meetings at the beginning of  
37 each academic term. The schedule will provide for at least one meeting per semester. The agenda items  
38 will be developed by the Committee of Chairs and delivered to the faculty at least three business days  
39 prior to a meeting. A meeting of the School Assembly will also be scheduled at the written request of  
40 25% of the School faculty. The School Director will make all reasonable efforts to have the meeting take  
41 place within one week of receipt of the request.

42  
43 **B. Minutes of Meetings**

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

47  
48 **C. Consultation with Faculty**

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

51

1       **D. Majority Rule**

2 For purposes of discussing School business other than personnel matters, and for making decisions where  
3 consensus is possible and a reasonable basis for action, a quorum will be defined as a simple majority of  
4 all faculty members eligible to vote. Either the School Director or one-third of all faculty members  
5 eligible to vote may determine that a formal vote conducted by electronic ballot is necessary on matters of  
6 special importance. For purposes of a formal vote, a matter will be considered decided when a particular  
7 position is supported by at least a majority of all faculty members eligible to vote. Balloting will be  
8 conducted electronically to assure maximum participation in voting. Special policies pertain to voting on  
9 personnel matters, and these are set forth in the School’s [Appointments, Promotion and Tenure](#)  
10 [Document](#).

11  
12 When a matter must be decided and a simple majority of all faculty members eligible to vote cannot be  
13 achieved on behalf of any position, the School Director will necessarily make the final decision.

14  
15 The School accepts the fundamental importance of full and free discussion but also recognizes that such  
16 discussion can only be achieved in an atmosphere of mutual respect and civility. Normally School  
17 meetings will be conducted with no more formality than is needed to attain the goals of full and free  
18 discussion and the orderly conduct of business. However, Robert’s Rules of Order will be invoked when  
19 more formality is needed to serve these goals.

20  
21       **IX Distribution of Faculty Duties, Responsibilities, and Workload**

22  
23 The School Director has overall responsibility for assuring that each faculty member has appropriate duties  
24 and responsibilities assigned commensurate with the faculty appointment and that faculty workload is  
25 distributed equitably across the School. Much of this responsibility for faculty assignments is delegated to  
26 the directors of the divisions and the programs of the School. In making assignments, Division/Program  
27 Directors must balance the needs of the academic program’s obligations with the preferences, skills, and  
28 expertise of the faculty member. Some faculty members will voluntarily take on a variety of professional  
29 activities that fall outside the School’s guidelines on faculty duties and responsibilities. These activities  
30 often benefit the School or the University and, to the extent possible, should be considered in a faculty  
31 member’s total workload. On occasion, a faculty member may seek relief from School obligations to  
32 devote time to personal/professional interests. If these activities do not contribute to School or divisional  
33 goals, the Division Director or School Director may decline to approve such requests.

34  
35 Faculty duties and responsibilities are described in the initial letter of offer. Assignments and expectations  
36 for the upcoming year are addressed as part of the annual performance and merit review by the School  
37 Director based on School needs as well as faculty productivity and career development.

38  
39 During on-duty periods, faculty members are expected to be available for interaction with students,  
40 research, and School meetings and events even if they have no formal course assignment. Every member  
41 of the faculty who is assigned instruction is expected to establish and maintain regular office hours to be  
42 readily available to students. Office hours should be proportional to 25% of credits taught per term (e.g.,  
43 1hr/4 credits hour class per week). On-duty faculty members should not be away from campus for  
44 extended periods of time unless on an approved leave (see section XII) or on approved travel.

45  
46 Telework exception: Faculty members with responsibilities requiring in-person interaction are to  
47 work at a university worksite to perform those responsibilities. Telework and the use of remote,  
48 virtual meetings are allowed at the discretion of the School Director if such work can be performed  
49 effectively and faculty members are able to fulfill their responsibilities. Telework will be encouraged  
50 under certain circumstances if it serves the needs of the School, college, university, and/or  
51 community. The School Director has the discretion to require faculty to work on campus if there are

1 concerns that responsibilities are not being fulfilled through telework.

2  
3 The guidelines outlined here do not constitute a contractual obligation. Fluctuations in the demands and  
4 resources of the School and the individual circumstances of faculty members may warrant temporary  
5 deviations from these guidelines.

6  
7 A full-time faculty member's primary professional commitment is to Ohio State University and the  
8 guidelines below are based on that commitment. Faculty who have professional commitments outside of  
9 Ohio State during on-duty periods (including teaching at another institution; conducting research for an  
10 entity outside of Ohio State; external consulting) must disclose and discuss these with the School Director  
11 in order to ensure that no conflict of commitment exists. Information on faculty conflicts of commitment  
12 is presented in the university's [Policy on Outside Activities and Conflicts](#).

13  
14 In crisis situations, such as life-threatening disease (COVID, for example) or physical dangers (natural  
15 disasters, for example), faculty duties, responsibilities, and workload may be adjusted by the School  
16 Director to take into account the impact over time of the crisis. These adjustments may include modifying  
17 research expectations to maintain teaching obligations. These assignment changes must be considered in  
18 annual reviews.

19  
20 **Workload Policy Overview:** The mission of the School reflects a balance of effort in teaching,  
21 research/creative activity, and service. Overall workload is determined by discussions with the faculty  
22 member, division or program director, and School Director. Expected workload varies by appointment.  
23 Responsibilities for teaching, research, and/or service will vary among the faculty. Newly hired tenure  
24 track faculty have substantial research responsibilities and will therefore be offered reduced teaching  
25 loads in their first 1-3 years of appointment to establish their research. They will gradually move toward a  
26 full teaching load over their first 3-4 years. Faculty with substantial extramural funding will be assigned  
27 lighter teaching loads. Other faculty with heavier teaching loads should have lighter research  
28 responsibilities. Those with administrative duties (division directors, program directors, clinical  
29 coordinators) will have adjusted expectations either in research or teaching or a combination of the two.  
30 Faculty with exceptional service responsibilities (professional or clinical) may have adjusted expectations  
31 in research or teaching or a combination of the two.

32  
33 All faculty are expected to attend and participate in program or division faculty meetings as well as the  
34 School Assembly. Participation in College and University events is highly encouraged and facilitates our  
35 campus community.

36  
37 **Administrative Workload:** The Director of Research, the Director of Diversity and Inclusion, and the  
38 Director of Faculty and Staff Professional Affairs and Development will have a 40% - 50% administrative  
39 workload commitment. The Director for Academic Affairs will have an 80 – 100% workload  
40 commitment. The Chair of the Committee of Eligible Faculty, Certificate Coordinators, and the IPE  
41 Committee Director will have a 5% administrative workload commitment. Program directors, the  
42 Graduate Studies Chair, and the Honors Director, will have a 10% administrative workload commitment.  
43 Division Directors will have a 25% administrative workload commitment. Workload allocations for  
44 program and division directors may be modified by the School Director under certain circumstances, such  
45 as program size, program is freestanding or within a division, number of programs in a division, special  
46 projects or assignments, and/or other factors that impact the administrative needs of a program or  
47 division. Clinical coordinators will have an administrative commitment will have a 5% administrative  
48 commitment for every 20 students placed into clinical experiences/year, using this formula:  $.05 [(\#$   
49  $students \times \# placements) \div 20] = \%$ . These administrative workloads will generally result in a decrease in  
50 either teaching or scholarship expectations or both, based on agreement with the School Director.

51

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

16  
17 Faculty with extensive University or Professional service may have a workload adjustment dependent on  
18 the service commitment; this adjustment will be determined in consultation with the Division and School  
19 Directors.

#### 20 21 **A. Tenure-track Faculty**

22  
23 Tenure-track faculty members are expected to contribute to the university's mission via teaching,  
24 scholarship, and service. When a faculty member's contributions decrease in one of these three areas,  
25 additional activity in one or both other areas is expected. Typical workload distribution for tenure  
26 track faculty is 40 – 50% scholarship, 40 – 50% teaching, and 10% service. Newly hired assistant  
27 professors should gradually move toward a full teaching load over their first 3-4 years to allow for  
28 launching their research programs (15 – 25% teaching; 5.0-8.3 credits for first 3 – 4 years, then  
29 increasing to full teaching load).

#### 30 31 **Teaching**

32  
33 All tenure-track faculty are expected to contribute to the School's teaching, including large  
34 enrollment and specialized courses in both the undergraduate and graduate curriculums. The standard  
35 teaching assignment for full-time tenure-track faculty members is between 40 – 50% of workload  
36 distribution (13.5 – 16.5 credits) per 12-month academic year, with the remainder of their time  
37 allocated to research, service, and in some cases, administrative duties. This expectation is adjusted  
38 for probationary faculty and those with significant extramural funding that requires more than 50%  
39 time. Faculty members are expected to advise students in entry-level programs and the MS and/or  
40 PhD programs and supervise independent studies and thesis and dissertation work, which accounts for  
41 up to three credits of the above workload allocation. They may also contribute to national continuing  
42 education programming for peers.

43  
44 Adjustments to the standard teaching assignment may be made to account for teaching a new class,  
45 the size of the class, whether the class is taught on-line or team-taught, and other factors that may  
46 affect the preparation time involved in teaching the course as described in the above tables.

47  
48 The standard teaching assignment may vary for individual faculty members based on their research  
49 and/or service activity. Faculty members who are especially active in research can be assigned an  
50 enhanced research status that adjusts the workload distribution to reflect this increased activity.  
51 Likewise, faculty members who are relatively inactive in research and/or who are not covering the

1 proportion of their salary described in their letter of offer can be assigned an enhanced teaching status  
2 that includes an increased teaching assignment.  
3

4 The School Director is responsible for making teaching assignments on an annual basis, in  
5 collaboration with Division and Program Directors, and may decline to approve requests for  
6 adjustments when approval of such requests is not judged to be in the best interests of the School. All  
7 tenure-track faculty members must do some formal instruction and advising over the course of the  
8 academic year. Adjustments to teaching are highly individualized and determined based on the needs  
9 of HRS academic programs and learners.  
10

### 11 **Scholarship**

12  
13 Tenure track faculty are expected to lead extramurally funded research programs that support 40% of  
14 their salary by the time of promotion to associate professor and thereafter as defined in the School's  
15 [Appointments, Promotion, and Tenure Document](#). They should be publishing regularly in high  
16 quality peer-reviewed journals for their field and presenting annually at national and/or international  
17 scientific meetings. Tenure track faculty typically are allocated 50% of their workload distribution to  
18 scholarship and are expected to attract extramural funding that supports at least 40% salary recovery  
19 unless stipulated otherwise in the letter of offer. Faculty members are also expected to seek  
20 appropriate opportunities to obtain patents and engage in other commercial activities stemming from  
21 their research as appropriate.  
22

23 Scholarship workload distribution may be increased or decreased as productivity fluctuates. Faculty  
24 with grant funding covering a substantial portion of their salary will have their workload adjusted to  
25 ensure the grant funded time is available for the scope of work. Faculty who do not cover 40% (or as  
26 otherwise stipulated in their letter of offer) will have the opportunity to increase their teaching  
27 workload to a maximum of 65% or will be able to reduce their FTE proportionally. In some instances,  
28 scholarship workload can be increased or decreased based on other productivity measures, such as  
29 schoolwide initiatives and administrative responsibilities.  
30

### 31 **Service**

32  
33 Faculty members are expected to be engaged in service and outreach to the School, College,  
34 University, profession, and community. Typically, this will include service on committees within the  
35 division or program, one – two committees within the School and service to the College, Health  
36 System, or University as seniority increases (service beyond the unit is not typically expected for  
37 tenure track faculty in the first three years). In addition, national professional service is expected as  
38 demonstration of national reputation for assistant professors and national leadership and/or  
39 international service is expected for associate professors and professors. This pattern can be adjusted  
40 depending on the nature of the assignment (e.g. service as committee chair, service on a particularly  
41 time-intensive committee, organizing a professional conference, extensive professional leadership,  
42 service in an administrative position within the School, college, or university).  
43

44 All faculty members are expected to attend and participate in faculty meetings, recruitment activities,  
45 and other School events. All members of the Committee of Eligible Faculty are expected to attend  
46 and participate in appointment, promotion, and tenure meetings convened by the Committee Chair as  
47 appropriate for rank and title.  
48

49 The School recognizes that some of its faculty members bear an inherent additional service burden.  
50 That burden accrues when faculty members, often women and/or underrepresented colleagues, are  
51 recognized as uniquely positioned to assist with work at the School, college, or university levels.

1 Such individuals may be expected to provide more service than normal because their expertise,  
2 perspective, or voice can help working groups, for example, or task forces or students (through their  
3 mentorship of them) understand context, options, and opportunities in new ways. This additional  
4 service burden does not derive from volunteerism. Rather, it is an unwarranted and inequitable  
5 expectation.

6  
7 Service loads should be discussed and agreed to during annual performance and merit reviews. When  
8 heavy service obligations are primarily volunteer in nature, the School Director is not obligated to  
9 modify the service load of the faculty member (reduce teaching and/or scholarly obligations). If,  
10 however, a heavy service load is due to the faculty member's unique expertise, perspective, or voice,  
11 this should be noted in the annual performance review letter, considered when distributing the faculty  
12 member's other duties, and considered for the AMC Process. The School Director should also  
13 consider this additional service burden in managing equity of service loads among faculty.

14 *i Special Assignments*

15  
16 Information on special assignments (SAs) is presented in the Office of Academic Affairs [Special](#)  
17 [Assignment Policy](#). The information provided below supplements this policy.

18  
19 Untenured faculty will normally be provided an SA for research for one semester during their  
20 probationary period. Reasonable efforts will be made to award SA opportunities to all other  
21 faculty members subject to the quality of faculty proposals, including their potential benefit to the  
22 School or university, and the need to assure that sufficient faculty are always present to carry out  
23 School work. The School's Executive Committee will evaluate all SA proposals and make  
24 recommendations to the School Director. The School Director's recommendation to the dean  
25 regarding an SA proposal will be based on the quality of the proposal and its potential benefit to  
26 the School or university and to the faculty member as well as the ability of the School to  
27 accommodate the SA at the time requested.

28  
29 **B. Clinical Faculty**

30  
31 The School of Health and Rehabilitation Sciences appoints clinical faculty, who focus primarily on  
32 clinically focused teaching and scholarship. Clinical faculty may also serve as directors of clinical  
33 education, overseeing the placement and evaluation of students placed in clinical settings. Faculty  
34 members appointed to the clinical faculty may choose to further distinguish themselves in  
35 professional leadership, or research (scholarship). The educator-scholar pathway reflects excellence  
36 in teaching, curricular innovation, and excellence in scholarship (e.g., scholarship of teaching and  
37 learning, basic science, translational science, clinical research and/or health services research and  
38 implementation science). The educator-leader pathway reflects excellence in teaching and curricular  
39 innovation, and professional or societal leadership (e.g., national leadership of a professional  
40 organization, development of innovations in community outreach and engagement).

41  
42 Clinical faculty have a primary emphasis on teaching and educational program development. The  
43 remainder of the workload can emphasize either professional leadership or scholarship. Educator-  
44 Scholar workload distribution for clinical faculty is 65 – 75% teaching, 15 – 25% scholarship, and  
45 10% service. Educator-Leader workload distribution for clinical faculty is 65 – 75% teaching, 10%  
46 scholarship, and 15 – 25% service. Clinical faculty designated as clinical coordinators may have a  
47 significant administrative allocation that alters this distribution.

48  
49 **Teaching**

1 All clinical faculty are expected to contribute to the School's teaching, including large enrollment and  
2 specialized courses in both the undergraduate and graduate curriculums, including the MS and/or  
3 PhD. The standard teaching assignment for full-time clinical faculty members is 65 - 75% of  
4 workload distribution (21-23 credits) per 12-month academic year, with the remainder of their time  
5 allocated to service, scholarship, and in some cases, administrative duties. Faculty members are  
6 expected to advise undergraduate and graduate students and supervise independent studies and thesis  
7 work, which accounts for up to three credits of the above workload allocation.  
8

9 Adjustments to the standard teaching assignment may be made to account for teaching a new class,  
10 the size of the class, whether the class is taught on-line or team-taught, and other factors that may  
11 affect the time involved in teaching the course.  
12

13 The standard teaching assignment may vary for individual faculty members based on their service  
14 and/or scholarship activity. Faculty members who are especially active in scholarship can be assigned  
15 an enhanced scholarship status that adjusts the workload distribution to reflect this increased activity.  
16 Likewise, faculty members who are relatively inactive in scholarship can be assigned an enhanced  
17 teaching status that includes an increased teaching assignment.  
18

19 The School Director is responsible for making teaching assignments on an annual basis, in  
20 collaboration with Division and Program Directors, and may decline to approve requests for  
21 adjustments when approval of such requests is not judged to be in the best interests of the School. All  
22 faculty members must do some formal instruction and advising over the course of the academic year.  
23 Adjustments to teaching are highly individualized and determined based on the needs of HRS  
24 academic programs and learners.  
25

## 26 **Service**

27

28 Clinical faculty members are expected to be engaged in service and outreach to the School,  
29 university, profession, and community. Typically, this will include service on committees within the  
30 division or program, one – two committees within the School and service to the College, Health  
31 System, or University as seniority increases. In general, national professional service is expected as  
32 demonstration of national reputation for assistant clinical professors and national leadership and/or  
33 international service is expected for associate clinical professors and clinical professors. This pattern  
34 can be adjusted depending on the nature of the assignment (e.g. service on a particularly time-  
35 intensive committee, organizing a professional conference, extensive professional leadership, service  
36 in an administrative position within the School, college, or university). For those faculty on an  
37 educator-leader pathway, service expectations include substantial national and/or international  
38 leadership that demonstrates national impact and reputation and will typically account for about 15 –  
39 25% of workload. For those on the educator-scholar pathway, the service expectation is about 10% of  
40 workload. Faculty on the educator-leader pathway who do not demonstrate leadership activities  
41 commensurate with expectations will have the opportunity to increase their teaching workload to a  
42 maximum of 85%.  
43

44 All faculty members are expected to attend and participate in faculty meetings, recruitment activities,  
45 and other School events. All members of the committee of eligible faculty are expected to attend and  
46 participate in appointment, promotion, and tenure meetings convened by the Committee Chair as  
47 appropriate for rank and title.  
48

49 The School recognizes that some of its faculty members bear an inherent additional service burden.  
50 That burden accrues when faculty members, often women and/or underrepresented colleagues, are  
51 recognized as uniquely positioned to assist with work at the School, college, or university levels.

1 Such individuals may be expected to provide more service than normal because their expertise,  
2 perspective, or voice can help working groups, for example, or task forces or students (through their  
3 mentorship of them) understand context, options, and opportunities in new ways. This additional  
4 service burden does not derive from volunteerism. Rather, it is an unwarranted and inequitable  
5 expectation.

6  
7 Service loads should be discussed and agreed to during annual performance and merit reviews. When  
8 heavy service obligations are primarily volunteer in nature, the School Director is not obligated to  
9 modify the service load of the faculty member (reduce teaching and/or scholarly obligations). If,  
10 however, a heavy service load is due to the faculty member's unique expertise, perspective, or voice,  
11 this should be noted in the annual performance review letter, considered when distributing the faculty  
12 member's other duties, and considered for the AMC Process. The School Director should also  
13 consider this additional service burden in managing equity of service loads among faculty.

### 14 15 **Scholarship**

16  
17 All clinical faculty members are expected to be engaged in scholarship as defined in the School's  
18 [Appointments, Promotion, and Tenure Document](#). Clinical faculty members on the educator-scholar  
19 pathway are expected to publish regularly in high quality peer-reviewed journals as well as in other  
20 appropriate venues, such as edited book chapters of similar quality and length as articles, participate  
21 in research studies, grant writing, and scholarly activity, demonstrate national impact of their  
22 scholarship, and are allocated about 15-25% of their workload distribution to scholarship. Those on  
23 the educator-leader pathway are required to engage in scholarly activities through publication,  
24 presentation, and other dissemination activities appropriate for a workload distribution of  
25 approximately 10%.

26  
27 Scholarship workload distribution may be increased or decreased as productivity fluctuates. Faculty  
28 with grant funding covering a substantial portion of their salary will have their workload adjusted to  
29 ensure the grant funded time is available for the scope of work. Faculty on the educator-scholar  
30 pathway who do not demonstrate productivity commensurate with expectations will have the  
31 opportunity to increase their teaching workload to a maximum of 85%. In some instances, scholarship  
32 workload can be increased or decreased based on other productivity measures, such as schoolwide  
33 initiatives or administrative responsibilities.

### 34 35 **C. Research Faculty**

36  
37 The School of Health and Rehabilitation Sciences appoints Research Faculty. Research faculty  
38 members are expected to contribute to the university's mission via research. The typical workload for  
39 research faculty is 90% research and 10% service or teaching (mentorship).

40  
41 Research faculty expectations for research are like those for the tenure-track, albeit proportionally  
42 greater since 100% of effort for research faculty members is devoted to research. Specific  
43 expectations are spelled out in the letter of offer.

### 44 45 **Teaching**

46  
47 Research faculty are expected to contribute to the School's teaching mission through mentorship of  
48 students, PhD students in particular (who also enrich their research program). In accord with Faculty  
49 Rule [3335-7-34](#),

1 *a research faculty member may, but is not required to, participate in limited educational*  
2 *activities in the area of his or her expertise. However, teaching opportunities for each research*  
3 *faculty member must be approved by a majority vote of the School's tenure-track faculty. Under*  
4 *no circumstances may a member of the research faculty be continuously engaged over an*  
5 *extended period of time in the same instructional activities as tenure-track faculty.*  
6

7 The standard teaching assignment for Research Faculty is three credits of advising students per year  
8 (approximately 10%). Any changes to this distribution should be approved in the manner described  
9 above.

### 10 **Scholarship**

11 All research faculty members are expected to be engaged in scholarship as defined in the School's  
12 [Appointments, Promotion, and Tenure Document](#). Research faculty members are expected to publish  
13 regularly in high quality peer-reviewed journals as well as in other appropriate venues, such as edited  
14 book chapters of similar quality and length as articles, lead research studies and scholarly activity,  
15 demonstrate national impact of their scholarship, cover 90 – 100% of their salary with grant funding,  
16 and are allocated about 90 - 100% of their workload distribution to scholarship.  
17  
18

### 19 **Service**

20 All faculty members are expected to attend and participate in faculty meetings and school assembly.  
21 All members of the committee of eligible faculty are expected to attend and participate in  
22 appointment, promotion, and tenure meetings convened by the Committee Chair as appropriate for  
23 rank and title. It is understood that professional service activities may enhance the faculty members  
24 research program and may be associated with their funding. It is important that service loads should  
25 be discussed and agreed to during annual performance and merit reviews.  
26  
27

28 The School recognizes that some of its faculty members bear an inherent additional service burden.  
29 That burden accrues when faculty members, often women and/or underrepresented colleagues, are  
30 recognized as uniquely positioned to assist with work at the School, college, or university levels.  
31 Such individuals may be expected to provide more service than normal because their expertise,  
32 perspective, or voice can help working groups, for example, or task forces or students (through their  
33 mentorship of them) understand context, options, and opportunities in new ways. This additional  
34 service burden does not derive from volunteerism. Rather, it is an unwarranted and inequitable  
35 expectation.  
36  
37

### 38 **D. Associated Faculty**

39 Compensated associated faculty members are expected to contribute to the university's mission via  
40 teaching or research depending on the terms of their individual appointments.  
41  
42

43 Faculty members with tenure-track titles and appointments <50% FTE will have reduced expectations  
44 based on their appointment level.  
45

46 Expectations for compensated visiting faculty members will be based on the terms of their  
47 appointment and are comparable to that of tenure-track faculty members except that service is not  
48 required.  
49

50 For lecturers, senior lecturers, clinical instructors of practice, clinical assistant professors of practice,  
51 clinical associate professors of practice, and clinical professors of practice, contributions to the

1 teaching, service, and research missions are expected depending on the terms of their individual  
2 appointments. Typically, these faculty have a workload distributed as 85-90% teaching, 10% service,  
3 and up to 5% scholarship.  
4

### 5 **Teaching**

6  
7 Lecturers, senior lecturers, clinical instructors of practice, clinical assistant professors of practice,  
8 clinical associate professors of practice, and clinical professors of practice are expected to contribute  
9 to the School's teaching, including large enrollment and specialized courses in both the undergraduate  
10 and graduate curriculums. The standard teaching assignment for full-time associated faculty members  
11 is 85 - 90% of workload distribution (28 - 30 credits) per 12-month academic year, with the  
12 remainder of their time allocated to service, scholarship, and in some cases, administrative duties.  
13 Faculty members are expected to advise undergraduate students, serve on graduate and undergraduate  
14 student committees, and supervise independent studies and specializations, which accounts for up to  
15 three credits of the above workload allocation.  
16

17 Adjustments to the standard teaching assignment may be made to account for teaching a new class,  
18 the size of the class, whether the class is taught on-line or team-taught, and other factors that may  
19 affect the time involved in teaching the course.  
20

21 The standard teaching assignment may vary for individual faculty members based on their service  
22 and/or scholarship activity. Faculty members who are active in scholarship can be assigned up to 5%  
23 for a research workload or a proportion commensurate with grant funded salary recovery.  
24

25 The School Director is responsible for making teaching assignments on an annual basis, in  
26 collaboration with Division and Program Directors, and may decline to approve requests for  
27 adjustments when approval of such requests is not judged to be in the best interests of the School.  
28 Adjustments to teaching are highly individualized and determined based on the needs of HRS  
29 academic programs and learners.  
30

### 31 **Service**

32  
33 Faculty members are expected to be engaged in service and outreach to the School, university,  
34 profession, and community. Typically, this will include service on committees within the division or  
35 program, one – two committees within the School and service to the College, Health System, or  
36 University as seniority increases. In addition, state and/or national professional service is expected as  
37 demonstration of reputation and impact for assistant professors of practice and state and/or national  
38 leadership is expected for associate professors of practice and professors of practice. This pattern can  
39 be adjusted depending on the nature of the assignment (e.g. service on a particularly time-intensive  
40 committee, organizing a professional conference, extensive professional leadership, service in an  
41 administrative position within the School, college, or university).  
42

43 All faculty members are expected to attend and participate in faculty meetings, recruitment activities,  
44 and other School events.  
45

46 The School recognizes that some of its faculty members bear an inherent additional service burden.  
47 That burden accrues when faculty members, often women and/or underrepresented colleagues, are  
48 recognized as uniquely positioned to assist with work at the School, college, or university levels.  
49 Such individuals may be expected to provide more service than normal because their expertise,  
50 perspective, or voice can help working groups, for example, or task forces or students (through their  
51 mentorship of them) understand context, options, and opportunities in new ways. This additional

1 service burden does not derive from volunteerism. Rather, it is an unwarranted and inequitable  
2 expectation.

3  
4 Service loads should be discussed and agreed to during annual performance and merit reviews. When  
5 heavy service obligations are primarily volunteer in nature, the School Director is not obligated to  
6 modify the service load of the faculty member (reduce teaching and/or scholarly obligations). If,  
7 however, a heavy service load is due to the faculty member's unique expertise, perspective, or voice,  
8 this should be noted in the annual performance review letter, considered when distributing the faculty  
9 member's other duties, and considered for the AMC Process. The School Director should also  
10 consider this additional service burden in managing equity of service loads among faculty.

### 11 **Scholarship**

12  
13 Lecturers and clinical faculty of practice are not expected to be engaged in scholarship as defined in  
14 the School's [Appointments, Promotion, and Tenure Document](#). However, the School recognizes that  
15 some faculty may wish to engage in scholarship as part of their professional and career development.  
16 In general, faculty members with an interest in developing scholarly activity can be allocated 5% of  
17 their workload. In cases where the faculty member has an opportunity to join a grant-funded project  
18 that covers a larger portion of their salary, discussion with the program/division director and School  
19 Director must occur to ensure the needs of the School are being met. Faculty may publish in peer-  
20 reviewed journals as well as in other appropriate venues, such as edited book chapters of similar  
21 quality and length as articles, participate in research studies and scholarly activity. Submission of  
22 intramural and extramural grant applications as a co-investigator is not required.

23  
24  
25 Scholarship workload distribution may be increased or decreased as productivity fluctuates. Faculty  
26 who do not demonstrate productivity commensurate with expectations will have the opportunity to  
27 increase their teaching workload to a maximum of 90%. In some instances, scholarship workload can  
28 be increased or decreased based on other productivity measures, such as schoolwide initiatives or  
29 administrative responsibilities.

### 30 **E. Modification of Duties**

31  
32 The School of Health and Rehabilitation Sciences strives to be a family-friendly unit in its efforts to  
33 recruit and retain high quality faculty members. To this end, the School is committed to adhering to  
34 the College of Medicine's guidelines on modification of duties to provide its faculty members  
35 flexibility in meeting work responsibilities within the first year of childbirth/adoption/fostering, or  
36 care for an immediate family member who has a serious health condition, or a qualifying exigency  
37 arising out of the fact that the employee's immediate family member is on covered active duty in a  
38 foreign country or call to covered active duty status. See the [college pattern of administration](#) for  
39 details. See also the OHR [Parental Care Guidebook](#) and the Parental Leave Policy in Section XII.

40  
41  
42 A faculty member requesting a modification of duties and the School Director should be creative and  
43 flexible in developing a solution that is fair to both the individual and the unit while addressing the  
44 needs of the university. Expectations must be spelled out in an MOU that is approved by the dean.

## 45 **X Course Offerings, Teaching Schedule, and Grade Assignments**

46  
47 The School Director will annually develop a schedule of course offerings and teaching schedules in  
48 consultation with the faculty, both collectively and individually. While every effort will be made to  
49 accommodate the individual preferences of faculty, the School's first obligation is to offer the courses  
50 needed by students at times and in formats, including on-line instruction, most likely to meet student  
51

1 needs. To assure classroom availability, reasonable efforts must be made to distribute course offerings  
2 across the day and week. To meet student needs, reasonable efforts must be made to assure that course  
3 offerings match student demand and that timing conflicts with other courses students are known to take in  
4 tandem are avoided. A scheduled course that does not attract the minimum number of students required  
5 by Faculty Rule [3335-8-16](#) will normally be cancelled and the faculty member scheduled to teach that  
6 course will be assigned to another course for that or a subsequent semester. Finally, to the extent possible,  
7 courses required in any curriculum or courses with routinely high demand will be taught by at least two  
8 faculty members across semesters of offering to assure that instructional expertise is always available for  
9 such courses.

10  
11 If an instructor of record is unable to assign grades due to an unexpected situation (i.e. health or travel), or  
12 if they have not submitted grades before the university deadline and are unreachable by all available  
13 modes of communication, then the School Director may determine an appropriate course of action,  
14 including assigning a faculty member to evaluate student materials and assign grades for that class. The  
15 University Registrar will be made aware of this issue as soon as it is known and will be provided a  
16 timeline for grade submission.

## 17 18 **XI Allocation of School Resources**

19  
20 The School Director is responsible for the fiscal and academic health of the School and for assuring that  
21 all resources—fiscal, human, and physical—are allocated in a manner that will optimize achievement of  
22 unit goals.

23  
24 The School Director will discuss the School budget at least annually with program and division leaders,  
25 as well as the faculty, and attempt to achieve consensus regarding the use of funds across general  
26 categories. However, final decisions on budgetary matters rest with the School Director.

27  
28 Research space shall be allocated based on research productivity, including external funding, and will be  
29 reallocated periodically as these faculty-specific variables change.

30  
31 The allocation of office space will include considerations such as achieving proximity of faculty in  
32 subdisciplines and productivity and grouping staff functions to maximize efficiency.

33  
34 The allocation of salary funds is discussed in the Appointments, Promotion and Tenure Document.

35  
36 The academic divisions and programs each receive funds for faculty and staff positions in support of the  
37 academic program and an operating budget; these are based on student enrollment and revenue  
38 generation. Each of the Division Directors or the Program Directors have responsibility for allocating  
39 funds for travel beyond the centrally allocated funds for professional development and other instructional  
40 support activities.

## 41 42 **XII Leaves and Absences**

43  
44 In general, there are four types of leaves and absences taken by faculty (in addition to parental leave,  
45 which is detailed in the [Parental Care Guidebook](#)). The university's policies and procedures with respect to  
46 leaves and absences are set forth in the Office of Academic Affairs [Policies and Procedures Handbook](#)  
47 and Office of Human Resources [Policies and Forms website](#). The information provided below  
48 supplements these policies.

### 49 50 **A. Discretionary Absence**

1 Faculty are expected to complete a travel request or a [request for absence form](#) well in advance of a  
2 planned absence (for attendance at a professional meeting or to engage in consulting) to provide time  
3 for its consideration and approval and time to assure that instructional and other commitments are  
4 covered. Discretionary absence from duty is not a right, and the Division or Program Director/School  
5 Director retains the authority to disapprove a proposed absence when it will interfere with  
6 instructional or other comparable commitments. Such an occurrence is most likely when the number  
7 of absences in a particular semester is substantial. [Rules of the University Faculty](#) require that the  
8 Office of Academic Affairs approve any discretionary absence longer than 10 consecutive business  
9 days (see Faculty Rule [3335-5-08](#)).

#### 10 11 **B. Absence for Medical Reasons**

12  
13 When absences for medical reasons are anticipated, faculty members are expected to complete a  
14 [request for absence form](#) as early as possible. When such absences are unexpected, the faculty  
15 member, or someone speaking for the faculty member, should let the Division/Program Director  
16 and/or School Director know promptly so that instructional and other commitments can be managed.  
17 Faculty members are always expected to use sick leave for any absence covered by sick leave  
18 (personal illness, illness of family members, medical appointments). Sick leave is a benefit to be  
19 used—not banked. For additional details see OHR [Policy 6.27](#).

#### 20 21 **C. Unpaid Leaves of Absence**

22  
23 The university's policies with respect to unpaid leaves of absence and entrepreneurial leaves of  
24 absence are set forth in OHR [Policy 6.45](#).

#### 25 26 **D. Faculty Professional Leave (FPL)**

27  
28 Information on faculty professional leaves is presented in the OAA [Policy on Faculty Professional](#)  
29 [Leave](#).

30  
31 The School's Executive Committee will review all requests for faculty professional leave and make a  
32 recommendation to the School Director based on the demonstration of the goals and objectives of the  
33 professional scholarship activities and clear description of deliverables.

34  
35 The School Director's recommendation to the dean regarding an FPL proposal will be based on the  
36 quality of the proposal and its potential benefit to the School and to the faculty member as well as the  
37 ability of the School to accommodate the leave at the time requested.

#### 38 39 **E. Parental Leave**

40  
41 The university, the college, and this School recognize the importance of parental leave to faculty  
42 members. Details are provided in the OHR [Parental Care Guidebook](#), Paid Time Off [Policy 6.27](#), and  
43 the [Family and Medical Leave Policy 6.05](#).

### 44 45 **XIII Additional Compensation and Outside Activities**

46  
47 Information on additional compensation is presented in the OAA [Policy on Faculty Compensation](#).  
48 Information on paid external consulting is presented in the university's [Policy on Outside Activities and](#)  
49 [Conflicts](#). The information provided below supplements these policies.

1 This School adheres to these policies in every respect. In particular, this School expects faculty members  
2 to carry out the duties associated with their primary appointment with the university at a high level of  
3 competence before seeking other income-enhancing opportunities. All activities providing additional  
4 compensation must be approved by the School Director regardless of the source of compensation.  
5 External consulting must also be approved. Approval will be contingent on the extent to which a faculty  
6 member is carrying out regular duties at an acceptable level, the extent to which the extra income activity  
7 appears likely to interfere with regular duties, and the academic value of the proposed consulting activity  
8 to the School. In addition, it is university policy that faculty may not spend more than one business day  
9 per week on supplementally compensated activities and external consulting combined. The procedure for  
10 requesting approval is outlined in the [Guidance on Faculty External Consulting](#) document on OneSource.

11  
12 Faculty with an administrative position (for example, chair, academic director, center director) remain  
13 subject to the [Policy on Outside Activities and Conflicts](#) and with appropriate approval, are permitted to  
14 engage in paid external work activities. However, faculty members with administrative positions are not  
15 permitted to accept compensation/honoraria for services that relate to or are the result of their  
16 administrative duties and responsibilities.

17  
18 Should a School faculty member wish to use a textbook or other material that is authored by the faculty  
19 member and the sale of which results in a royalty being paid to him/her/them, such textbook or material  
20 may be required for a course by the faculty member only if (1) the faculty member's School Director  
21 and/or dean or designee have approved the use of the textbook or material for the course taught by the  
22 faculty member, or (2) an appropriate committee of the School or college reviews and approves the use of  
23 the textbook or material for use in the course taught by the faculty member.

24  
25 Faculty who fail to adhere to the university's policies on these matters, including seeking approval for  
26 external consulting, will be subject to disciplinary action.

#### 27 **XIV Financial Conflicts of Interest**

28  
29 Information on faculty financial conflicts of interest is presented in the university's [Policy on Outside](#)  
30 [Activities and Conflicts](#). A conflict of interest exists if financial interests or other opportunities for  
31 tangible personal benefit may exert a substantial and improper influence upon a faculty member or  
32 administrator's professional judgment in exercising any university duty or responsibility, including  
33 designing, conducting or reporting research.

34  
35  
36 Faculty members with external funding or otherwise required by university policy are required to file  
37 conflict of interest screening forms annually and more often if prospective new activities pose the  
38 possibility of financial conflicts of interest. Faculty who fail to file such forms or to cooperate with  
39 university officials in the avoidance or management of potential conflicts will be subject to disciplinary  
40 action.

41  
42 In addition to financial conflicts of interest, faculty must disclose any conflicts of commitment that arise  
43 in relation to consulting or other work done for external entities. Further information about conflicts of  
44 commitment is included in section IX above.

#### 45 **XV Grievance Procedures**

46  
47 Members of the School with grievances should discuss them with the School Director who will review  
48 the matter as appropriate and either seek resolution or explain why resolution is not possible. Content  
49 below describes procedures for the review of specific types of complaints and grievances.  
50  
51

1 **A. Salary Grievances**

2  
3 A faculty or staff member who believes that his/her/their salary is inappropriately low should discuss  
4 the matter with the School Director. The faculty or staff member should provide documentation to  
5 support the complaint.

6  
7 Faculty members who are not satisfied with the outcome of the discussion with the School Director  
8 and wish to pursue the matter may be eligible to file an appeal with the college's Faculty Salary  
9 Appeals Committee. A formal salary appeal can also be filed with the Office of Faculty Affairs (see  
10 Volume 1, Chapter 3 of the Office of Academic Affairs [Policies and Procedures Handbook](#)).

11  
12 Staff members who are not satisfied with the outcome of the discussion with the School Director and  
13 wish to pursue the matter should contact [Employee and Labor Relations](#) in the Office of Human  
14 Resources.

15  
16 **B. Faculty Promotion and Tenure Appeals**

17  
18 Promotion and tenure appeals procedures are set forth in Faculty Rule [3335-5-05](#).

19  
20 **C. Faculty and Staff Misconduct**

21  
22 Complaints alleging faculty misconduct or incompetence should follow the procedures set forth in  
23 Faculty Rule [3335-5-04](#).

24  
25 Any student, faculty, or staff member may report complaints against staff to the School Director. The  
26 [Office of Employee and Labor Relations](#) in the Office of Human Resources can provide assistance  
27 with questions, conflicts, and issues that arise in the workplace.

28  
29 **D. Harassment, Discrimination, and Sexual Misconduct**

30  
31 The [Office of Institutional Equity](#) exists to help the Ohio State community prevent and respond to all  
32 forms of harassment, discrimination, and sexual misconduct.

- 33  
34 1 Ohio State's policy and procedures related to affirmative action and equal employment  
35 opportunity are set forth in the university's [policy on affirmative action and equal](#)  
36 [employment opportunity](#).  
37  
38 2 Ohio State's policy and procedures related to nondiscrimination, harassment, and sexual  
39 misconduct are set forth in the university's [policy on nondiscrimination, harassment, and](#)  
40 [sexual misconduct](#).

41  
42 **E. Violations of Laws, Rules, Regulations, or Policies**

43  
44 Concerns about violations of laws, rules, regulations, or policies affecting the university community  
45 should be referred to the [Office of University Compliance and Integrity](#). Concerns may also be  
46 registered anonymously through the [Anonymous Reporting Line](#).

47  
48 **F. Complaints by and about Students**

49  
50 Normally student complaints about courses, grades, and related matters are brought to the attention of  
51 individual faculty members. In receiving such complaints, faculty should treat students with respect

1 regardless of the apparent merit of the complaint and provide a considered response. When students  
2 bring complaints about courses and instructors to the School Director, the School Director will first  
3 ascertain whether the students require confidentiality. If confidentiality is not required, the School  
4 Director or designee will investigate the matter as fully and fairly as possible and provide a response  
5 to both the students and any affected faculty. If confidentiality is required, the School Director will  
6 explain that it is not possible to fully investigate a complaint in such circumstances and will advise  
7 the student(s) on options to pursue without prejudice as to whether the complaint is valid or not. See  
8 Faculty Rule [3335-8-23](#).

9  
10 Faculty complaints regarding students must always be handled strictly in accordance with university  
11 rules and policies. Faculty should seek the advice and assistance of the School Director and others  
12 with appropriate knowledge of policies and procedures when problematic situations arise.

### 13 **G. Academic Misconduct**

14  
15  
16 Board of Trustees Rule [3335-23-15](#) stipulates that the [Committee on Academic Misconduct](#) does not  
17 hear cases involving academic misconduct in colleges having a published honor code, although some  
18 allegations against graduate students fall under the committee's jurisdiction. Accordingly, faculty  
19 members will report any instances of academic misconduct to the Director of Academic Affairs, who  
20 will involve the Committee on Academic Misconduct, if appropriate, or will otherwise follow the  
21 School's procedures for addressing allegations of violations of the professional student honor code.

22  
23 HRS Student Professional Honor Code ([HRS Student Handbook](#))

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

- 26 • Altruism
- 27 • Assist other HRS students in need.
  - 28 • Contribute to a positive regard for the healthcare professions.
  - 29 • Serve the interests and welfare of the patient and the community above our own self-interest.
- 30 • Honesty and Integrity
- 31 • Respect the rights of patients, faculty, staff, colleagues, and other health professionals.
  - 32 • Safeguard patient confidences and privacy within the constraints of the law.
  - 33 • Deal with confidential information appropriately and discreetly.
  - 34 • Understand the general principles of ethical behavior and their application to performance  
35 expectations of any course of study, examination, or other evaluations.
- 36 • Caring and Compassion
- 37 • Treat each client as an individual with respect, empathy, and dignity both in the family's  
38 presence and in discussions with other members of the health care team.
  - 39 • Handle issues of sickness, dying, and death in a professional manner with patients and their  
40 families.
  - 41 • Refrain from abusing authority.
- 42 • Service
- 43 • Participate in and contribute to the betterment of the public health community in a productive  
44 manner.
  - 45 • Participate in and contribute to peer groups, local, national and/or international organizations.
- 46 • Excellence and Scholarship
- 47 • Strive to improve oneself in the integration and transmission of knowledge.
  - 48 • Collaborate with and assist peers, colleagues, and other health professionals appropriately for  
49 the advancement of scientific knowledge and skills.
  - 50 • Commit to self-directed and life-long learning.

- 1 • Respect for Persons
- 2 • Demonstrate respect for Faculty, Instructors, Staff, Peers, Patients, and Families
- 3 • Treat those with whom they work with respect, trust, and dignity.
- 4 • Refrain from engaging in unwanted/inappropriate romantic and sexual behaviors or any other
- 5 unprofessional behaviors.
- 6 • Respect rights such as privacy, confidentiality, and informed consent.
- 7 • Communicate in a sensitive manner and do not discriminate based on age, gender,
- 8 intelligence, medical condition, nationality, or ethnic origin, physical or mental disability,
- 9 race, religion, sexual orientation, or socioeconomic status.
- 10 • Responsibility and Accountability
- 11 • Maintain academic, patient care and service as our highest priority.
- 12 • Be accountable for deadlines and complete assignments/responsibilities in a timely fashion.
- 13 • Consistently be on time, attentive, and prepared for class, clinical experiences, and other
- 14 program activities.
- 15 • Recognize and report peers' errors, fraud, poor behavior, deficiency in character, and
- 16 incompetence.
- 17 • Identify one's own limitations and developmental needs, and seek approaches for
- 18 improvement.
- 19 • Present oneself in a professional manner with respect to dress, hygiene, body language,
- 20 composure, and gestures.
- 21 • Maintain your personal health and wellness. This includes seeking appropriate medical,
- 22 refraining from excessive use of alcohol, refraining from all use of illegal drugs, and
- 23 attending to your own mental health and spiritual needs so that you can work up to your
- 24 potential as a student and as a professional.
- 25