



**THE OHIO STATE UNIVERSITY**

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**Pattern of Administration**

**School of Communication**

**Approved by the Office of Academic Affairs: February 14, 2025**

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## School of Communication Pattern of Administration

### **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](#) and the [Office of Academic Affairs Policies and Procedures Handbook](#). The latter rules, policies and procedures, and changes in them, take precedence over statements in this document. 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.

In keeping with university rules, within the first year of his or her appointment or reappointment, the Director shall review the Pattern of Administration and, in consultation with the faculty by email invitation for input and/or by consultation during faculty meetings shall revise it as appropriate. The Director will then forward the reaffirmed or revised Pattern of Administration to the College of Arts and Sciences and, subject to college approval, to the Office of Academic Affairs for formal university-level approval. At other times, amendments may be proposed by the Director, or recommended to the Director by members of the regular faculty. These recommendations are advisory to the Director. In order to be adopted as amendments to the Pattern of Administration, the recommendations must be consistent with the purpose of the document and with appropriate university rules and policies. The process for adoption is the same as above. In consultation with the faculty by email invitation for input and/or by consultation during faculty meetings shall revise it as appropriate and forward the reaffirmed or revised Pattern of Administration to the College of Arts and Sciences and, subject to college approval, to the Office of Academic Affairs for formal university-level approval.

### **II. Mission Statement**

The mission of the School of Communication is to achieve national and international distinction in scholarship, 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.

In keeping with the [Ohio State Shared Values](#), 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.

### **IV. Faculty and Voting Rights**

Faculty Rule [3335-5-19](#) defines the types of faculty appointments possible at The Ohio State University and the rights and restrictions associated with each type of appointment. For purposes of governance, the faculty of the School of Communication is comprised of tenure-track faculty with compensated FTEs of at least 50% in the School. As noted below, voting on School governance issues by Clinical and Professional Practice Faculty with compensated FTEs of at least 50% is limited to clinical and professional practice faculty hiring, reappointment, and promotion considerations.

#### **A. Tenure Track 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. Tenure track faculty may vote in all matters of School governance.

#### **B. Clinical and Professional Practice Faculty (C/P Faculty)**

Clinical faculty are comprised of all persons with the title of Clinical Professor, Associate Clinical Professor, and Assistant Clinical Professor. Professional practice faculty are comprised of all persons with the title of Professional Practice Professor, Professional Practice Associate Professor, and Professional Practice Assistant Professor.

C/P faculty members may participate in discussions of clinical and professional practice faculty hiring, reappointment, and promotion reviews. C/P faculty members do not vote on other matters of School governance, though they may serve as voting members of faculty committees to which they are appointed or elected. Any C/P faculty member appointed by the unit may stand for election to serve as a representative in the University Senate subject to representation restrictions noted in [Faculty Rule 3335-7-11\(C\)\(2\)](#).

1. **C/P Faculty Appointment Cap.** C/P faculty should represent no more than 15% of the School's faculty.

### **C. Associated Faculty**

There are three types of Associated Faculty with distinct responsibility: Lecturers, Visiting Faculty, and Adjunct Faculty. Lecturers 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. Visiting Faculty typically engage in collaborative research with faculty and/or teach courses. Adjunct faculty appointments are given to individuals who give academic service to the School, such as teaching a course or serving on graduate student committees, for which a faculty title is appropriate. Adjunct faculty are uncompensated. 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 C/P faculty. Associated faculty members do not accrue or hold tenure in the School and may not vote on any matter.

### **D. Courtesy Faculty**

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

### **E. 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. Emeritus faculty are invited to participate in discussions on non-personnel matters, but may not participate in personnel matters, including appointment, promotion and tenure reviews, and may not vote on any matter.

## **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, administrative, 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, and the Director of Undergraduate Studies normally would be consulted prior to hiring an undergraduate advisor or lecturer. 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 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 online 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**

### **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 College 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 primary duties of the Director are as specified in [Faculty Rule 3335-3-35 \(C\)](#). 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](#), also requires the Director to prepare, in consultation with the faculty, a document setting forth policies and procedures pertinent to appointments, reappointments, promotion and tenure.

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

- To have general administrative responsibility for School programs, subject to the approval of the dean of the college, and to conduct the business of the School efficiently. This broad responsibility includes the acquisition and management of funds and the hiring and supervision of faculty and staff.
- To plan with the members of the faculty and the dean of the college a progressive program; to encourage research and educational investigations.

- To assign workload according to the School's workload guidelines (see Section IX) and faculty appointment type (and rank).
- To evaluate and improve instructional and administrative processes on an ongoing basis; to promote improvement of instruction by providing for the evaluation of each course when offered, including written evaluation by students of the course and instructors, and periodic course review by the faculty.
- To evaluate faculty members annually in accordance with both university and School established criteria; to inform faculty members when they receive their annual performance and merit review of their right to review their primary personnel file maintained by the School and to place in that file a response to any evaluation, comment, or other material contained in the file.
- After consultation with the eligible faculty, to make recommendations to the dean of the college regarding appointments, reappointments, promotions, dismissals, and matters affecting the tenure of members of the School faculty, in accordance with procedures set forth in Faculty Rules [3335-6](#) and [3335-7](#) and this School's Appointments, Promotion and Tenure Document.
- To see that all faculty members, regardless of their assigned location, are offered the privileges and responsibilities appropriate to their appointment type and rank; and in general to lead in maintaining a high level of morale.
- To maintain a curriculum vitae for all personnel teaching a course in the School's curriculum.
- To see that adequate supervision and training are given to those members of the faculty and staff who may profit by such assistance.
- To prepare, after consultation with the faculty, annual budget recommendations for the consideration of the dean of the college.
- To facilitate and participate in prescribed [academic program review](#) processes, in collaboration with the dean of the college and the Office of Academic Affairs.

Day-to-day responsibility for specific matters may be delegated to others, but the 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 Director exercise a degree of autonomy in establishing and managing administrative processes. The articulation and achievement of the School's academic goals, however, are most successful when all faculty members participate in discussing and deciding matters of importance. The 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 Director will explain to the faculty the reasons for the departure, ideally before action is taken.

## **B. Other Administrators**

**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.

**Director of Graduate Studies (DGS)** will be appointed by the Director of the School for a term of two years. In addition to overseeing the work of the Graduate Studies Committee (see Section VII.C below), some of the DGS' duties include:

- a. Convening regular GSC meetings.
- b. Serving as the primary liaison to the Graduate School.
- c. Working with the Student Services Manager, the Administrative Assistant to the Director, and the Director of the School to determine graduate student assignments to specific courses each semester,
- d. Overseeing program assessment.

**Director of Undergraduate Studies (DUS)** is the chair of the Undergraduate Communication Program Committee and will be appointed by the Director for a term of two years. In addition to overseeing the work of the Undergraduate Program Committees (see Section VII.C below), the DUS takes primary responsibility for:

- a. Reviewing curriculum requests and revisions
- b. Supervising and reviewing lecturers,
- c. Overseeing GE course compliance, and



- d. Overseeing program assessment.

### 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, Office of Technology and Digital Innovation, 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 (or co-chairs) 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 C/P 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* member of all School committees and has voting privileges on all but the Committee of Eligible Faculty and the Promotion and Tenure Committee. 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.

### ***Ad hoc* Committees**

1. **Search Committee(s).** The composition of this/these committee(s) as well as the related procedures are detailed in the School's [Appointment, Promotion & Tenure document](#).

### **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 DEIC 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 Program Committee, the Journalism Program Committee, and the Alumni Engagement Committee as a full member of the committee. Each year, the DEIC 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 Graduate Studies (DGS), 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 conform 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. Review 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. Deal with other matters pertaining to graduate study, as determined by the Director of the School.

**4. Undergraduate Program Committees.** The School includes two committees charged with oversight of our undergraduate majors: the Communication Program Committee (CPC) and the Journalism Program Committee (JPC). Each committee has a chair and includes three additional faculty members (all three elected). The chair of the CPC also serves as the Director of Undergraduate Studies. It is desirable to have faculty representing each of the major focal areas of the program on the CPC. Typically, the term of service for the chair will be two years. The chairs of the CPC and JPC collaborate in making curricular decisions and ensuring the curricular coherence of course assignments.

The responsibilities of the CPC and the JPC 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 [the 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. Reviewing 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 communication courses taught on branch campuses

The JPC also is involved in:

- a. Making recommendations to the School Director for *Lantern* editor appointments;
- b. Recommending to the faculty and School Director policies concerning the *Lantern*;
- c. 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;
- d. 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 [APT document](#).
- 6. Research Committee.** This committee shall consist of an appointed chair (or co-chairs) and up to four additional faculty members (for a total of five 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 online 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 3<sup>rd</sup> 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. Overseeing 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 School internal awards programs (review applications, connecting awardees and provider, 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.

## VIII. **Faculty Meetings**

Faculty meetings will be held approximately one week before classes begin in Autumn and shortly after classes begin in 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 faculty eligible to vote 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 APT document.

The Director may choose to conduct faculty meetings in person or virtually (e.g., mediated by technology such as Zoom). If an in-person meeting is scheduled, virtual participation (e.g., via Zoom) is acceptable with permission from the Director. Director and technical staff should be notified as far in advance as possible. If the meeting is conducted virtually, faculty should strive to protect the confidentiality of the meeting by participating from a private office or, if that is not possible, using headphones to prevent others from hearing the discussion. Although not required, faculty are also encouraged to leave their cameras on to help promote a sense of community.

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. 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.

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

## **IX. Distribution of Faculty Duties, Responsibilities, and Workload**

The School's workload guidelines are based on [Faculty Rule 3335-5-07](#), and describe the allocation of effort in general terms as opposed to that of individual faculty members. The following table provides typical workload ranges for teaching, research, and service across ranks and types of appointments. These ranges are intended to be transparent and adaptable expectations for assigning workload to faculty in the department. The following distributions of effort reflect faculty competencies at specific career stages and across different types of appointments, allow faculty contributions to evolve over their careers,



and recognize that some faculty members perform essential administrative service to the unit:

Faculty Type & role	Teaching/ Mentoring	Scholarship	Service
<b>Tenure-track faculty</b>			
Assistant Professor	35-50%	45-60%	5-15%
Associate Professor	35-50%	40-55%	10-20%
Professor	35-50%	30-45%	20-35%
<b>Tenure-track faculty in admin roles</b>			
Assoc. Prof.	25-35%	25-40%	20-35%
Professor	25-35%	20-35%	35-50%
Director	10-20%	10-25%	50-80%
<b>Clinical/Professional Practice faculty</b>			
Assistant Professor	65-100%	0-10%	0-35%
Associate Professor	65-100%	0-10%	0-35%
Professor	60-100%	0-10%	10-40%
<b>Regional tenure-track faculty</b>			
Assistant Professor – Regional	50-60%	30-40%	5-15%
Associate Professor – Regional	50-60%	20-40%	15-25%
Professor – Regional	50-60%	10-40%	20-30%
<b>Associated Faculty</b>			
Any rank	80-100%	0-20%	0-20%

Notes: Total workload must sum to 100%.

These workload ranges are based on a 40-hour workweek during the on-duty period. The School recognizes that time spent on research goes well beyond this narrow definition of work time. Faculty often engage in research activity during evenings and weekends and when they are off duty (e.g., during summer months). This additional labor is not accounted for in the workload percentages shown in this table.

### **Teaching**

Following university conventions, one 3-credit course is treated as equivalent to 25% FTE in the semester it is offered. The [ASC POA](#) describes conditions under which this ratio can be adjusted. For example, the percentage may be higher when faculty are teaching a course for the first time, class enrollments are exceptionally large, and when a course is worth 4 credits. In addition to these contributions, the School also accounts for other teaching activities when assessing workload, notably including graduate and undergraduate advising and mentoring, serving on graduate student committees, and professional development activity related to pedagogy. Teaching responsibilities can be reduced through other mechanisms, including [course buyouts](#) and distinguished professorships.

### **Scholarship**

Scholarship responsibilities can be met through a wide range of activities, including data collection, analysis, and writing; authorship of published peer-reviewed journal articles, book chapters, and books; conference presentation and research talks; and submitting and/or funded applications for internal and external funding.

### **Service**

Service responsibilities can be met through a wide variety of activities, including leadership roles at the Department, Division, College, or University; serving as a graduate faculty representative; mentoring less senior members of the faculty; participation in professional or governmental organizations at the local, state, regional, national, or international level; conducting peer reviews; serving as a journal editor, associate editor, or editorial board member; serving on external review teams; advising student groups; preparing news releases or informing the public by other means; and speaking to local, regional, national, and professional agencies.

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

### **Time interval**

The director reviews faculty workload assignments on an annual basis, and individual's assignments should be discussed annually during the annual review process.

### **Workload adjustments**

Initial workload expectations are described in the letter of offer, and any adjustments must be discussed and agreed to during annual performance and merit reviews. Faculty members who wish to adjust their workload (e.g., increasing teaching in lieu of scholarship activity, moving to a part-time appointment) should raise this issue at that time. The director may also adjust a faculty member's workload if that individual has not met performance expectations in one or more areas (i.e., teaching, scholarship, or service). Workload adjustments must be equitable and meet the needs of the unit.

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

### **Special Assignments (applies to tenure-track faculty only)**

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

Untenured faculty will normally be provided 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.

**Joint appointment.**

Faculty workload assignments for faculty with joint appointments (e.g., in other academic TIU or centers and institutes) should be proportional to the assigned FTE in the respective units.

**Complaints**

A faculty member may file a complaint if their assigned workload exceeds the workload associated with their position. Faculty members should first seek to resolve the matter with the director. If the matter cannot be resolved, a complaint can be addressed to the divisional dean. Faculty members at a regional campus should first seek to resolve the matter with their dean. If the matter cannot be resolved, the complaint should be reviewed by OAA.

**A. Campus presence expectations**

During on-duty periods, faculty members are expected to be available for interaction with students, research, and School meetings and events even if they have no formal course assignment. Every member of the faculty who is assigned instruction is expected to establish and maintain regular office hours in order to be readily available to students. The school has no official guidelines on faculty office hours but, at a minimum, faculty are expected to be available to meet with students by appointment. On-duty faculty members should not be away from campus for extended periods of time unless on an approved leave (see section XII) or on approved travel.

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

**B. Outside Activity**

A full-time faculty member's primary professional commitment is to Ohio State University. 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, or external consulting) must disclose per university policy 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 University [Policy on Outside Activities and Conflicts](#).

### **C. Associated Faculty**

The role of associated faculty varies depending on the specific appointment.

Lecturers focus on teaching, there are no research expectations, and service is optional. The standard full-time teaching load is 100% of effort. Lecturers who take on significant service roles typically qualify for course releases (i.e., a reduction in teaching effort and a corresponding increase in service effort). See the workload table in Section IX above.

Compensated visiting professors focus on research and teaching, and there are no service expectations. The standard full-time teaching load is 75% effort, and they are expected to be actively involved in research. Teaching loads and research expectations may be negotiated based on the particular circumstances of the visit. See the workload table in Section IX above.

### **D. Modification of Duties**

The School of Communication 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 Arts and Sciences' guidelines on modification of duties to provide its faculty members flexibility in meeting work responsibilities within the first year of childbirth/adoption/fostering, or care for an immediate family member who has a serious health condition, or a qualifying exigency arising out of the fact that the employee's immediate family member is on covered active duty in a foreign country or call to covered active duty status. See the [college pattern of administration](#) for details. See also the OHR [Parental Care Guidebook](#) and the Parental Leave Policy in Section XII.

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

## **X. Course Offerings, Teaching Schedules, and Grade Assignments**

### **A. Teaching Schedules**

Teaching schedules are arranged by the Director with support from the Administrative Associate to Director and the Student Services Manager, and 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 C/P faculty have different teaching expectations, their classes typically need larger minimum enrollments.
- **Course Cancellations.** A scheduled course that does not attract the minimum number of students required by Faculty Rule [3335-8-16](#) will normally be cancelled and the faculty member scheduled to teach that course will be assigned to another course for that or a subsequent semester. 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 Administrative Associate to 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, making recommendations to the Director regarding options for managing enrollments. The Director may decide to discontinue or to suspend until there is reason to expect adequate enrollment courses that frequently have enrollments below these minimums.

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

be made aware of this issue as soon as it is known and will be provided a timeline for grade submission.

## **XI. Allocation of School Resources**

The Director is responsible for allocation of all School resources such as space, travel funds, research support, and so forth. The School's Business Manager supports the Director in this role by tracking available funds, estimating the budgetary impact of proposed expenses, etc. Allocations to faculty are based on instructional needs (e.g., textbooks), individual merit (e.g., use of travel funds for presentation of conference papers), and availability of funds. 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 School Director will discuss the School's budget at least annually with the faculty and attempt to achieve consensus regarding the use of funds across general categories. However, final decisions on budgetary matters rest with the School Director.

The allocation of salary funds via the Annual Merit Compensation Process is discussed in the APT document.

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

Faculty, including lecturers, must notify their class in a timely fashion if they cancel a class for any reason. They should also notify the Assistant to the Director via email.

### **A. Discretionary Absence**

Faculty are expected to complete a travel request or a [request for absence form](#) well in advance of a planned absence (for attendance at a professional meeting or to engage in consulting) to provide time for its consideration and approval and time to assure that instructional and other commitments are covered. 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; see below for information).

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. Such an occurrence is most likely when the number of absences in a particular semester is substantial. Rules of the University Faculty require that the Office of Academic Affairs approve any discretionary absence longer than 10 consecutive business days (see Faculty Rule [3335-5-08](#)).

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

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

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

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

#### **D. Faculty Professional 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 of leave at full salary. In addition, the College of Arts and Sciences may permit departments and schools to assign, with the approval from the Dean or designee, a limited number of Special Assignments (SAs; see Section IX), 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 Dean or designee; if the 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 propose more than 10% of their faculty for an FPL or FPL/SA in any one semester.

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 an FPL if requests are in excess of allotment in a given year.

- Comparative evaluation of proposals, including how innovative or transformational the work proposed is (both for the candidate and to the field) and how important the leave is to the success of the work.
- Benefit to the School
- Comparative record of productivity
- Evaluation of previous FPL results
- Years since last FPL

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.

#### **E. Parental Leave**

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

### **XIII. Additional Compensation and Outside Activities**

The School follows current College and University regulations on additional compensation and outside activities. Information on faculty additional compensation is presented in the OAA Policy on [Faculty Compensation](#). Information on outside activities, including paid external consulting is presented in the university's policy on [Outside Activities and Conflicts](#). The information provided below supplements these policies.

The School of Communication 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 additional compensation must be approved by the School Director regardless of the source of compensation. External consulting must also be approved. Approval will be contingent on the extent to which a faculty member is carrying out regular duties at an acceptable level, the extent to which the extra income activity appears likely to interfere with regular duties, and the academic value of the proposed consulting activity to the department. In addition, it is university policy that faculty may not spend more than one business day per week on additionally compensated activities and external consulting combined.



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

Faculty who fail to adhere to the university's policies on these matters, including seeking prior 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 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 Communication or Journalism Program Committee and a recommendation provided to the Director.

Instructors, including tenure track faculty, C/P faculty, lecturers, and student teaching assistants or graders, are prohibited from accepting gifts from students offered as an expression of gratitude for teaching or mentoring provided. The [Ohio Ethics Commission summarizes](#) it this way: “all college and university officials and employees, including teachers regardless of their job duties, are prohibited from accepting any gift from students... if the gift is given to provide payment in return for the performance of official duties” (11). Such gifts are considered "supplemental compensation" and are strictly prohibited. This includes even small gifts (e.g., a \$25 gift card). This can be a sensitive issue (e.g., a student may be offended when you decline the gift); you may suggest that the student make a gift to the School instead of to an individual. This and other ethics laws are criminal prohibitions, and penalties can include significant fines and/or prison terms. Questions about this policy should be directed to the [Office of University Compliance and Integrity](#).

#### **XIV. Financial Conflicts of Interest**

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 [Outside Activities and Conflicts](#). A conflict of interest exists if financial interests or other opportunities for tangible personal benefit may exert a substantial and improper influence upon a faculty member or administrator's professional judgment in exercising any university duty or responsibility, including designing, conducting or reporting research.

Faculty members with external funding or otherwise required by university policy are required to file conflict of interest screening forms annually and more often if prospective new activities pose the possibility of financial conflicts of interest. Faculty who fail to file

such forms or to cooperate with university officials in the avoidance or management of potential conflicts will be subject to disciplinary action.

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

## **XV. Grievance Procedures**

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

### **A. Salary Grievances**

A faculty or staff member who believes that his 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 an appeal with the College's Faculty Salary Appeals Committee. A formal salary appeal can also be filed with the Office of Academic Affairs (see Chapter 4, Section 2 of the Office of Academic Affairs [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.

### **B. Faculty and Staff Misconduct**

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

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

### **C. Faculty Promotion and Tenure Appeals**

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

### **D. Harassment, Discrimination, and Sexual Misconduct**

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

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

#### **E. Violations of Laws, Rules, Regulations, or Policies**

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

#### **F. Complaints by and about Students**

Normally student complaints about courses, grades, and related matters are brought to the attention of individual faculty members. In receiving such complaints, faculty should treat students with respect regardless of the apparent merit of the complaint and provide a considered response. Complaints about grades or other course procedures are referred first to the Director of Undergraduate Studies or of the Director of Graduate Studies; 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. See Faculty Rule [3335-8-23](#).

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

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

In accordance with the [Code of Student Conduct](#), faculty members will report any instances of academic misconduct to the [Committee on Academic Misconduct](#). See also [Board of Trustees Rule 3335-23-05](#).