



THE OHIO STATE UNIVERSITY

Pattern of Administration

School of Communication

May 27, 2020

OAA Approved: 11-18-2020

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I. Introduction

This document provides a description of the School of Communication as well as a description of its policies and procedures. This document supplements the Rules of the University Faculty and other policies and procedures of the University to which the School and faculty are subject (published in such documents as **Rules of the University Faculty** <https://trustees.osu.edu/bylaws-and-rules/university-faculty-rules> and the **Office of Academic Affairs Policies and Procedures Handbook** <https://oaa.osu.edu/policies-and-procedures-handbook>). Excerpts from these policies are reproduced here only for the convenience of School faculty members; users of this document must consult the OAA website for the most current OAA Guidelines.

II. Mission Statement

The mission of the School of Communication is to achieve national and international distinction in research, teaching and service. To accomplish our mission, the School advances high quality social science scholarship and engages in innovative and excellent undergraduate and graduate education. We serve scholarly, professional and public constituencies by helping improve the understanding of communication processes and by working with professionals in communication, journalism, and other disciplines to improve the practice of communication.

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity and multiculturalism.

III. Academic Rights and Responsibilities

In April 2006, the university issued a reaffirmation of academic rights, responsibilities, and processes for addressing concerns. This statement can be found on the Office of Academic Affairs website, <http://oaa.osu.edu/rightsandresponsibilities.html>.

IV. Faculty

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

A. Tenure Track and Clinical Faculty

In the School of Communication, and as noted within this document, tenure track faculty members are all persons with the title of Professor, Associate Professor, and Assistant Professor. Clinical Faculty are comprised of all persons with the title of Professor of Clinical Communications, Associate Professor of Clinical Communications, and Assistant Professor of Clinical Communications (generally referred to as Clinical Professor, Clinical Associate Professor, and Clinical Assistant Professor within the School). Clinical faculty members should represent no more than 10% of the School's faculty, unless this ceiling is raised by faculty vote. Clinical faculty members do not accrue or hold tenure in the School and do not vote on most matters of School governance, though they may serve as voting members of faculty committees to which they are appointed or elected, and may participate and vote in reviews of other clinical faculty as described in the APT document.

B. Associated Faculty

Associated Faculty are primarily assigned classroom teaching duties but may also undertake other instructional activities such as advising student organizations; supervising graduate teaching associates; leading independent studies; or assisting with course development. For definitions and policies regarding associated faculty, see Section (D) of **Faculty Rule 3335-5-19**.

1. Members of the associated faculty provide vital contributions to the university but their responsibilities to the academic units are generally not as extensive as those for tenure track and clinical faculty. Associated faculty members do not accrue or hold tenure in the School and do not play a role in School governance.
2. In the School of Communication, Associated Faculty includes Adjunct Faculty, Lecturers, and Visiting Faculty.
3. Visiting Appointments. There are two types of visiting appointments. The two types are Visiting Professors (associated faculty) and Visiting Scholar (a staff title; for more details see below). In addition, these may be uncompensated (the most common) or compensated appointments. Typically, uncompensated Visiting Professors or Visiting Scholars engage in collaborative research with other faculty members of the

School. Compensated Visiting Professors and Visiting Scholars are commonly involved in teaching courses, and may also be involved in research.

Fiscal or programmatic circumstances may sometimes make it appropriate to hire fully qualified faculty into temporary positions. Such appointments may not be renewed for more than three years, and should carry a “visiting” faculty title.

The titles of visiting professor, visiting associate professor, and visiting assistant professor, shall be used to confer faculty status on individuals who have credentials comparable to faculty of equivalent rank who spend a limited period of time on formal appointment and in residence at this institution for purposes of participating in the instructional and research programs of the university. A visiting appointment cannot exceed three academic years of service.

4. Adjunct Faculty. The titles of adjunct professor, adjunct associate professor, adjunct assistant professor, and adjunct instructor are used to confer faculty status on individuals who have credentials comparable to faculty of equivalent rank, who provide significant, uncompensated service to the instructional and/or research programs of the university and who need a faculty title to perform that service. Significant service would involve teaching the equivalent of one or more courses and/or a significant service in graduate advising. Such individuals may either be non-university employees or university employees compensated on a non-instructional budget. Procedures for the promotion of adjunct faculty shall be the same as those for promotion of faculty (although adjunct faculty are not eligible for tenure). Adjunct faculty status may be renewed on an annual basis subject to financial considerations and appropriate contributions to the School, as detailed above.
5. Lecturer. The titles of lecturer and senior lecturer are used for all compensated instructional appointments where other titles are not appropriate. Lecturers' responsibilities are limited to formal course instruction and student mentoring (including serving as a faculty supervisor for student organizations). Lecturer roles are defined in Chapter [3335-6](#) of the Administrative Code.
6. Visiting Scholars/Sponsored Guests

Visiting Scholars are faculty members, researchers, or students at their home institution who come to Ohio State by invitation for a designated period of time to assist in teaching, conducting research, or participating in other scholarly activities. Visiting Scholars usually have collaborative interests in research and may give lectures in a class but are not responsible for a course or grading.

A faculty vote is required to invite a visiting scholar/sponsored guest who is a faculty member. Student visitor invitations are at the discretion of the Director.

A faculty member from the School acts as a sponsor and is required to meet and collaborate with the Visiting Scholar. The sponsoring faculty member is responsible for introducing the visitor to other faculty members and for helping to familiarize the visitor with the School and university. The sponsor should ensure that the visitor will assist in teaching, conducting research or participating in other scholarly activities.

- J-1 Visa charges, if any, are paid from the sponsoring faculty member's funding.
- Depending on availability, the School will commit to providing the visitor with a computer and office space. However, the visitor is expected to handle all other costs incurred by the visit. The visitor will be charged for university identification that will be necessary to access the library and purchase visitor parking. Visitors are expected to make their own arrangements for transportation and living accommodations.

C. **Courtesy Faculty**

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

D. **Emeritus Faculty**

Appointment as an emeritus faculty member recognizes retired faculty members who have given long service to the School and University and whose continued affiliation with the School is judged as bringing reputational or other benefits to the unit. In the School, consideration of recommending emeritus status to the Executive Dean or designee of the College begins only after a faculty member has formally committed to a specific retirement date. The final decision regarding such a recommendation is made by the Director who seeks input and advice from the School's professors.

The title of Emeritus makes the faculty member eligible to certain benefits as provided by Board of Trustees policies, but promises no resources of any kind from the School. Emeritus faculty who wish to pursue further activities with the School, or who wish to request use of School resources, must negotiate these with the Director. Emeritus faculty who wish to use association with the School as a platform for submitting grant proposals must also get approval for the foci, funder, budget, and direction of these proposals from the Director and Office of Research in advance. Emeritus faculty members must use School resources in academic and educational pursuits, not as a basis for consulting or ventures for profit.

E. Voting Privileges

All tenured and tenure track faculty with appointments equal to or greater than 50% FTE in the School of Communication have voting privileges in regard to School matters except those related to faculty hiring and promotion. Faculty hiring and promotion decisions follow University policy related to eligible faculty (detailed in the Appointments, Promotion and Tenure document). Emeritus faculty and tenured/tenure track faculty with an appointment in the School of less than 50% FTE or who have their TIU in another department are not eligible to vote on School matters.

Clinical, associated and courtesy faculty members of any School committees have voting privileges in regard to the business of those committees, including recommendations that must be brought to a vote before the School faculty. As described in the APT document, clinical faculty may also participate in reviews of other clinical faculty junior to them in rank.

V. Organization of School Services and Staff

The School requires a variety of support staff to carry out its academic mission. The support staff functions include fiscal, human resources, administrative, systems and technology, graduate coordinator, and undergraduate advising. The Director is ultimately responsible for hiring all support staff, although particular faculty members who are impacted by such hires are typically consulted prior to each hiring decision. For example, the Director of Graduate Studies would typically be consulted prior to hiring a graduate coordinator, the Director of Undergraduate Studies normally would be consulted prior to hiring an undergraduate advisor or lecturer, and faculty intensely involved in technical aspects of the program may be consulted prior to hiring a network administrator. At the Director's discretion, a formal search committee may be charged with making a recommendation to the Director. In all cases, the decision to hire or not hire a service or staff person is the Director's decision.

VI. Overview of School Administration and Decision Making

Although the Director is ultimately responsible for all decisions, decision-making authority can be delegated by the Director to the Associate Director(s), various standing or special committees of the School, (including the graduate and undergraduate committees and directors of those programs), or to the faculty as a whole. Typically, the Director will make decisions on School policy and programs after consultation with the faculty and other members of the School. Such consultation will include discussion at a meeting of the faculty, or be handled via circulated documents and requests for input, or using on-line tools to facilitate deliberation and comment when such a meeting is not possible or the document too complex to address via committee discussion. Matters of less general importance should be resolved with the faculty most affected by the decision. When possible, the Director will

seek input from staff when decisions concern or affect them. Further, standing committees of the School are delegated authority to administer programs of the School and to suggest changes in programs and policies, but such committees are ultimately advisory to the Director.

VII. School Administration and Decision-Making

A. School Director

The Director is the administrative head of the School. In addition to being the administrative head of the School, the Director represents the faculty of the School in working with the Executive Dean or designee, the Divisional Dean, or others in university administration. The Director also serves as a liaison from the College administration to the School, and participates in the shared leadership of the College as requested by the College. The duties of the Director are as specified in [Faculty Rule 3335-3-35 \(C\)](#).

B. School Associate Director

Pending college approval and budget permitting, the Director may appoint an Associate Director to perform specific duties within the School. A decision to appoint an Associate Director should be communicated to the faculty along with a list of the Associate Director's specific responsibilities. The term of service for the Associate Director is established at the time of appointment, but cannot extend beyond the end of the Director's term. Typically, the Associate Director will help oversee the instructional program, assist with development and alumni relations, and oversee special projects in collaboration with the responsible Committee Directors, such as major curriculum revisions or development of new degree or certificate offerings. Specific duties may vary as a function of the demands of a given year and the tasks on which the Director most needs support. The Director will seek to keep the Associate Director apprised of major issues and decisions, so that the Associate Director is in a position to handle the Director's responsibilities on a temporary basis in the event the Director is temporarily incapacitated. This temporary assignment of responsibilities will take place with the approval of the Divisional Dean of Social and Behavioral Sciences at the Director's request if the Director is in a position to make such a request; in the case of a more serious and sudden but presumably temporary incapacitation that precludes the Director initiating the request, the request to the Divisional Dean may come from the Associate Director with the endorsement of the Executive Committee. If there is no Associate Director, the Director (if capable of doing so) or the Executive Committee or designee will make recommendations to the Dean for someone to handle essential Director activities temporarily.

C. School Committees

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

Ordinarily, the Director will appoint the Committee Chair while the faculty will elect committee membership, although the Director may appoint membership for committees as needed for programmatic focus, diversity of representation, or other issues. Tenured, tenure track and clinical faculty members, as well as lecturers, are eligible for membership on faculty committees; committee service is only expected of lecturers if such service is described in their position description. Membership numbers listed in this document represent a guideline, and particularly burdensome workloads in any given year may require additional members to be appointed to committees. Similarly, the size of the faculty may impact size of the committees, so that faculty workload can be balanced more easily.

If more faculty members are needed for a committee than have been elected (e.g., a member resigns), the director may make appointments to that committee or hold a special election. In making committee or liaison appointments, the Director will consult with School faculty and will give consideration to making the committees broadly representative of the School. The Director is an ex-officio, non-voting member of all School committees. In the case of a voting deadlock within a school committee, the head of the committee has authority to make a decision, often in consultation with the School Director and/or other faculty members outside of the committee.

At the discretion of the committee, any standing committee (except the Promotion and Tenure Committee) may include one or two undergraduate and/or graduate student members, and the School encourages student members. The head of the committee may appoint these students or ask for nominations from faculty or relevant students. However, care must be exercised to avoid conditions of conflict or situations in which other specific students are impacted by committee decisions. In no case may student members vote on personnel matters, admissions, scholarships, petitions, appeals or other matters in which a conflict of interest may exist. The School recommends that, in all cases, the head of the committee discuss the role of student members with the other committee members, and have a discussion with the students before they are appointed, so that they understand their roles in the committees. The School recommends a written statement related to these duties and responsibilities be shared with the student members and the members of the committee.

Standing Committees

1. **The Director's Executive Committee.** This committee will ordinarily include the Associate Director, standing Committee chairs, and an assistant professor elected by the junior faculty. Ad hoc members may be invited to participate in discussions on which they have particular expertise.

The purpose of this committee is to advise the Director on matters of concern to the School, to provide input regarding proposed policy initiatives, to encourage communication between standing committee chairs where needed, and to facilitate consultation with all constituencies within the School on such issues. The Executive Committee will typically have a meeting scheduled each month during the academic year; it may be cancelled if it is not required, or on occasion special meetings may be called.

2. **Diversity, Equity, and Inclusion Committee (DEIC).** The Diversity, Equity, and Inclusion Committee includes an appointed chair and at least four additional members, normally including a staff and/or lecturer representative (typically serving a two year term) and a graduate student representative (typically serving a one year term).. The committee meets at least twice per year.

It is the obligation of all of our faculty members to ensure that there are representations of diverse viewpoints and backgrounds reflected in our guiding principles. The members of the Diversity, Equity, and Inclusion Committee have particular obligations to maintain awareness of organizational goals for diversity and to be fully committed to those goals and ways to accomplish diversity objectives.

In addition, the diversity committee will strive to provide School-wide educational opportunities and symposia on topics related to diversity as needed.

The DEIC advises other departmental committees and the Director on all issues relevant to ethnicity, gender, LGBTQ+, and other diversity matters including the recruitment, status, and retention of minority, female and LGBTQ+ faculty, staff, and students. At least two of the members of the diversity committee must be tenured, and the tenured members are charged with representing diversity concerns in promotion and tenure considerations.

The staff representative will give input on issues pertaining to diverse staff, the representative's interactions with the School's diverse constituents (i.e. faculty, students, alumni and the public) and provide records on the School's enrollment of diverse students. The graduate student representative will give input on issues pertaining to the recruitment and experiences of diverse master's and doctoral students. The staff representative and graduate student representative will not participate in issues pertaining to faculty hiring, promotion and tenure and research

evaluation criteria. The staff representative will also not participate in graduate student recruiting.

To this end, at least one member of the DEIC will serve on the Graduate Studies Committee, the Communication Studies Committee, the Journalism Studies Committee, the Alumni Engagement Committee, and any faculty search committee as full members of the committee. Each year, the Committee produces and presents the annual diversity, equity, and inclusion report in a faculty meeting.

3. Graduate Studies Committee (GSC). The GSC is a committee of the School's graduate faculty. As such, it will exercise authority as set forth in the [Graduate School Handbook](#). This committee will include the Director of the School's Graduate Studies, and five faculty members (four elected; one appointed).

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

The duties of the GSC include:

- a. Administer the School's graduate programs and the admission of students into those programs. In doing so, the GSC may delegate authority for the day-to-day operation of those programs to standing subcommittees.
- b. Ensure School policies and procedures are in conformity with the requirements of the Graduate School and any other University policies concerning graduate education.
- c. Recommend policy for graduate programs, including the size of these programs.
- d. Periodically review the graduate programs and make recommendations regarding retention and revision.
- e. Review graduate student progress, determine graduate student status in the program and recommend priorities for funding to the Director of the School.
- f. Serve as the grievance committee for the School's graduate programs.
- g. Make decisions regarding the submission and subsequent recruitment of University Fellowship candidates, as part of the process of admission of students to the graduate program.

- h. Assign desk space to the graduate students in both Derby and the Journalism Building, making sure the assignments take into account needs of students on fellowships and doctoral students who are ABD. Provide the graduate coordinator with a list of the desk assignments each fall, and make sure these are presented to the School Director prior to the beginning of Autumn Semester.
 - i. Reviews any texts or supplementary materials for graduate classes for which faculty member receives royalties, to ensure their use by that faculty member is academically appropriate.
 - j. Other matters pertaining to graduate study, as determined by the Director of the School.
- **Director of Graduate Studies (DGS)** will be appointed by the Director of the School for a term of two years.

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

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

- 4. Undergraduate Studies Committees.** The School includes two committees charged with oversight of our undergraduate majors: the Communication Studies Committee (CSC) and the Journalism Studies Committee (JSC). Each committee has a Director who serves as chair and convenes the committee *ex officio*. Each committee includes three additional faculty members (all three elected), a faculty representative to the College Curriculum Committee from one of the two committees. It is desirable to have faculty representing each of the major focal areas of the program on the CSC. Typically the term of service for the Director will be two years. The Director of Undergraduate Studies in addition to chairing the committee and overseeing the duties listed below, takes primary responsibility for overseeing GE course compliance. The Directors of the CSC and JSC collaborate in making curricular decisions and ensuring the curricular coherence of course assignments.

The responsibilities of the CSC and the JSC include:

- a. Considering enrollment demands and appropriate management of this demand;
- b. Working with the undergraduate coordinator on admitting students to the School's undergraduate program;
- c. Restructuring the School curriculum (including pre-major and core courses) as needed;

- d. Monitoring class sizes and enrollments;
- e. Recommending policy for and providing oversight of the School's undergraduate programs, including standards for the pre-majors, student advising and placement activities;
- f. Overseeing selection, development, and submission of courses for the College/University General Education requirements;
- g. Hearing and acting upon undergraduate student petitions and providing initial screening of grade complaints;
- h. Making recommendations to the faculty on any changes in the undergraduate program, including recommending approval of new courses or revisions to existing courses in the undergraduate curriculum (*see <https://oaa.osu.edu/academic-organization-curriculum-and-assessment-handbook>*);
- i. Overseeing lecturers and providing input to the Director regarding evaluation of lecturer performance and potential lecturer hires;
- j. Serving as a resource for faculty and lecturers about course, teaching, and student conduct issues;
- k. Reviewing the undergraduate program periodically to ensure its quality;
- l. Working with the undergraduate advisors in publicizing and soliciting applications for undergraduate scholarships and awards. Making recommendations to the Director on recipients of such awards and scholarships;
- m. Requesting that the undergraduate advisors report regularly on their perception of the status of specific focus areas and courses in the undergraduate program;
- n. Presenting suggestions for solving undergraduate studies problems to the Director and School faculty;
- o. Reviews any undergraduate texts or supplementary materials for which faculty member receives royalties, to ensure their use by that faculty member in a given class is academically appropriate;
- p. Overseeing other facets of the undergraduate program including the Honors curriculum, the academic advising process, etc.;
- q. Working with the undergraduate advisors to respond appropriately to parent and student concerns;
- r. Monitoring the status of our courses taught on branch campuses

The Journalism Studies Committee also is involved in

- i. Making recommendations to the School Director for Lantern editor appointments;
- ii. Recommending to the faculty and School Director policies concerning the Lantern;
- iii. Hearing and acting on policy or grievance issues involving the Lantern, including removal and/or reprimands of student staff whose performance is inadequate or violates School or University policy;

- iv. Reviewing and making recommendations concerning editorial content brought to the committee by the Lantern Advisor.
- 5. Promotion and Tenure Committee (P&T Committee).** The composition of this committee as well as the procedures related to appointments, promotion and tenure are detailed in the School's Appointment, Promotion & Tenure document.
- 6. Research Committee.** This committee shall consist of an appointed chair and four additional faculty members. The School Director may appoint additional committee members as needed for specific tasks. One of the members of the research committee serves primarily as a liaison to the Institution Review Board (IRB).

The primary charges of the Research Committee include the promotion of the research accomplishments of faculty and students in the School, both within the School and to the broader university community and public at large; facilitating the involvement of undergraduate students in the research activities of members of the School; providing faculty and graduate students with resources and documentation regarding recommended best practices with respect to research integrity, data management, and use of available research resources such as labs, C-REP, and on-line data collection; and to offer policy and procedural recommendations to the Director regarding matters pertinent to research activity, including research infrastructure investments and initiatives.

Some of the specific duties of this committee include:

- a. Overseeing the construction and maintenance of various public displays of research activity located on the 3rd floor of Derby Hall;
- b. Maintaining a list of current faculty and student publications on the School of Communication web page;
- c. Helping oversee our system of reporting on research activity and accomplishments by faculty and students such as yearly reports to the School and broader university;
- d. Maintaining research best practices documentation resources accessible by all School faculty and graduate students with respect to research ethics and integrity, data management, and use of data collection resources available through the School;
- e. Connecting the supply of undergraduates interested in research involvement with the demands of faculty interested in mentoring and advising such students (as research assistants, thesis advisors, etc.);
- f. Facilitating undergraduate involvement in the Denman Research Forum;
- g. Encouraging and facilitating introductions between faculty, students and the Research Communications office and The Lantern to enhance the public visibility of research being conducted in the School.

- h. Oversight of the School's C-rep research pool, providing updates to faculty regarding C-rep usage, monitoring and addressing usage issues, and providing training to graduate students and faculty regarding its use.
- i. Advising the Director regarding School research infrastructure, research space issues, research initiatives, and software investments.
- j. Assisting the Director in addressing University policy changes that impact research practice in the School.
- k. Working with the College's Associate Dean for Research to promote research excellence in the School and College.
- l. Administering TESO and OSOC (review applications, connecting awardees and provider, coordinating components of OSOC, etc.), and providing associated training to graduate students and faculty.
- m. Administering the lab data privacy policy (ensuring that lock boxes are inspected annually, responding to any problem reports).
- n. Assisting the Director in addressing reported conflicts regarding authorship, credit, data access, and other research-related disagreements amongst faculty and/or graduate students.
- o. Submitting nominations for faculty research/scholarship recognitions and awards.

7. Alumni Engagement Committee. The Alumni Engagement Committee builds relationships between the School and alumni to provide mentorship opportunities for students, expert guidance for student activities such as the Lantern and PRSSA, and development support for School initiatives and programs.

The Committee therefore will have membership from lecturers closely involved with such associations and professionally oriented teaching as well as tenure-track faculty. The Chair is appointed by the Director, and members are selected in consultation between the Chair and Director to best support current and planned mentorship and development initiatives. The number of members may therefore vary as needed to carry out the committee's functions.

Specific responsibilities include:

- a) coordination with the School Advancement Board, along with the Director of the School;
- b) development and oversight of alumni mentorship of undergraduates;
- c) oversight of alumni website, alumni newsletter, and other communication with alumni;
- d) collaboration with the Director of the School and College advancement personnel on furthering efforts toward philanthropic support for the School, including the Lantern and other student activities and associations; priorities will be set by the Director in consultation with the Committee and advancement personnel.

D. Faculty Meetings

Faculty meetings will be held approximately one week before classes begin in Autumn and Spring. A time will also be reserved once per month during the academic year for meetings to be held as needed. A minimum of two faculty meetings per semester will be held. As part of their duties, all faculty members are expected to attend all faculty meetings. It is critically important that faculty members are involved in developing and voting on School policy.

The agenda is set by the Director in consultation with the chairs of the School's standing and *ad hoc* committees; any other faculty member may also request that a topic be put on the agenda for discussion at a faculty meeting. Every effort will be made to provide an agenda and any documentation needed for the faculty meeting to all faculty members in advance of the meeting. The Director will assign a staff member to attend faculty meetings, take, distribute and maintain the minutes. A staff member will distribute a schedule of faculty meeting dates at the start of each semester. Additional meetings may be called by the Director or by the request of one fourth of the tenured and tenure track faculty. The presence of 60% of the total of the tenured and tenure track faculty constitutes a quorum for purposes of discussing School business other than personnel matters. The Director as well as individuals who are on sabbatical, official medical leave, who are on an off duty semester, or who have more than 50% of their appointment outside of the School shall not be counted in calculating the proportion needed to reach a quorum. Special policies pertain to voting on personnel matters, and these are set forth in the School's Appointments, Promotion and Tenure Document.

Tenure track faculty with an appointment in the School of less than 50% FTE or who have their TIU in another department are not eligible to vote but are able to express an opinion at faculty meetings. Any faculty member may request a secret ballot on any matter. Following a secret ballot, votes are counted by a faculty or staff member, and announced to the faculty. The School will operate with the presumption favoring simple majority rule on all matters except in the cases of reappointment, tenure and promotion (as detailed in the APT document). In an instance where the Director does not follow the majority faculty recommendation, the Director will provide an explanation (in writing, through electronic dissemination, and/or at a faculty meeting) of the reasons for his/her decision. The explanation will provide the decision of the majority, the decision of the Director, and the reasons the decisions differ.

VIII. School Faculty Teaching Load Guidelines

The standard workload assumes that tenured and tenure-track faculty will teach a 4-course load during the academic year. The standard workload for clinical faculty members is four courses per semester. These standard workloads may be adjusted up or down for a variety of reasons, including course buyouts, administrative service, outstanding or substandard research performance (discussed below), or other factors. For example, instructors might on occasion be given double credit if it is a very large course (e.g., 400 or more students), or

other extenuating circumstances as determined by the Director. The standard teaching load for full-time lecturers is 4 courses per semester. The standard full-time load for compensated visiting professors is three courses per semester, and they are normally expected to be actively involved in research; teaching loads and research expectations may be negotiated based on the particular circumstances of the visit.

IX. Guidelines on Faculty Duties and Responsibilities

A. Overview

Tenure track faculty are expected to engage in research, teaching and service to the university, the college, the School, their individual areas of expertise, and the profession. While faculty are expected to exercise self-direction in conducting research or other scholarly activity, the Director assigns teaching and in many cases, School service. In making these assignments, the Director will balance the needs of the School with the preferences of faculty members within the context of the School's policies on faculty duties and responsibilities. During on-duty semesters, faculty members are expected to be available for interaction with students, service assignments, and other responsibilities even if they have no formal course assignments that semester. On-duty faculty should not be away from campus for extended periods of time unless on an approved special research assignment. [Faculty Rule 3335-5-08](#) requires that *the absence of any member of the teaching staff from ordinary service in the university, for any cause other than sickness, must be with the knowledge and approval of his or her chair or director and of the Executive Dean or designee of the college and, if for longer than ten days, with the approval of the executive vice president and provost.*

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

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

A full-time faculty member's primary professional commitment is to Ohio State University and the guidelines below are based on that commitment. Faculty who have professional commitments outside of Ohio State during on-duty periods (including

teaching at another institution; conducting research for an entity outside of Ohio State; external consulting) must disclose and discuss these with the Director in order to ensure that no conflict of commitment exists. Information on faculty conflicts of commitment is presented in the OAA Faculty Conflict of Commitment policy (<http://oaa.osu.edu/assets/files/documents/conflictofcommitment.pdf>).

Expectations of clinical and associated faculty are similar to those of tenure-track faculty as described above, except that there are no research expectations and the faculty role focuses on teaching and (for clinical faculty in particular) service to the School and University.

B. Research

The School of Communication is and intends to remain a premier research program worldwide. Tenure-track faculty members are expected to engage in a continuous program of research that contributes to understanding communication while at the same time contributing to the international prestige of the School. When relevant, faculty members also are expected to seek external support for their research efforts.

Research Productivity and Teaching Loads. In terms of assigning a standard four course load, the minimum expectation is that the research program of individual faculty members will result in a yearly average of at least one significant (e.g., Web of Science listed) peer-reviewed publication that is sole-authored, or co-authored as a substantial contributor. Book chapters are typically a part of the overall research effort, they are evaluated as a supplement and complement to ongoing research activity, and do not suffice in meeting minimum expectations for course load assignments. A scholarly monograph (not an edited volume or textbook) from a major academic press may substitute for peer-reviewed articles for a two-year period. Note that this is not an enhanced research load but is the load given to faculty who are producing at the minimum level expected of research faculty. Course loads other than the 4 course load may be assigned for a variety of reasons, for example when administrative or service loads are high or when faculty produce quality journal articles at a significantly higher or lower rate than the School norm. Teaching-enhanced loads of 5 or 6 courses may be given if research production is consistently below the minimum expectations of the School. Research-enhanced loads of three courses may be given for those faculty members whose research performance merits such recognition given the standards of quality PhD programs in the discipline. These teaching loads will be reassessed each year based on three-year rolling averages in research performance. Because of the challenges created by the Covid-19 emergency for research productivity and use of faculty research funds, research productivity expectations to maintain these teaching loads will be adjusted accordingly by the Director with respect to impacted years (given the timeline from data collection to publication, that impact may go on for several years after the crisis and the budgetary impacts subsides). School teaching needs, credit hour production, and equity amongst research-productive faculty when the availability of these

research-enhanced loads is limited may influence these assignments as well. The Director will determine these loads by looking at the distribution of research success (including productivity, journal placement, authorship seniority, and external funding support) amongst tenure-track faculty, as well as considering School teaching needs. These guidelines are with respect to teaching load assignments; refer to the School's APT document for more information regarding expectations for promotion and tenure.

Determination of the quality of the journal is based in part on the ISI Web of Science Journal Citation Reports. Non-refereed journals or regional journals will not count toward this minimum research expectation. Electronic journals are evaluated in terms of whether they are refereed and whether they are indexed by and have ISI impact scores by which to evaluate them.

In general, journals in the ISI (aka Web of Science) are valued more than non-ISI journals, but ISI rankings and citations are only one factor in assessing quality of research. The three flagship journals for the School are: Communication Research, Human Communication Research, and Journal of Communication. While publication in a communication flagship journal is especially desirable, especially when co-authoring with graduate students who are establishing their reputation in the discipline, well regarded communication specialty journals and quality journals from other fields of study also are highly valued. Assistant or associate professors may want to consult with their mentor or other faculty members in considering placement of research articles, and refer to the APT document for a more detailed discussion of publication and placement issues.

Final determination of a faculty member's course load will be made by the Director.

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

C. Service

The Ohio State University maintains a tradition in which research, teaching and service complement each other. Excellence in service means making available a high level of professional expertise and experience to the School, the college, the university, community (including the State of Ohio), and to the field of communication. The amount

of the service contribution during the probationary period of assistant professors is limited by design (relative to the contributions expected of tenured faculty), but the quality of the service contribution must always be evident. Service excellence is evaluated through peer experience, where peers have first-hand knowledge of service contributions, through relevant portions of the dossier, external letters or other methods. Service is expected of clinical faculty members as well, and is optional for lecturers; associated faculty may qualify for course releases for significant service roles.

1. **Service to the School** includes serving on School committees (e.g., undergraduate program, publication, and graduate studies committees) and other duties associated with the governance or development of School (teaching, research and outreach/service activities). Although all tenure-track faculty members are expected to participate in faculty searches via faculty meetings and/or attendance at colloquia, assistant professors may also serve on search committees as members or, on an ad hoc basis, arrange dinners/meetings with job candidates, and provide thoughtful feedback following a visit. In addition, the School curriculum is a dynamic one, and there are many opportunities to be involved in developing courses and curriculum design.
2. **Service to the Field and Community.** Service to the field may include reviewing research papers for our research journals as well as reviewing for national and international conferences (typically ICA, NCA and/or AEJMC). Other types of service to the field may include participating in judging books or articles in relation to specific awards or other recognition, working on national committees or task forces, etc.

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

D. Regional Campus Faculty

Because the primary mission of the regional campuses is to provide high quality undergraduate instruction and to serve the needs of their communities, the relative emphasis on teaching and service expected of regional faculty ordinarily will be greater

and research less than that of faculty on the Columbus campus. University guidelines hold that for units with active four year undergraduate programs with no – or limited – activity in graduate programs, the norm for teaching activities should be at least 70% of a total School workload. Nevertheless, regional campus faculty members are expected to establish a program of high-quality scholarship and publication.

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

E. Special Assignments

Information on special assignments (SAs) is presented in the Office of Academic Affairs [Special Assignment Policy](#). The information provided below supplements these policies.

Untenured faculty will normally be provided one or more releases from teaching during their probationary period, per the terms stated in their letters of offer. Reasonable efforts will be made to award SA opportunities to faculty members upon application subject to the quality of faculty proposals, including their potential benefit to the School, college, or university, and the need to assure that sufficient faculty are always present to carry out School work. The Director's executive committee will at the Director's request evaluate all SA proposals and make recommendations to the Director. The Director's recommendation to the divisional dean regarding an SA proposal will be based on the quality of the proposal and its potential benefit to the School, college, or university and to the faculty member as well as the ability of the School to accommodate the SA at the time requested.

X. Teaching Schedules and Course Offerings

A. Teaching Schedules

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

The Director is responsible for final decisions about which courses will be taught, the faculty who will teach them, and the days and times in which they will be taught. Graduate assistantship teaching assignments will be based on course needs assessment provided by the Director. Final assignments will be made by the Director of the School in consultation with the Director of Graduate Studies.

- **Enrollment Minimums.** There are minimum course completions for undergraduate and graduate classes. Because completions are often less than enrollments, School policy requires 20 undergraduate and 8 graduate enrollments; exceptions may be granted by the Director, in consultation with the divisional dean. Because lecturers and clinical faculty have different teaching expectations, their classes typically need larger minimum enrollments.
- **Course Cancellations.** Prior to the start of the term, faculty whose courses are cancelled because of low enrollments will be assigned other courses. Should enrollments drop below these established minimums by course completion, the course will not count toward the faculty member's course load, and faculty will be assigned an additional course for the closest applicable term, depending upon School needs, faculty expertise and projected student demand.

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

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

B. **Course Approval Process**

Undergraduate core courses and other required courses may be proposed by an individual faculty member, by programmatic areas or by the relevant undergraduate studies committee. Course syllabi and other materials for proposed core courses must first be considered by the Communication Studies Committee or Journalism Studies Committee. If approved, the chair of that committee will present the proposal to the School faculty for consideration and vote before continuing on through the College and University.

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

GSC. If approved by the GSC, the Director of Graduate Studies will present the proposal to the School faculty for consideration and vote before continuing on for consideration by the college and Graduate School.

XI. Allocation of School Resources

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

All resources provided to faculty members are University resources. When faculty separate from the University through retirement, accepting another job offer, etc. they will no longer have access to these resources (e.g., research equipment, summer money, travel funds, etc.)

The allocation of salary funds via the Annual Merit Compensation Process is discussed in the Appointments, Promotion, and Tenure document.

XII. Maternity and Paternity Modification of Duties

The University provides a number of parental-related benefits to its faculty including use of accumulated leave balances, an exclusion of time from the probationary period to reflect the care-giving responsibilities associated with the birth/adoption of a child, and setting aside pre-tax dollars for child care expenses in a flexible spending account. The School of Communication and the College of Arts and Sciences augment these policies by providing for rearrangement of faculty workload. The School follows current College and University regulations on maternity and paternity leave policy. For more information, please refer to the [*Parental Care Guidebook*](#), available on the Human Resources website.

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 divisional dean.

XIII. Leaves and Absences

A. Faculty Professional Leaves (FPLs)

Information on Faculty Professional Leaves is presented in the OAA [Policy on Faculty Professional Leave](#). The information provided below supplements this information.

University policy allows for tenured faculty with at least seven years of service as a faculty member to request Faculty Professional Leaves (FPLs) at 100% base salary for one semester or 2/3rds salary for the entire academic year. Faculty may use grant funding to pay the other 1/3 of salary to fund a full year sabbatical at full salary. In addition, the College of Arts and Sciences may permit departments and schools to assign, with the approval from the Executive Dean or designee, a limited number of Special Assignments (SAs), contiguous with FPLs. However, such contiguous SA/FPLs are rarely offered and should not be incorporated in making a sabbatical proposal without prior authorization from the Director and Executive Dean or designee; if the sabbatical request is based on such a contiguous SA/FPL without prior approval, it is likely to be turned down as not feasible. The College of Arts and Sciences requires that departments and schools limit the number of faculty who are taking FPLs or FPLs/SAs in any given year. Departments or schools cannot submit more than 10% of their faculty for an FPL or FPL/SA in any given year.

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

Various considerations which are taken into account (not necessarily in the order of priority) in determining who receives a sabbatical if requests are in excess of allotment in a given year.

- Benefit to the School
- Comparative record of productivity
- Comparative evaluation of proposals
- Evaluation of previous sabbatical results
- Years since last sabbatical

The Director will ask one or more professors who are not candidates in that year for an FPL and do not have close personal or professional ties to applicants, to review the FPL proposals and provide a rank order of priority for these FPL applications.

B. Absence from Duty

The university's policies and procedures with respect to leaves and absences are set forth in the Office of Academic Affairs [Policies and Procedures Handbook](#) and Office of Human

Resources [Policies and Forms website](#). The information provided below supplements these policies.

Faculty are expected to be available to meet obligations to students and other constituencies and to conduct regular business, to be present for classes and office hours, and to attend School meetings while on duty. ***Faculty are on duty even if they are not teaching classes*** unless they are on an approved leave (such as an FPL). For absences due to illness or university business travel, faculty must seek approval for the absence by completing an eLeave request (<https://eleave.osu.edu>), eTravel request (<https://comm.osu.edu/etravel-instructions>) or Business Leave request (<https://busleave.osu.edu>).

Sick Leave

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

Business Leave

- If travel is funded through the university (School, other department or grant funds), an eTravel request (see (<https://comm.osu.edu/etravel-instructions>)) must be submitted and approved prior to the trip.
- If the business travel is not funded through the university, a business leave request (<https://busleave.osu.edu>) must be submitted.
- The request must state how classes and other duties will be covered during the absence.

Unpaid Leave

- Unpaid leave for absences other than illness should be a rare occurrence. Absence of any member of the teaching staff from ordinary service in the university, for any cause other than sickness, must be with the knowledge and approval of his or her Chair or Director and of the Executive Dean or designee of the college and, if for longer than ten days, with the approval of the Executive Vice President and Provost. Unpaid leave/personal should be selected as the “Leave Type” on the eLeave request.

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

Discretionary absence from duty is not a right, and the Director retains the authority to disapprove a proposed absence when it will interfere with instructional or other comparable commitments.

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

XIV. Supplemental Compensation and External Professional Activity

The School follows current College and University regulations on supplemental compensation and external professional activity. Information on faculty supplemental compensation is presented in the OAA [Policy on Faculty Compensation](#). Information on paid external consulting is presented in the university's [Policy on Faculty Paid External Consulting](#). The information provided below supplements these policies.

The School of Communication adheres to these policies in every respect. In particular, this School expects faculty members to carry out the duties associated with their primary appointment with the university at a high level of competence before seeking other income-enhancing opportunities. All activities providing 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 supplementally 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.

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 Executive 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. Typically, the review will be carried out by the Undergraduate or Journalism Studies Committee and a recommendation provided to the Director.

XV. Financial Conflicts of Interest Policy

The School follows current College and University regulations for faculty regarding financial conflicts of interest. Information on faculty financial conflicts of interest is presented in the university's [Policy on Faculty Financial Conflict of Interest](#). A conflict of interest exists if financial interests or other opportunities for tangible personal benefit may exert a substantial and improper influence upon a faculty member or administrator's professional judgment in exercising any university duty or responsibility, including designing, conducting or reporting research.

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

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

XVI. Grievance Procedures

The School follows current College and University procedures with respect to grievances including on such matters as: promotion and tenure appeals, faculty salary appeals, student complaints about courses and/or faculty, staff complaints, and complaints alleging discrimination or sexual misconduct. (see *OAA [Policies and Procedures Handbook](#), Volume 1 - Administration; 1.14 Grievance Procedures*)

A. Salary Grievances

A faculty or staff member who believes that his or her salary is inappropriately low should discuss the matter with the Director. The faculty or staff member should provide documentation to support the complaint.

Faculty members who are not satisfied with the outcome of the discussion with the Director and wish to pursue the matter may be eligible to file a formal salary appeal (the Office of Academic Affairs [Policies and Procedures Handbook](#), <https://oaa.osu.edu/policies-and-procedures-handbook>). The College of Arts and Sciences' process for filing and reviewing a salary appeal is described in its pattern of administration.

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

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 and Tenure Appeals

Promotion and tenure appeals procedures are set forth in Faculty Rule 3335-5-05, <https://trustees.osu.edu/bylaws-and-rules/3335-5>.

D. Sexual Misconduct

The university's policy and procedures related to sexual misconduct are set forth in OHR Policy 1.15, <https://hr.osu.edu/wp-content/uploads/policy115.pdf>.

E. Student Complaints

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. Complaints about grades or other course procedures are referred first to the Director of Undergraduate Studies or of the Graduate Studies Committee; the School Director is involved when the situation cannot be resolved at that level. When students bring complaints about courses and instructors to the School Director or Director of Undergraduate or Graduate studies, they will first ascertain whether or not the students require confidentiality. If confidentiality is not required, they 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.

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 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 (see <https://oaa.osu.edu/academic-integrity-and-misconduct>). Accusations or complaints related to sexual harassment, race, ethnicity, or sexual identity will be handled in a manner consistent with University human resource policies as well, and the School human resource officer should be consulted for guidance.

F. Code of Student Conduct

In accordance with the Code of Student Conduct (<https://trustees.osu.edu/rules/code-of-student-conduct/>), faculty members will report any instances of academic misconduct to the Committee on Academic Misconduct.

This pattern of administration is subject to continuing revision. It must be reviewed and either revised or reaffirmed on appointment or reappointment of the School Director. It is very desirable for the Director and faculty to reach consensus on the document, although formal

faculty acceptance of the document is not required. Where divisions in the School make consensus or formal faculty approval impossible the Director may have to implement a pattern without consensus. Revisions may be made at any time. Changes will be made in consultation with the School faculty until sufficient changes have accumulated to warrant distributing a new document. All revisions, as well as periodic reaffirmation, are subject to approval by the College office and the Office of Academic Affairs.