

Pattern of Administration

School of Health and Rehabilitation Sciences Pattern of Administration

Approved by the Office of Academic Affairs - July 12, 2020

Table of Contents

| | |
|---|--|
| <p>I. INTRODUCTION ----- 2</p> <p>II. MISSION AND VISION----- 2</p> <p>III. ACADEMIC RIGHTS AND RESPONSIBILITIES--- 2</p> <p>IV. FACULTY ----- 3</p> <p>V. ORGANIZATION OF SCHOOL SERVICES AND STAFF----- 3</p> <p>VI. OVERVIEW OF SCHOOL ADMINISTRATION AND DECISION-MAKING ----- 4</p> <p>VII. SCHOOL ADMINISTRATION ----- 4</p> <p style="padding-left: 20px;">A. School Director ----- 5</p> <p style="padding-left: 20px;">B. Director of Research/Associate Director of School: 6</p> <p style="padding-left: 20px;">C. Director of Academic Affairs ----- 6</p> <p style="padding-left: 20px;">D. Director of Diversity and Inclusion ----- 7</p> <p style="padding-left: 20px;">E. Graduate Studies Chair----- 7</p> <p style="padding-left: 20px;">F. Director of Honors----- 8</p> <p style="padding-left: 20px;">G. Division Directors ----- 8</p> <p style="padding-left: 20px;">H. Program Directors ----- 9</p> <p style="padding-left: 20px;">I. Standing Committees----- 9</p> <p>VIII. SCHOOL ASSEMBLY MEETINGS ----- 15</p> <p>IX. DISTRIBUTION OF FACULTY DUTIES AND RESPONSIBILITIES ----- 16</p> | <p style="padding-left: 20px;">A. Guidelines on Faculty Workload ----- 16</p> <p style="padding-left: 20px;">B. Special Assignments ----- 19</p> <p style="padding-left: 20px;">C. Parental Modification of Duties----- 19</p> <p>X. COURSE OFFERINGS AND TEACHING SCHEDULES ----- 20</p> <p>XI. ALLOCATION OF SCHOOL RESOURCES ----- 20</p> <p>XII. LEAVES AND ABSENCES ----- 20</p> <p style="padding-left: 20px;">A. Discretionary Absence ----- 20</p> <p style="padding-left: 20px;">B. Absence for Medical Reasons----- 21</p> <p style="padding-left: 20px;">C. Unpaid Leave of Absence ----- 21</p> <p style="padding-left: 20px;">D. Faculty Professional Leave----- 21</p> <p>XIII. SUPPLEMENTAL COMPENSATION AND PAID EXTERNAL CONSULTING ACTIVITY ----- 22</p> <p>XIV. FINANCIAL CONFLICTS OF INTEREST----- 22</p> <p>XV. GRIEVANCE PROCEDURES ----- 23</p> <p style="padding-left: 20px;">A. Salary Grievances----- 23</p> <p style="padding-left: 20px;">B. Faculty Misconduct: ----- 23</p> <p style="padding-left: 20px;">C. Faculty Promotion & Tenure Appeals: ----- 23</p> <p style="padding-left: 20px;">D. Sexual Misconduct: ----- 24</p> <p style="padding-left: 20px;">E. Student Complaints / Academic Misconduct----- 24</p> <p style="padding-left: 20px;">F. Student Grievances ----- 25</p> |
|---|--|

**PATTERN OF ADMINISTRATION
SCHOOL OF HEALTH and REHABILITATION SCIENCES
COLLEGE OF MEDICINE**

I. INTRODUCTION

This document provides a brief description of the School of Health and Rehabilitation Sciences, as well as a description of its policies and procedures. It supplements the Rules of the University Faculty and other policies and procedures of the University to which the School and its faculty are subject. The latter rules, policies and procedures, and changes in them, take precedence over statements in this document.

This Pattern of Administration is subject to continuing revision. It must be reviewed and either revised or reaffirmed upon appointment or reappointment of the School Director. However, revisions may be made at any time, subject to the approval of the College of Medicine and the Office of Academic Affairs. Changes made in consultation with School faculty will be disseminated to faculty in memos, until sufficient changes have accumulated to warrant printing and distributing a completely new document.

II. MISSION and VISION

A. Vision Statement

To shape the health and well-being of the global community.

B. Mission Statement

To empower transformative leaders in health and rehabilitation sciences through excellence in collaborative education, discovery, and service to improve the health and wellbeing of all

C. Background

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

Fundamental to the School's mission is to engage in research and other scholarly activity that enhances the knowledge base of the health and rehabilitation professions. This knowledge base forms a vital link in

the improvement of human health, and keeps the School at the forefront of education and research in the health and rehabilitation professions. In addition, students must be prepared to interpret the ideas and innovations, derived from scholarship, so as to make them accessible to the citizens of the State of Ohio and the world. In keeping with the land grant heritage of The Ohio State University, the School's mission, additionally, includes service to the professions, the University, and the community.

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

III. ACADEMIC RIGHTS and RESPONSIBILITIES

The academic rights, responsibilities and processes for the University can be found on the Office of Academic Affairs website at: <http://oaa.osu.edu/rightsandresponsibilities.html>. The School affirms these rights, responsibilities and processes in the conduction of activities.

IV. FACULTY

Faculty definitions and the rights and responsibilities of each are found in Faculty Rule 3335-5-19 (<http://trustees.osu.edu/rules/university-rules/chapter-3335-5-faculty-governance-and-committees.html>). Within the School of Health and Rehabilitation Sciences, the core faculty is comprised of tenure-track (both tenured and probationary), clinical faculty and research faculty at the ranks of assistant professor, associate professor and professor. The clinical faculty may not exceed 45% of the overall faculty; they may vote on all matters of School governance except tenure track promotion and tenure decisions. The total number of research faculty will be no greater than 10% of the total faculty. Similarly, research faculty will be able to vote on all matters of School governance except for promotion and tenure decisions of the tenure track and clinical faculty. Faculty with primary appointments (50% or greater) in the School form the key consultative body of the School and vote on issues related to governance procedure and policy. Associated faculty members may participate in governance of the School at the discretion of their Division Director and the School Director but are not voting members. Those faculty members that have been granted graduate level status comprise the primary consultative group for purposes of graduate curriculum and policy issues. Specific appointment requirements and position descriptions are delineated with the School's Appointments, Promotion and Tenure (AP&T) document.

V. ORGANIZATION OF SCHOOL SERVICES AND STAFF

The School is currently comprised of five academic divisions and three stand-alone programs, reflecting a transitional period consistent with our realignment discussions:

Divisions

- 1) Health Information Management and Systems

- 2) Medical Laboratory Sciences
- 3) Occupational Therapy
- 4) Physical Therapy
- 5) Radiologic Sciences and Therapy and Respiratory Therapy

Programs

- 1) Athletic Training
- 2) Health Sciences
- 3) Medical Dietetics

The School supports 14 academic programs: Athletic Training (BS), Health Information Management and Systems (BS), Health Sciences (BS), Medical Dietetics (BS, moving to Masters of Dietetics and Nutrition, starting 8/2020 with termination of the BS in 2023), Medical Laboratory Sciences (BS), Occupational Therapy (OTD), Physical Therapy (DPT), Radiography (BS), Radiation Therapy (BS), Sonography (BS), and Respiratory Therapy (BS) as entry level programs and the Masters of Science in Health and Rehabilitation, the Masters of Respiratory Therapy, and the PhD in Health and Rehabilitation Sciences at the advanced graduate level.

Each academic division/program is comprised of a Director plus faculty relevant to the operation of the division/program. Each Division has responsibility for undergraduate and/or graduate curricula, research, and service activities. Directors meet regularly with their faculty to discuss matters concerning the School and divisional/program matters that include curriculum, faculty support, and other support issues (a full description of Division Directors' responsibility is included in section VI. B of this document). All Divisions contribute to the MS and PhD programs, which are coordinated by the Graduate Studies Chair, the Graduate Studies Committees and the Graduate Program Manager. An integrated support staff (office associates, administrative office associates, administrator, Senior Systems Consultant, Director of Marketing and Communications, and Director of Student Services) provide support to the programs and faculty. The Director of Student Services oversees the Student Services Office and personnel, including the academic advisors, recruitment and admissions, and reports to the Director of Academic Affairs. The Director of Academic Affairs also oversees 2 mental health counselors. The Administrator, Marketing and Communications Director, and Senior Systems Consultant report directly to the School Director.

VI. OVERVIEW OF SCHOOL ADMINISTRATION AND DECISION-MAKING

Policy and program decisions are made in a number of ways: by the School faculty as a whole (School Assembly), by the Executive Committee, by the Committee of Chairs, and by the School Director. The nature and importance of any individual matter determines how it is addressed. Most major decisions related to the School are addressed within the governance structure of the Executive Committee or the School Assembly. Open discussions, both formal and informal, constitute the primary means of reaching decisions of central importance.

VII. SCHOOL ADMINISTRATION

A. School Director

The primary responsibilities of the School Director are set forth in Faculty Rule 3335-3-35, <https://trustees.osu.edu/bylaws-and-rules/3335-3>. This rule requires the director to develop, in consultation with the faculty, a Pattern of Administration with specified minimum content. The rule, along with Faculty Rule 3335-6, <https://trustees.osu.edu/university-faculty-rules/3335-6>, also requires the director to prepare, in consultation with the faculty, a document setting forth policies and procedures pertinent to promotion and tenure.

The School Director is also responsible for the overall daily operation and administration of the School and serves as its representative in working with the College of Medicine, OSU Wexner Medical Center, University as well as alumni and public at large. Additional responsibilities of the School Director are as follows:

1. Engages in strategic planning in conjunction with Division Directors and School Assembly to offer efficient, quality academic programs within fiscal capability.
2. Evaluates instructional and administrative processes and leads in the study of methods of improving them.
3. Evaluates faculty members annually in collaboration with Division Directors and in accordance with the School's P&T criteria as well as other criteria approved by the Board of Trustees and subject to instructions from the Executive Vice President and Provost, and also according to such supplemental criteria as may be set by the School.
4. Determines faculty workload distribution in consultation with the Division Director and faculty member;
5. Informs faculty members when they receive their annual review, of their right to review their primary personnel file maintained by the School and to place in that file a response to any evaluation comment or other material contained in the file.
6. Recommends to the Dean of the College of Medicine after consultation with the Committee of Eligible Faculty, appointments, promotions, dismissals, and matters affecting the tenure of members of the School faculty.
7. Encourages and facilitates research and educational scholarship.
8. Oversees efforts to assure that faculty in the School have the privileges and responsibilities appropriate to their rank.
9. Maintains a curriculum vitae for all personnel teaching a course in the School's curriculum.
10. Oversees that adequate supervision and training are given to those members of the faculty and staff who may benefit by such assistance.
11. Prepares annual budget recommendations for consideration by the Dean of the College of Medicine.
12. Promotes improvement of instruction via a variety of methods, including written evaluations by students of the course and instructors for each course offering, peer evaluations of instructors, and periodic course review by the faculty.
13. Oversees faculty/staff recruiting/hiring, including resource and space identification.

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

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

B. Director of Research/Associate Director of School

The Director of Research/Associate Director of the School (DR) is an appointed administrative position that serves to promote research within the School and serves as the research representative to the College, the University and external entities. The DR also serves as the administrative leader in the School Director's absence and provides consultation to the Director as needed. Additional responsibilities include:

1. Mentors junior faculty in the development of the scholarship programs, including the development of a mentorship committee, resource identification, and grant development;
2. Develops collaborative relationships with internal and external entities to facilitate scholarship activities;
3. Identifies potential funding sources for grant applications;
4. Develops and maintains records of annual research activities;
5. Assists the Director of the School in administrative duties, including budget development, strategic planning and implementation, and other duties as needed.
6. Serves as co-chair of the Honors and Research Committee.

C. Director of Academic Affairs

The Director of Academic Affairs is an appointed administrative position to achieve the educational mission and goals of the school through oversight of curricular developments and program outcomes in the School. Additional responsibilities include:

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

4. Serves on University's academic advisory committee to facilitate communication between the Office of Academic Affairs and the School;
5. Oversees the Student Services office and their roles in admissions, student advising, student recruitment, and student tracking;
6. Serves as an ex-officio member of the Student Services committee to coordinate student awards and student actions (probation, disenrollment, student appeals);
7. Serves as an ex-officio member of the Graduate Studies committee to facilitate curriculum design
8. Provides guidance and oversight for graduate teaching assistants and professional development in best teaching practices
9. Serves as an ex-officio member of the IPE committee to guide and facilitate the development and implementation of a common interprofessional educational core for all entry-level programs; and
10. Facilitates new course and program development.

D. Director of Diversity and Inclusion

The Director of Diversity and Inclusion is an appointed administrative position that coordinates recruitment and supports retention of students, faculty and staff with a diversity of background and thought. This appointment is reviewed annually for progress and renewal; renewal is based on satisfactory performance. Additional responsibilities include:

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

E. Graduate Studies Chair

The GSC is an appointed administrative position that provides oversight to the graduate programs. This appointment is reviewed annually for progress and renewal; renewal is based on satisfactory performance. Additional responsibilities include:

1. Serves as program director for the PhD and MS programs
2. Serves as chair of the graduate studies committee;
3. Serves as liaison between the School and the Graduate School to assure compliance with all policies and procedures of the University;
4. Attends the meetings of the GSCs held by the University;

5. 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.

F. Director of Honors

The Director of Honors is an appointed administrative position that provides oversight to the honors program. This appointment is reviewed annually for progress and renewal; renewal is based on satisfactory performance. Additional responsibilities include:

1. Serves as co-chair of the Honors and Research committee through which the policies and procedures of the School's honors program are developed;
2. Fosters recruitment and retention of honors students within the school;
3. Serves as liaison for the School with the University honors program and assures compliance with all policies and procedures;
4. Maintains records of honors students and their progression in coordination with the Director of Student Services.

G. 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. Additional responsibilities include but are not limited to the following:

1. Manage the fiscal and human resources of the division including preparation and administration of operating, personnel, and project budgets.
2. 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.
3. 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.
4. Contribute to the annual evaluation and merit review of their division's faculty and staff;
5. 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.
6. Coordinate student recruitment and selection activities with the Division faculty, Office of Student Services, and University Admissions Office and/or the Graduate School.

7. Maintain their division's administrative, personnel and student records as well as the office suite, laboratories, and equipment.

H. 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.

Responsibilities of a program director are to work with the Division Director to:

1. Develop, implement and evaluate curriculum, including determination of teaching assignments, in conjunction with program faculty, to meet professional program accreditation and/or other educational standards;
2. Assure compliance with accreditation standards and develop, in consultation with the faculty, all accreditation reports, self-studies and other communications;
3. Coordinate services for enrolled students, including student advisement and support activities in conjunction with the program faculty, Office of Student Services, and the University Admissions.
4. Coordinate student recruitment and selection activities with the program faculty, Office of Student Services and University admissions and/or Graduate School.
5. Maintain student records as well as the office suite, laboratories, and equipment.

I. Standing Committees

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

1. Executive Committee

The Executive Committee is composed of Division Directors, the Graduate Studies Chair, the Associate Director/Director of Research, Director of Academic Affairs, Director of Diversity and Inclusion, and the School Director, who serves as chair of the Committee. The Committee meets twice a month throughout the year or more frequently, if needed. The agenda is set by the School Director with input from the Directors of Research or Academic Affairs, Division Directors, Committees, School Assembly or Faculty Council.

Responsibilities:

- a. Advise School Director on budgetary, curricular, and other matters.
- b. Review and act on University-designated administrative policies; communicate and convey information to faculty where appropriate.

- c. Make relevant administrative policies for the School.
- d. Function as liaison between the School Director and School faculty by:
 - i. discussing concerns of the faculty;
 - ii. reporting to the faculty on administrative actions which affect them;
 - iii. advising faculty of communications received by the Committee.
- e. Prepare and present agenda items to the Steering Committee of the Faculty Council or the Committee of Chairs for the School Assembly.
- f. Respond to charges or tasks requested by the School Assembly or Faculty Council and the standing committees.
- g. The minutes of the meetings of the Executive Committee are distributed to the Division Directors. All minutes of the meetings are on file in the School Director's office. A summary of EC activities is distributed via e-mail to all faculty and staff.

2. **School Assembly**

The School Assembly is comprised of all tenure track, clinical and research faculty as defined by Faculty Rule 3335-5-19 (<http://trustees.osu.edu/rules/university-rules/chapter-3335-5-faculty-governance-and-committees.html>) within the School of Health and Rehabilitation Sciences, and is chaired by the School Director. Associated faculty and staff may also participate in the assembly at the discretion of their Division Director and the School Director.

Responsibilities

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

Membership

The voting members of the School Assembly will include the School Director, the Associate Director, the Director of Academic Affairs, and all tenure-track, clinical, and research faculty members. Associated Faculty and Staff may be invited to participate but are not voting members of the Assembly. Minutes of each meeting will be distributed to the faculty electronically and kept within administration.

3. **Faculty Council**

The Faculty Council is comprised of all tenure-track, clinical, and research faculty as defined by Faculty Rule 3335-5-19 (<http://trustees.osu.edu/rules/university-rules/chapter-3335-5-faculty-governance-and-committees.html>) within the School of Health and Rehabilitation Sciences. Associated faculty may also participate in the council at the discretion of their Division Director and the School Director. The Council functions with a Steering Committee comprised of a chair, chair elect / vice chairman, secretary, and two members-at-large. Officers and members of the Steering Committee are elected from the ranks of the faculty of the School and serve for a term of two years. The Steering Committee establishes the agenda

for each Council meeting and serves as the coordinating body for Council matters. Meetings are held at least once per semester during the Autumn and Spring Semesters of the academic year. Emergency meetings are called by the Steering Committee, if necessary.

Responsibilities

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

Membership

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

Officers

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

- a. Chair of the Faculty Council: The Chair shall be the presiding officer of the Faculty Council. The Chair shall be a tenured faculty member of the School.
- b. Chair-elect of the Faculty Council: The chair-elect shall be a tenured member of the faculty who serves as a chair-elect for one year and as chair for one year. The chair-elect shall serve as presiding officer of the Faculty Council in the absence of the chair.
- c. Secretary of the Faculty Council: The secretary shall issue notification of council meeting, prepare and distribute the meeting agendas, keep records of the council meetings, distribute minutes, and report to the Director of the School for any action needed by the School committees or School Director.
- d. Member at Large: The two members at large provide input to the steering committee and chair projects as assigned.

Terms of Office:

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

Conduct of Meetings

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

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

4. **Committee of Chairs:**

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

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

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

5. **Committee of the Eligible Faculty (CEF)**

Charge: The CEF will review and make recommendations on all appointments, re-appointments and promotions, consistent with the AP&T handbook and University policy. The CEF also will annually review probationary faculty.

Composition: The Committee shall be made up of all eligible faculty with the School as their tenure home or primary appointment. Only tenure-track, clinical, and research faculty at the rank of associate professor or above sit on the Committee of the Eligible Faculty. Only non-probationary clinical faculty and non-probationary research faculty are members of the eligible faculty. The Chair will be elected by the eligible faculty; preference should be given to someone at the rank of professor with tenure. The chair will serve a two-year term with a chair-elect determined at the beginning of the second year to assure an ease of transition. The role of the committee is clearly described in the Appointments, Promotion and Tenure Handbook on the faculty website.

6. **Curriculum Committee**

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

Composition: The Committee shall consist of six voting members appointed by the Committee of Chairs, including five members of the tenure track, clinical and research faculty

and one undergraduate/graduate student appointed by the Leadership Academy, a student body comprised of student representatives from each program. Faculty terms of service are 3 years; students typically serve one year but can serve for more. The Chair of the Committee will be the Director of Academic Affairs. The Director of Student Services will be an ex officio member of the committee.

7. Recognition Committee

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

Composition: The Committee shall consist of at least five voting members; an undergraduate/graduate student appointed by the Leadership Academy, and a Chair, appointed by the Committee of Chairs. Faculty terms of service are 3 years; students typically serve one year but may be reappointed. The Director of Marketing and Communications will be an ad hoc member of the committee.

8. Graduate Studies Committee

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

Composition: The committee is chaired by the Graduate Studies Chair. There are six additional members with at least 3 representing primarily master's level programs, 3 with "P" status and a history of contribution to the PhD program and one graduate student appointed by the Leadership Academy. Faculty appointments are determined by the Committee of Chairs. Faculty terms of service are 3 years; students typically serve one year but can serve for more at the discretion of the committee.

9. Honors and Research Committee

Charge: The Honors and Research Committee shall promote graduate and undergraduate research in the School and make recommendations concerning research policies of the School; review and coordinate the undergraduate honors program of the School; administer the Rosita Schiller Undergraduate Research Award; select the recipient of the Faculty Scholarly Activity

Award for the School; and nominate students for the President's Salute to Undergraduate Achievement

Composition: The Committee shall be composed of a minimum of five voting members of the faculty appointed by the Committee of Chairs and one honors student appointed by the Leadership Academy. The Committee will be co-chaired by the Director of the Honors program and the Director of Research. The Honors Director will also serve as a liaison with the university honors and scholars program. Faculty terms of service are 3 years; students typically serve one year but can serve for more at the discretion of the committee.

10. Committee for Diversity, Equity and Inclusion (CDEI)

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

Composition: The CDEI Committee shall be made up of the Director of Diversity and Inclusion, School representatives (one from each program), one undergraduate/ one graduate student appointed by the Leadership Academy and the Director of Student Services or designee. Faculty terms of service are 3 years; students typically serve one year but can serve for more at the discretion of the committee. The School's Director of Marketing and Communications will serve as an ex-officio member. The Director of Diversity and Inclusion will serve as co-chair with a faculty member, who shall be appointed by the Committee of Chairs.

11. Undergraduate Academic Success Committee

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

Composition: The Committee shall consist of seven voting members, of which at least four must be members of the faculty appointed by Committee of Chairs, and one undergraduate student appointed by the Leadership Academy. Faculty terms of service are 3 years; students typically serve one year but can serve for more at the discretion of the committee. The Chair of the Committee shall be appointed by the Committee of Chairs; the Director of Academic Affairs shall serve as an ex-officio and voting member of the committee.

12. Interprofessional Education Committee (IPEC)

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

Composition: The committee shall consist of a member from each of the entry-level professional programs, one undergraduate/ one graduate student appointed by the Leadership Academy. Faculty terms of service are 3 years; students typically serve one year but can serve for more at the discretion of the committee. The chair of the committee will be appointed by the School Director; the members of the committee will be appointed by the Committee of Chairs.

VIII. SCHOOL ASSEMBLY MEETINGS

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

A. Scheduling of Meetings

The School Assembly meetings are scheduled by the School Director and agendas are disseminated to all faculty and staff in the School. The agenda items will be developed by the Committee of Chairs and delivered to the faculty by e-mail at least 3 days prior to a meeting. A meeting of the School Assembly will also be scheduled on written request of 25% of the School faculty. The School Director will make all reasonable efforts to have the meeting take place within one week of receipt of the request.

B. Minutes of Meetings

The minutes of the School Assembly meetings are distributed to all faculty and staff in the School and are also electronically available through administration.

C. Consultation with Faculty

The School Director consults with the faculty on all policy matters, as appropriate, through the School Assembly. Input from the faculty is also solicited through surveys to afford anonymous input.

D. Majority Rule

A quorum for the School Assembly is 70% of the faculty. Within the governance structure of the School, the principle of majority rule (50% + 1) is applied when voting decisions are required for routine business. Whenever this principle is not followed, the School Director shall explain the reason for the departure to enhance communication and to facilitate understanding within the School. This explanation shall be communicated to the faculty in writing, where possible, or in a school assembly with appropriate opportunity provided for faculty to comment.

IX. DISTRIBUTION OF FACULTY DUTIES AND RESPONSIBILITIES

The Office of Academic Affairs requires departments to have guidelines on faculty duties and responsibilities (See the OAA Policies and Procedures Handbook, Volume 1, Chapter 2, Section 1.4.3, <https://oaa.osu.edu/policies-and-procedures-handbook>). The information provided below supplements these guidelines.

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

During on-duty semesters, faculty members are expected to be available for interaction with students, service responsibilities and other responsibilities even if they have no formal course assignment that semester. Office hours should be proportional to 25% of credits taught per term (e.g. 1 hr/4 credit hour class). On-duty faculty members should not be away from campus for extended periods of time unless on an approved Faculty Professional Leave or other approved leaves (see section XII).

The guidelines outlined here do not constitute a contractual obligation. Fluctuations in the demands and resources of the School and the individual circumstances of faculty members may warrant temporary deviations from these guidelines. Assignments and expectations for the upcoming year are addressed as part of the annual review by the School Director.

A full-time faculty member's primary professional commitment is to Ohio State University and the guidelines below are based on that commitment. Faculty who have professional commitments outside of Ohio State during on-duty periods (including teaching at another institution; conducting research for an entity outside of Ohio State; external consulting) must disclose and discuss these with the School Director in order to ensure that no conflict of commitment exists. Information on faculty conflicts of commitment is presented in the OAA Policy on Faculty Conflict of Commitment.

A. Guidelines on Faculty Workload

The mission of the School reflects a balance of effort in teaching, research/creative activity, and service. Overall workload is determined by discussions with the faculty member, division director, and School director. 12 credits each semester and 9 credits for summer term (33 / year if 12 month FTE and 24 / year if 9 month FTE in semesters) is considered the equivalent of 100% time devoted to teaching. Expected workload varies by appointment.

Teaching of independent studies, practica, or research advisement can account for up to 3 credits of teaching annually within the stated credit expectations. Teaching of laboratory credits will be counted as either: 1) contact hours if the content taught differs for each lab section; or 2) adjusted credits hours if the content is repeated across multiple lab sections (e.g 1.5 credits if same content is taught twice). Adjustments can also be made for classes with large enrollment as well as for multiple sections, online teaching, and writing intensive courses. These adjustments will be determined in consultation with the division director and School director.

All faculty are expected to attend and participate in program or division faculty meetings as well as the School Assembly.

Responsibilities for teaching, research, and service, will vary among the faculty. Newly hired faculty should gradually move toward a full teaching load over their first 3-4 years. Faculty with substantial extramural funding will be assigned lighter teaching loads. Other faculty with heavier teaching loads should have lighter research responsibilities. Those with administrative duties (division directors, program directors, clinical coordinators) will have adjusted expectations either in the area of research or teaching or a combination of the two.

Program directors, the Graduate Studies Chair, the Director of Diversity and Inclusion, and the Honors Director, will have a 10% administrative workload commitment and Division Directors will have a 25% administrative workload commitment. The Chair of the Committee of Eligible Faculty and the IPE Committee Director will have a 5% administrative workload commitment. These administrative workloads will result in a decrease in either teaching or scholarship expectations or both, based on agreement with the School Director.

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

Tenure Track faculty are expected to contribute to the university's mission via teaching, scholarship and service. When a faculty member's contributions decrease in one of these three areas, additional activity in one or both of the other areas is expected. The average workload for tenure track faculty in the School is 40% teaching (13-14 credits/year), 50% research, 10% service.

1. Teaching: All tenure track faculty are expected to teach within the entry-level and / or the graduate programs (MS or PhD) in the School. The average teaching load is 13-14 credits per year, of which 3 can originate from mentoring activities (independent study, research practica, thesis/dissertation research). This expectation is adjusted for probationary faculty and those with significant extramural funding that requires more than 50% time. Faculty members are expected to advise students in entry-level programs and the MS and/or PhD programs. They may also contribute to national continuing education programming for peers.
2. Research: Tenure track faculty are expected to lead extramurally funded research programs that supports up to 40% of their salary by the time of promotion to associate professor and thereafter. They should be publishing regularly in high quality peer-reviewed journals for their field and presenting annually at national and/or international scientific meetings. Faculty members are also encouraged to seek appropriate opportunities to obtain patents and engage in other commercial activities, stemming from their research. .

3. Service: Faculty are expected to be engaged in service to the School, College, University, profession, and community. Typically this includes service on one committee in the School. There may be times when service on 2 committees is needed and/or service on a working group or search committee.

Clinical Faculty

The School uses the title Clinical for faculty who focus primarily on clinically focused teaching and scholarship. Clinical faculty may also serve as directors of clinical education, overseeing the placement and evaluation of students placed in clinical settings. Clinical faculty are also expected to contribute to the School's research mission but to a lesser extent than tenure track faculty. The service expectations are the same as for tenure track faculty. The average workload for clinical faculty is 65% teaching (21-22 credits/year), 25% research and 10% service.

1. Teaching: The full time teaching load for clinical faculty is typically 21-22 credits / year with up to 3 credits from mentoring students in independent study or research practica. Clinical faculty are also expected to advise entry level students and MS students and to contribute to PhD education through participation on candidacy and dissertation committees but not as a primary advisor. Provision of local, state and national continuing education is also encouraged.

Coordinators of clinical education can count 30% of the clinical course credits toward their teaching expectation but will also have a 5% administrative commitment for every 20 students placed into clinical experiences/year, using this formula:

$$.05 [(\# \text{ students} \times \# \text{ placements}) \div 20] = \%$$

2. Research: Clinical faculty typically have up to 25% time to commit to research. They are expected to publish regularly in peer-reviewed high quality journals, present at state, national and potentially international professional conferences, and contribute to grants, which may take the form of principal investigator on small grants or co-investigator on grants led by tenure track faculty.
3. Service: the service expectations are the same as those for tenure track faculty.

Research Faculty are expected to contribute to the university's research mission. The typical workload for research faculty is 90% research and 10% service.

1. Teaching: In accordance with Faculty Rule 3335-7-34 (<https://trustees.osu.edu/university-faculty-rules/3335-7>), *a research faculty member may, but is not required to, participate in limited educational activities in the area of his or her expertise. However, teaching opportunities for each research faculty member must be approved by a majority vote of the TIU's tenure-track faculty. Under no circumstances may a member of the research faculty be continuously engaged over an extended period of time in the same instructional activities as tenure-track faculty.*

Research faculty are expected to mentor students in research activities.

2. Research faculty expectations for research are similar to those for the tenure track faculty albeit proportionally greater, since 90% of their effort is devoted to research. Specific expectations are spelled out within the letter of offer.
3. Also, research faculty are expected to have the same service expectations as those for tenure track faculty.

Associated Faculty: typically the appointment of associated faculty should follow the same workload formula such that a 50% FTE would teach 16.5 credits over the course of the year unless other duties are included in the appointment (e.g. service). Associated faculty may be involved in program/division service or school service at the discretion of the program/division director and School director. There is no expectation for associated faculty to contribute to scholarship.

B. Special Assignments

Information on special assignments (SAs) is presented in the Office of Academic Affairs Special Assignment Policy (<http://oaa.osu.edu/assets/files/documents/specialassignment.pdf>). The Information provided below supplements these policies.

Untenured faculty will typically be provided an SA in the first 3-4 years to allow them to build their research program and obtain initial extramural funding. This typically includes a reduction in teaching credits to 20-25% of the maximum workload credits (6-7 credits); this may be completed in one semester or over several semesters, given the team-based teaching of many programs. Terms of this probationary SA will be outlined in letters of offer.

Other faculty may also request an SA, when they have secured extramural funding that supports greater than 40% of their salary or a significant professional service role (e.g. president of their professional association) or internal service role (e.g. CEF chair).

Reasonable efforts will be made to award SA opportunities to all productive tenured faculty members on a rotating basis subject to the quality of faculty proposals, including their potential benefit to the School or university, and the need to assure that sufficient faculty are always present to carry out School work. The assignment is typically for one semester. The Executive Committee will evaluate all SA proposals and make recommendations to the School Director. The School Director's recommendation to the Dean regarding an SA proposal will be based on the quality of the proposal and its potential benefit to the School or university and to the faculty member as well as the ability of the department to accommodate the SA at the time requested.

C. Parental Modification of Duties

The School of Health and Rehabilitation Sciences strives to be a family-friendly unit in its efforts to recruit and retain high quality faculty members. To this end, the School is committed to adhering to the College of Medicine's guidelines on parental modification of duties to provide its faculty members flexibility in meeting work responsibilities within the first year of

childbirth/adoption. See the OHR Parental Care Guidebook and the college pattern of administration for details.

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

X. COURSE OFFERINGS AND TEACHING SCHEDULES

While consideration must be given to the teaching specialties and preferences of the faculty, the primary consideration in scheduling classes must be to provide for the needs of students, both the School's own students, and those from other departments who need specific courses to meet their degree requirements. Every effort should be made to assure the regular availability of required courses. It is the Division Directors' responsibility to assure that the schedule of course offerings for each semester makes the most effective use of the School's instructional resources.

A scheduled course that does not attract the minimum number of students required by Faculty Rule 3335-8-16 (<https://trustees.osu.edu/bylaws-and-rules/3335-8>) will normally be cancelled and the faculty member scheduled to teach that course will be assigned to another course for that or a subsequent semester. Finally, to the extent possible, courses required in any curriculum or courses with routinely high demand will be taught across semesters of offering to assure that instructional expertise is always available for such courses and class sizes remain reasonable.

XI. ALLOCATION OF SCHOOL RESOURCES

The School Director has responsibility for establishing and implementing the budget for the School of Health and Rehabilitation Sciences. The divisions each receive funds for faculty and staff positions in support of the academic program and an operating budget; these are based on student enrollment and revenue generation. Each of the Division Directors or the stand-alone program directors have responsibility for allocating funds for travel and other instructional support activities. The School Director has responsibility for equitably allocating space designated to the School. This will include office space within the divisions of the School and the classroom pool in Atwell Hall.

XII. LEAVES AND ABSENCES

The university's policies and procedures with respect to leaves and absences are set forth in the Office of Academic Affairs Policies and Procedures Handbook (<https://oaa.osu.edu/policies-and-procedures-handbook>) and Office of Human Resources Policies and Forms website, <https://hr.osu.edu/policies-forms>.

The information provided below supplements these policies.

A. Discretionary Absence

Faculty are expected to complete a travel request or an Application for Leave form (<https://eleave.osu.edu>) well in advance of a planned absence (for attendance at a professional meeting or to engage in consulting) to provide time for its consideration and approval and time to assure that instructional and other commitments are covered. Discretionary absence from duty is not a right and the Division Director and/or School Director retains the authority to disapprove a proposed absence when it will interfere with instructional or other comparable commitments. Such an occurrence is most likely when the number of absences in a particular semester is substantial. Rules of the University Faculty require that the Office of Academic Affairs approve any discretionary absence longer than 10 consecutive business days (See Faculty Rule 3335-5-08, <https://trustees.osu.edu/bylaws-and-rules/3335-5>) and must be requested at <https://eleave.osu.edu/>.

B. Absence for Medical Reasons

When absences for medical reasons are anticipated, faculty members are expected to complete an Application for Leave form as early as possible. When such absences are unexpected, the faculty member, or someone speaking for the faculty member, should let the Division Director/School Director know promptly so that instructional and other commitments can be managed. Faculty members are always expected to use sick leave for any absence covered by sick leave (personal illness, illness of family members, medical appointments). Sick leave is a benefit to be used—not banked. See OHR Policy 6.27 at <https://hr.osu.edu/wp-content/uploads/policy627.pdf> for additional details.

C. Unpaid Leave of Absence

An unpaid leave of absence (LOA) may be requested by faculty for personal or professional reasons, according to OHR Policy 6.45, <https://hr.osu.edu/wp-content/uploads/policy645.pdf>.

D. Faculty Professional Leave

Information on faculty professional leaves is presented in the OAA Policy on Faculty Professional Leaves (<https://oaa.osu.edu/assets/files/documents/facultyprofessionalleave.pdf>). The information provided below supplements these policies.

In accordance with University policy, faculty at Ohio State may request a faculty professional leave (FPL) to pursue a period of intensive study or research that will assist the faculty member with his or her academic responsibilities in the School. A FPL can be granted in accordance to University rules, which state that it should not exceed one academic year and cannot bridge two academic year (e.g. spring semester and the following autumn semester).

Faculty applying for a FPL are required to follow procedures outlined in the Office of Academic Affairs Policies and Procedures Handbook. The approval process includes submitting a completed application, including: 1) letters of support, and 2) Continuation of Service Statement signed by the faculty member, School Director, and Dean of the College of Medicine. Application review and approval should occur at least two months prior to the beginning of the proposed leave.

Approval must be gained from the Director of the School, Dean of the College of Medicine, Office of Academic Affairs, and The Ohio State University Board of Trustees. Cancellation or changes to the timing of the leave must be submitted as a written request through the same levels of approval.

XIII. SUPPLEMENTAL COMPENSATION AND PAID EXTERNAL CONSULTING ACTIVITY

Information on faculty supplemental compensation is presented in the OAA Policy on Faculty Compensation (<http://oaa.osu.edu/assets/files/documents/facultycompensation.pdf>). Information on paid external consulting is presented in the university's Policy on Faculty Paid External Consulting 11 (<http://oaa.osu.edu/assets/files/documents/paidexternalconsulting.pdf>). The information provided below supplements these policies.

The School adheres to these policies in every respect. In particular, the School expects faculty members to carry out the duties associated with their primary appointment with the university at a high level of competence before seeking other income-enhancing opportunities. All activities providing supplemental compensation must be approved by the School Director regardless of the source of compensation. External consulting must also be approved. Approval will be contingent on the extent to which a faculty member is carrying out regular duties at an acceptable level, the extent to which the extra income activity appears likely to interfere with regular duties, and the academic value of the proposed consulting activity to the department. In addition, it is university policy that faculty may not spend more than one business day per week on supplemental compensated activities and external consulting combined. Faculty who fail to adhere to the university's policies on these matters, including seeking approval for external consulting, will be subject to disciplinary action.

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

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

XIV. FINANCIAL CONFLICTS OF INTEREST

Information on faculty supplemental compensation is presented in the university's Policy on Faculty Financial Conflict of Interest (<http://oaa.osu.edu/assets/files/documents/FinConfInt.pdf>). A conflict of interest exists if financial interests or other opportunities for tangible personal benefit may exert a

substantial and improper influence upon a faculty member or administrator's professional judgment in exercising any university duty or responsibility, including designing, conducting or reporting research.

Faculty members are required to file conflict of interest screening forms annually and more often if prospective new activities pose the possibility of financial conflicts of interest. Faculty who fail to file such forms or to cooperate with university officials in the avoidance or management of potential conflicts may be subject to disciplinary action.

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

XV. GRIEVANCE PROCEDURES

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

A. Salary Grievances

A process is in place to address salary appeals based on the belief that a faculty member's salary is lower than comparable faculty within an academic unit and that the disparity cannot be explained by factors that appropriately affect salary levels. Faculty may obtain information from: <https://oaa.osu.edu/policies-and-procedures-handbook>. The faculty member should meet with the School Director and provide documentation to support the complaint. Faculty members who are not satisfied with the outcome of the discussion with the School Director and wish to pursue the matter may be eligible to file a more formal salary appeal, as described in the Office of Academic Affairs Policies and Procedures Handbook (<https://oaa.osu.edu/policies-and-procedures-handbook>).

Staff members who are not satisfied with the outcome of the discussion with the School Director and wish to pursue the matter should contact Employee and Labor Relations (<https://hr.osu.edu/services/elr/>) in the Office of Human Resources.

B. Faculty Misconduct

Complaints alleging faculty misconduct or incompetence should follow the procedures set forth in Faculty Rule 3335-5-04 (<https://trustees.osu.edu/bylaws-and-rules/3335-5>).

C. Faculty Promotion & Tenure Appeals

Promotion and tenure appeal procedures are set forth in Faculty Rule 3335-5-05 (<http://trustees.osu.edu/rules/university-rules/chapter-3335-5-faculty-governance-and-committees.html>).

D. Sexual Misconduct

The University's policy and procedures related to sexual misconduct, sexual harassment, and relationship violence are set forth in OHR Policy 1.15 (<https://hr.osu.edu/public/documents/policy/policy115.pdf>).

E. Student Complaints / Academic Misconduct

Normally student complaints about courses, grades, and related matters are brought to the attention of individual faculty members. In receiving such complaints, faculty should treat students with respect regardless of the apparent merit of the complaint and provide a considered response. When students bring complaints about courses and instructors to the Division Director, the Director will first ascertain whether or not the students require confidentiality. If confidentiality is not required, the Director will investigate the matter as fully and fairly as possible and provide a response to both the students and any affected faculty. If confidentiality is required, the Director will explain that it is not possible to fully investigate a complaint in such circumstances and will advise the student(s) on options to pursue without prejudice as to whether the complaint is valid or not. See Faculty Rule 3335-23-05, <https://trustees.osu.edu/bylaws-and-rules/3335-8>.

Faculty complaints regarding students must always be handled strictly in accordance with University rules and policies. Faculty should seek the advice and assistance of the Division Director and others with appropriate knowledge of policies and procedures when problematic situations arise. In particular, evidence of academic misconduct must be brought to the attention of the Committee on Academic Misconduct <https://oaa.osu.edu/academic-integrity-and-misconduct>. See also Faculty Rule 3335-23-05, <https://trustees.osu.edu/code-student-conduct/3335-23-05>.

1. Code of Student Conduct

In accordance with the Code of Student Conduct (<http://trustees.osu.edu/rules/code-of-student-conduct/>) or the SHRS Code of Ethics (See Policy 1 SHRS Student Handbook <https://hrs.osu.edu/-/media/files/hrs/academics/academic-resources/student-handbooks/hrs-student-handbook.pdf?la=en&hash=B843B9FBB8EC6F8F9F4C42E511D49E33B2447192>), faculty members will report any instances of violation following the procedures outlined in Policy 1 of the SHRS Student Handbook. Any concerns for academic misconduct should follow the policy and procedures of Policy 2 of the SHRS Student Handbook.

2. SHRS Student Code of Ethics

All enrolled students of the School of Health and Rehabilitation Sciences of The Ohio State University will abide by the principles encompassed by description or implication in this Code of Ethics.

- a. The human dignity of each individual with whom the student associates will be respected, with primary concern being directed toward the welfare of the person served. In entering the health professions, the student assumes definite responsibilities and commits to the upholding of professional ideals.

- b. The student will respect and protect the confidentiality of all privileged information and will voluntarily share such information only when it serves the welfare of the patient or fellow student.
- c. The student will rise above all prejudices in their professional behavior.
- d. The student will strive to improve and maintain acceptable professional ethics, standards of professional practice, and legal requirements for practice by continued intellectual and professional growth.
- e. The student will act with honesty in all endeavors.
- f. The student will strive to uphold the dignity and respect the chosen profession by appropriate dress, personal appearance, conduct, and conversation.
- g. The student will avoid the indiscriminate or overindulgent use of alcohol, tobacco, prescribed medications, and other similar items that may adversely affect the student's health or ability to function with adequate reason and judgment.
- h. The student will uphold personal conduct so as to avoid endangering self and others, and to avoid interference with the normal procedures of the academic or clinical environment.
- i. The student will inform the appropriate authority if he/she is witness to or participates in improper, illegal, or unethical conduct.

Policy 1 of the SHRS student handbook outlines the policy and procedures for addressing any student whose professional behavior, conduct, competence, or interpersonal skills are in violation of the School's Code of Ethics.

F. Student Grievances

Student grievances that may require a formal review process relate to: 1) a challenge to an admission decision of the School, 2) a challenge to a grade received in class, or 3) a challenge to academic or professional warning, probation, disenrollment or dismissal actions.

1. Challenge to Admissions: should initially be directed to the Office of Student Services to obtain an explanation of the admissions process and an analysis of the applicant's strengths and weaknesses. Applicants not satisfied with that contact are encouraged to meet with a representative of the program, to which they applied. If the student still feels that the decision should be challenged, they should submit a written request of appeal to the School Director. The School Director will then form a committee of 3 program directors but not from the program involved in the review. The committee will make a recommendation to the School Director, who will reply to the applicant.
- 2 & 3. The process for student grievances for a grade or academic action is outlined in the student handbook (Policy 5).