MERCY COLLEGE OF OHIO

FACULTY & STAFF HANDBOOK

2020-2021

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INTRODUCTION

The Mercy College of Ohio Faculty/Staff Handbook is the official notification of its policies, procedures and standards of conduct applicable to faculty and staff. Each member of Mercy College faculty and staff is responsible for knowledge of the policies, procedures and standards of conduct described in the Handbook; employment is considered acceptance of all conditions discussed in this Handbook. However, the provisions of this Handbook do not constitute a contract between any employee and Mercy College of Ohio. The College reserves the right to change any of the policies, procedures and standards of conduct at any time as may be necessary in the interest of the College. The College also reserves the right to modify or discontinue any of the services, programs or activities described in this Handbook. If a material revision to a policy, procedure or standard of conduct is made and becomes effective during the academic year, faculty and staff will be notified of such and will be expected to abide by the updated terms.

SECTION I – HISTORY AND MISSION

HISTORY OF MERCY COLLEGE OF OHIO

Mercy College of Ohio, located in Toledo, Ohio, is a private Catholic institution with a focus on healthcare education. Tracing its heritage to the school of nursing founded by the Sisters of Mercy in 1918, Mercy College of Ohio was incorporated in 1992 and grants a Master of Science degree in Nursing and a Master of Health Administration, as well as Bachelor of Science degrees in Nursing, Biology, Medical Imaging, and Healthcare Administration. The College grants an Associate of Science degree in Health Sciences, and Associate of Applied Science Degrees in Health Information Technology, Nursing, and Radiologic Technology. Credit certificate programs are offered in Community Health Worker, Medical Coding, Ophthalmic Assistant, Paramedic, and Polysomnographic Technology. Non-credit certificates are offered in Phlebotomy and Emergency Medical Technician – Basic. Since 2002, the College has offered an Associate of Applied Science degree in Nursing at its Youngstown, Ohio location.

 Mercy takes great pride in the quality healthcare education it provides to every student. More than an educational institution, faculty, staff, and students embrace the spirit, mission, and heritage set forth by the founders of the College. The Mercy College vision is to be the leader in educating individuals committed to intellectual inquiry, social engagement, and lifelong learning. Faculty, staff, and students persistently practice the six values in all college and clinical settings. Graduates are prepared to enter their respective healthcare professions with the knowledge they need to make a difference – the Mercy difference.

HISTORY OF CATHERINE MCAULEY AND ST. MARGUERITE D'YOUVILLE

While Mercy College of Ohio is not sponsored by a religious order, it is affiliated with Mercy Health-Toledo Market. Two of the hospitals in this region were founded by the Sisters of Mercy and the Sisters of Charity of Montreal, also known as the Grey Nuns. Following are brief biographies of the founders of each of these orders: Catherine McAuley and Saint Marguerite d'Youville.

CATHERINE MCAULEY – FOUNDER OF THE SISTERS OF MERCY

Catherine was born in 1878 on a country estate in Dublin. It was a time of religious and political strife in Ireland with unyielding oppression of the disadvantaged. She was fortunate to spend her early years in a household influenced by her father's concern for the less fortunate, complicated by her mother's gracious socialite manner.

Orphaned while very young, Catherine experienced dependency and deprivation while living with relatives until adopted by wealthy Quaker friends, the Callaghan's. During these years, she was encouraged to reach out to the needy. She learned nursing skills, financial management, and became more aware of the plight of women. With the support of her foster parents, her energy became focused on advocacy for the poor, the sick, and the uneducated.

At age forty-four, Catherine inherited the Callaghan's fortune. Her dream was to use her social position and wealth to confront oppressive issues directly, especially those of women and children. This dream took shape in building a social service center on Bagget Street in the heart of fashionable Dublin. With the assistance of friends and volunteers, young women in need of shelter were offered hospitality and job training. Orphans were welcomed, children were educated, and the sick poor were cared for in their homes and visited in the neighborhood hospital.

The location visibly linked the rich with those in need. When the building was completed on September 24, 1827, it was named the House of Mercy. Catherine's personal gifts of charm and courage inspired others to join her with the same generous and compassionate response to the helpless and hopeless of the turbulent times. Within three years, the success of their efforts drew the attention of church officials who pressured Catherine to give the house to a religious order to assure the continuation of the work after her death.

Catherine chose to become a vowed religious servant and founded the Institute of the Sisters of Mercy to continue the work. Within ten years, at her death, there were one hundred women who had joined the community. As the number increased, their works of mercy spread to every continent. Today, her legacy is beyond measure. Thousands of sisters and their partners in ministry extend the vision of Catherine to meet the challenges of the poor, sick, and the undereducated of our time with compassionate service.

SAINT MARGUERITE D'YOUVILLE – FOUNDER OF THE SYSTES OF CHARITY OF MONTREAL, "GREY NUNS"

Born October 15, 1701, in Varennes, Quebec, Marie Marguerite Dufrost de Lajemmerais suffered the death of her father when she was seven years old. She was sent away to school for two years where she studied hard and developed a lasting relationship with God as her Father. Upon her return she helped her mother raise five siblings, teaching them as much as she could.

In 1722, Marguerite married Francois d'Youville. They had six children, four of whom died in infancy. Francois died when Marguerite was 28 years old and left her with a huge debt. Marguerite opened a dry goods store and used the money to pay off the debt and to finance the education of her two sons, both of whom became priests.

Marguerite lived during a time of great strife in Canada, a time of war and much poverty. She had special concern for the poor and disenfranchised. She started ministries for abandoned children, prostitutes, and the blind and found ways to bury the unclaimed that were hung in the square. Marguerite became the administrator of a failing hospital in Montreal and turned it around with hard work and unfailing trust in Divine Providence.

In 1737, joined by three women, Marguerite founded the Sisters of Charity of Montreal, "Grey Nuns". Today there are Grey Nuns throughout the world who, with dedicated associates and partners, minister to those in need.

Marguerite died on December 23, 1771. Pope John XXIII who proclaimed her the Mother of Universal Charity beatified her in 1959. On December 9, 1990, Pope John Paul II making her the first Canadian born saint canonized Marguerite. Her spirituality of trust in Divine Providence and God's unconditional love for all people is an inspiration for those who know and love her in today's world.

MISSION

Mercy College of Ohio, a Catholic institution with a focus on healthcare, educates and inspires students to lead and to serve in the global community.

VISION

To be the leader in educating individuals committed to intellectual inquiry, social engagement, and lifelong learning.

VALUES

Compassion: Displaying respect, empathy, and a willingness to listen.

Human Dignity: Respecting the significance of each individual.

Excellence: Pursuing distinction in our professional and personal lives through quality academics and intellectual inquiry.

Service: Engaging the College Community to enrich the lives of students through professional and community service.

Sacredness of Life: Revering all life through our thoughts, words, and actions.

Justice: Acting with integrity, fairness, honesty, and truthfulness.

SECTION II - ACCREDITATION

Accreditation ensures stakeholders that an educational institution meets acceptable standards of quality. Through an ongoing process of self-study and external peer review, it affirms that the College and its programs are of the highest standards as recognized by regional, state, and programmatic accreditors. Mercy College of Ohio is accredited by the Higher Learning Commission (HLC), a regional accreditation agency recognized by the U.S. Department of Education, State of Ohio authorization through the Ohio Department of Higher Education (formerly the Ohio Board of Regents), and programmatic accreditation for several programs of study.

COLLEGE ACCREDITATION PROFILE

Accreditation Commission for Education in Nursing (ACEN) 3343 Peachtree Road NE, Suite 850 Atlanta, Georgia 30326 Ph: 404-975-5000 Fax: 404-975-5020 *www.acenursing.org*	Associate of Applied Science, Nursing
Commission on Collegiate Nursing Education (CCNE) 655 K Street, NW, Suite 750 Washington, DC 20001 Ph: 202-887-6791 Fax: (202) 887-8476 *www.ccneaccreditation.org*	Bachelor of Science, Nursing
Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) 8301 Lakeview Parkway Suite 111-312 Rowlett, TX, 75088 Phone: 214-703-8445 Fax: 214-703-8992 *www.coaemsp.org*	Certificate, Paramedic
Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) 233 N. Michigan Ave, 21st Floor Chicago, IL 60601-5800 Phone: 312-235-3255 *www.cahiim.org*	Associate of Applied Science, Health Information Technology
Committee on Accreditation for Polysomnographic Technologist Education (CoA PSG) 1711 Frank Avenue New Bern, NC 28560 Phone: 252-626-3238 *www.caahep.org*	Certificate, Polysomnographic Technology

International Council of Accreditation (ICA) [(formerly Commission on Accreditation for Ophthalmic Medical Programs (CoA-OMP)] 2025 Woodlane Drive St. Paul, MN 55125 Ph: 651-731-7237 Email: CoA-OMP@jcahpo.org *www.icaccreditation.org*	Certificate, Ophthalmic Assistant
Commission on Accreditation of Allied Health Education Programs (CAAHEP) 25400 U.S. Highway 19 North, Suite 158 Clearwater, FL 33763 Ph: 727-210-2350 *www.caahep.org*	Certificate, Polysomnographic Technology Certificate, Paramedic
Higher Learning Commission (HLC) 230 South LaSalle Street, Suite 7-500 Chicago, IL 60604-1411 Ph: 800-621-7440 Phone: 312-263-0456 Fax: 312-263-7462 *hlcommission.org*	All credit programs, degrees, and certificates
Joint Review Committee on Education in Radiologic Technology (JRCERT) 20 North Wacker Drive, Suite 2850 Chicago, IL 60606-3182 Ph: 312-704-5300 Fax: 312-704-5304 Email: mail@jrcert.org *www.jrcert.org*	Associate of Applied Science, Radiologic Technology
Ohio Board of Nursing (OBN) 17 South High Street, Suite 660 Columbus, OH 43215-3466 Ph: 614-466-3947 Fax: 614-466-0388 *www.nursing.ohio.gov*	Bachelor of Science, Nursing Associate of Applied Science, Nursing Certificate, Community Health Worker
Ohio Department of Higher Education (ODHE) 25 South Front Street Columbus, OH 43215 Ph: 614-466-6000 Fax: 614-466-5866 *ohiohighered.org*	All credit programs, degrees, and certificates

State of Ohio Department of Public Safety, Division of Emergency Medical Services 1970 West Broad Street Columbus, Ohio 43223 Ph: 800-233-0785 *www.ems.ohio.gov*	Certificate, EMT (non-credit) Certificate, Paramedic

SECTION III – GOVERNANCE

INSTITUTIONAL GOVERNANCE

The fundamental purpose of academic governance is to provide a structure within which Mercy College of Ohio is able to realize its mission, vision, and values.

The College is a wholly-owned indirect subsidiary of Bon Secours Mercy Health, Inc., a Catholic health care ministry serving communities across seven States and Ireland **("BSMH").** BSMH serves the Northwest Ohio communities through eight hospitals, all of which fall under the oversight and support of Mercy Health North LLC**.** Among these hospitals is Mercy Health – St. Vincent Medical Center LLC **("MHSVMC"),** a Level I Trauma Center located in Toledo, Ohio offering acute care services and related teaching opportunities. MHSVMC is the sole member of the College.

The governance structure is designed to:

1. Enhance the communication among various groups and constituencies that includes the Mercy College Board of Trustees, Mercy Health North, the College community, and the College affiliation with the Sisters of Mercy and Sisters of Charity of Montreal.
2. Define the primary responsibilities of the constituencies.
3. Incorporate ways to evaluate effectiveness and clarity.

BOARD OF TRUSTEES

The Mercy College of Ohio Board of Trustees assures implementation of the purposes of the College. The essential function of the Board is policy making and assuring sound management in the implementation of such policies deemed necessary for the administration and development of the College in accordance with its stated and approved mission, vision, and values. Specific responsibilities are listed in the College Code of Regulations.

PRESIDENT

The President is appointed by the College Board of Trustees and is responsible for representing the College to the Board and assuring that policies approved by this governing body are fully implemented. The President is the Chief Executive Officer of the College ultimately responsible for: interpreting the College mission and vision to students, faculty, and the community; administering all aspects of the College according to policies adopted by the College Board of Trustees; serving as a member of the College Board of Trustees; approving all contractual agreements; appointing qualified faculty; preparing the College budget and monitoring expenditures in cooperation with administrative staff and faculty; providing the necessary leadership to enable the College to carry out its strategic plan; and presenting the institution to its constituencies, to the public and to professional groups and agencies.

VICE PRESIDENT OF ACADEMIC AFFAIRS (VPAA)/DEAN OF FACULTY (DOF)

The Division of Academic Affairs includes the Distance Education and Teaching Resources Department, Office of Student Records and Institutional Research, Library, and all academic programs. The Vice President of Academic Affairs/Dean of Faculty (hereafter VPAA/DOF) serves as the Chief Academic Officer of the College assuming responsibility for all educational activities in the academic program departments/divisions and serves as the College liaison to the Higher Learning Commission. The VPAA/DOF is responsible for directing faculty in planning, evaluating, and revising the curriculum; analyzing the external influences on the growth or decline of academic programs and in the exploration of enrollment potential for newly designed programs. The

VPAA/DOF recommends to the President all appointments and continued appointments of full-time, part-time and adjunct faculty.

VICE PRESIDENT OF STUDENT AFFAIRS (VPSA)/DEAN OF STUDENTS (DOS)

The Division of Student Affairs includes the Office of Campus Ministry and Service Learning, Office of Student Life, Office of Career, Professional Development, and Retention, Office of Accessibility and Testing Services, the Student Success Center, and the Office of Diversity and Inclusion. The VPSA/DOS is responsible for the management and direction of student-related services and activities to support students in achieving their educational goals.

VICE PRESIDENT OF STRATEGIC PLANNING, INSTITUTIONAL EFFECTIVENESS, AND ENROLLMENT MANAGEMENT (VPSP, IE & EM)

The Division of Enrollment Management includes the Office of Admission, Office of Financial Aid, and the Office of Communication. Guided by the mission, vision, values, and strategic plan of Mercy College of Ohio, the goals of the Division of Enrollment Management are to design, implement, and monitor programs and services that support the recruitment, enrollment, retention and graduation of highly qualified and diverse students. The Vice President, in conjunction with the President, is responsible for the Strategic Plan and Institutional Effectiveness of the College. The Strategic Plan of the College is a rolling plan, reviewed each year and updated as appropriate. The yearly review is conducted by the Strategic Planning and Budgeting Council, with input from the College, and any changes or updates are approved by the Board of Trustees.

EXECUTIVE STAFF

The Executive Staff consists of the President and his/her direct reports. This collaborative group works to accomplish the strategic imperatives of the College in alignment with the mission, vision, and values.

ACADEMIC COUNCIL

The purpose of the Academic Council is to facilitate collaboration and coordination between the academic deans, academic managers, and their constituencies; to initiate and review academic policies and procedures; and to generally assure communication among all parties in Academic Affairs. The Academic Council is under the purview of the VPAA/DOF who chairs the council. The VPAA/DOF then refers information and recommendations to the President, Executive Staff, and/or appropriate college and academic committees and offices.

COLLEGE ASSEMBLY

College Assembly, led by the President, is a forum where all members of the College meet allowing for communication and updates regarding new programs, policies, procedures, and services. Participants also have an opportunity to express their views and concerns about items that are being discussed.

FACULTY

For the purpose of academic governance, "faculty" are defined as full-time members of the teaching faculty. Their role in academic governance is multi-dimensional. As individuals, faculty members implement the academic policies of the College and may as individual members of a discipline, bring forward recommendations to appropriate committees as stated in the bylaws.

Faculty (subject to the authority of the College Board of Trustees whose power is identified in the College Code of Regulations and with the concurrence of the President of the College) shall share the responsibility for creating, recommending, reviewing, revising, and promoting appropriate educational programs and student services intended to achieve the College goals approved by the Board of Trustees, and to recommend policies, regulations, and procedures consistent with the mission of the College. Faculty recommendations, when approved by the VPAA/DOF and President, shall be communicated to the Board of Trustees through the President. The President via the VPAA/DOF shall inform the faculty of the position of the Board of Trustees on matters so conveyed.

STAFF

Staff is defined as any employee, including exempt, non-exempt, part-time and full-time, who does not serve in a position of leadership (Executive Staff or Dean) or as a faculty member as the primary function of his/her job.

STAFF TEACHING

Mercy College Staff are eligible to apply for adjunct teaching positions at the College in cases where the staff member:

- Receives support from his/her supervisor
- Is qualified using the current evaluation of faculty credential documents
- Seeks teaching responsibilities outside assigned work hours (i.e. online, evening, weekend)
- Does not engage in any teaching responsibilities (i.e. – grading or online course activities) during assigned work hours
- Does not engage in a teaching assignment that would be a conflict of interest

FACULTY AND STAFF - SHARED GOVERNANCE

Shared Governance is a framework that provides stakeholders a voice and representation on issues concerning the general welfare of the College. Within this framework, each of the College's constituents has meaningful insights and contributions enhanced by their unique talents and diverse perspectives. Shared Governance aspires to promote a culture of mutual responsibility and communication among all those who serve for the benefit of the mission, vision, and values of the College.

FACULTY GOVERNANCE

Faculty Assembly is the representative body of the faculty that allows the membership to participate in the Shared Governance of the College. The Faculty Assembly develops, proposes, and supports activities concerning the academic life and general welfare of the institution that are in alignment with the mission, vision, and values of the College. The individual role of Faculty Assembly members is to promote communication among members, college constituencies, and other stakeholders regarding matters of mutual interest and benefit to the College community. Faculty Assembly works for the improvement of the College within the shared governance framework and in conjunction with the VPAA/DOF in collaboration with the President and other College stakeholders. Responsibilities of the Faculty Assembly are supported by the VPAA/DOF and primarily executed by elected Faculty Leadership, Standing Academic Committees, ad hoc and special committees, task forces, and forums.

Faculty Assembly, Standing Academic Committees, Special Committees, and Other Representation.

All academic committees follow approved Bylaws.

<u>Faculty Assembly</u>

Membership
- All Faculty Holding Rank
- Part-time and Adjunct Faculty: Ex-officio/non-voting
- VPAA/DOF: Ex-officio/non-voting

Standing Academic Committees *of Faculty Assembly*
- Executive Committee of the Faculty Assembly (ECFA)
- Faculty Development
- Academic Assessment
- Faculty Advancement
- Undergraduate Curriculum
- Undergraduate Academic Policy
- Graduate Studies

Other Representation and Special Committees of Faculty Assembly

  Ex-officio Representation
  - Faculty Assembly Chair, Academic Council and Graduate Studies
  - Presidentially-appointed Faculty Members, Strategic Planning & Budgeting Council
  - Elected Faculty Member from ECFA, Board of Trustees; one-year Term

  Special Committees
  - Adjunct Faculty Committee
  - Faculty Grievance Committee (Ad hoc)

<u>Executive Committee of the Faculty Assembly</u>

Membership
- Faculty Leadership (Chair, Vice Chair, and Secretary of Faculty Assembly)
- Standing Academic Committee Chairs
- VPAA/DOF: Ex-officio/non-voting

<u>Faculty Development</u>

Membership Representation (2 yr. terms)
- (2) Arts and Sciences
- (2) Nursing
- Health Sciences
- Youngstown
- VPAA/DOF: Ex-officio/non-voting
- VPAA/DOF Appointment: Ex-officio/non-voting

<u>Academic Assessment</u>

Membership Representation (2 yr. terms)
- (2) Arts and Sciences
- (2) Nursing
- (2) Health Sciences
- Youngstown

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- VPAA/DOF: Ex-officio/non-voting
- VPAA/DOF Appointment: Ex-officio/non-voting

Faculty Advancement

Membership Representation (2 yr. terms)
- (2) Arts and Sciences
- (2) Nursing
- Health Sciences
- Youngstown

Undergraduate Curriculum

Membership Representation (2 yr. terms)
- (2) Arts and Sciences
- (2) Nursing
- Health Sciences
- Youngstown
- Division Deans: Ex-officio/full rights (Nursing, Arts & Sciences, and Health Sciences)
- VPAA/DOF: Ex-officio/non-voting
- Registrar: Ex-officio/non-voting

Undergraduate Academic Policy

Membership Representation (2 yr. terms)
- (2) Arts and Sciences
- (2) Nursing
- (2) Health Sciences
- Youngstown
- VPAA/DOF: Ex-officio/non-voting

Graduate Studies

Membership
- Graduate Program Director(s)
- Division Dean(s) with graduate program(s)
- Faculty Assembly Vice Chair
- Faculty teaching within a graduate program. Appointment of the Program Director(s); not to exceed two appointments per program.
- President: Ex-officio/non-voting
- VPAA/DOF: Ex-officio/non-voting
- Registrar: Ex-officio/non-voting

Special Committees

Adjunct Faculty Committee

Membership Representation (1 yr. term)- all members are adjunct faculty
- (2) Arts and Sciences
- (2) Nursing
- (2) Health Sciences
- Youngstown

<u>Faculty Grievance Committee (Ad hoc)</u>

Membership Representation (2 yr. terms)
- (2) Arts and Sciences
- (2) Nursing
- (2) Health Sciences
- Youngstown

Bylaws of Faculty Assembly
I.   **Name:** Faculty Assembly
II.   **Purpose:** Faculty Assembly (FA) is the representative body of the faculty that allows the membership to participate in the shared governance of the College. FA shall work for the betterment of the College within the shared governance framework and in conjunction with the Board of Trustees, President, Vice President of Academic Affairs, Dean of Faculty, and other College stakeholders. Responsibilities of the FA are primarily executed by Faculty Leadership, Executive Committee of FA, Academic Committees, ad hoc committees, task forces, and forums that are under the express authority of the FA.
III. **Scope of Duties:** Responsibilities of the FA include, but are not limited to the oversight of:
- Develop, propose, review, evaluate, and support initiatives concerning the academic life and general welfare of the College that are in accordance with the College's mission, vision, and values.
- Grant express authority to committees, ad hoc committees, task forces, forums, boards, or other bodies and/or individuals to execute the responsibilities of the FA.
- Provide oversight of any group or individual granted authority to execute the responsibilities of FA.
- Promote communication and collaboration among members, College constituencies, and other stakeholders in matters of mutual interest and benefit to the College community.
- Vote on matters deemed essential to the academic life of the College.
IV.   Membership and Terms of Service:
- FA shall consist of all full-time faculty holding academic rank. Full-time faculty holding academic rank who have administrative or other course release are considered members.
- Membership and terms of service are mandatory, continuous, and a condition of academic rank.
- Ex-officio members are limited to the Vice President of Academic Affairs, Dean of Faculty, Instructors, Part-time, and Adjunct Faculty. Ex-officio members are non-voting and terms are continuous with the position or title.
V.   Faculty Leadership and Terms of Service:
1. The Faculty Leadership of the FA shall be:
   a. Chair
   b. Vice Chair
   c. Secretary
2. Officer Elections and Faculty Leadership Vacancy
   a. Secretary is a self-nominated position elected by full FA vote held in Spring semester for the next academic year. Candidates must hold academic rank and have five years of full-time teaching experience at the College.
   b. Vice Chair and Chair are filled by succession advancing annually from the Vice Chair and Secretary positions.

    c. In the event of a vacancy in Faculty Leadership, positions are filled immediately by succession with a special election for Secretary to be held within 60 days of the vacancy.

VI. **Duties of Officers** (include but not limited to):

1. The Chair will:
    a. Serve the following additional roles congruent to the position.
        i. Chair of the Executive Council of FA.
        ii. Member of Academic Council.
        iii. Member of the Strategic Planning and Budgeting Committee by appointment of the President.
    b. Represent the FA, as the elected leader of the faculty, in matters concerning the academic life of the College.
    c. Preside at all meetings of FA.
    d. Establish an annual meeting schedule before the start of the academic year.
    e. Prepare the agenda.
    f. Remain impartial; refrain from voting except to resolve a tie.
    g. Request contributions for the agenda prior to each meeting.
    h. Distribute the agenda and prior minutes three business days before scheduled FA.
    i. Distribute Committee Summary Reports (CSRs) one week prior to scheduled Faculty Assemblies.
    j. Invite guests, subject matter experts, and other stakeholders, germane to the academic life of the College.
    k. Determine what items are advanced to the FA for comment, and/or full FA vote.
    l. Develop and maintain a list of priorities in consultation with the Executive Council of FA.
    m. Appoint subcommittees or taskforces, as needed, to complete the work of the FA.

2. The Vice Chair will:
    a. Serve the following additional roles congruent to the position.
        i. Member of Graduate Studies Council.
        ii. Serve as Vice Chair on the Executive Council of FA.
        iii. Represent the FA, as an elected leader of the faculty, in matters concerning the academic life of the College.
    b. Perform the duties of the Chair in the absence of the latter.
    c. Serve as parliamentarian for the FA.
    d. Assemble the CSRs for distribution by the Chair within the timeframes required.
    e. Work in concert with the Chair and the Executive Council of FA in the development, prioritization, and completion of tasks and projects.
    f. Complete the Committee Activity Reports (CARs) or similar summative reports, on behalf of the FA.
    g. Assume responsibility as Chair the following academic year.

3. The Secretary will:
    a. Serve the following additional roles congruent to the position.
    b. Serve as faculty mentor to the Adjunct Faculty Committee.
    c. Serve as Secretary on the Executive Council of FA.
    d. Represent the FA, as an elected leader of the faculty, in matters concerning the academic life of the College. ii. Reserve the meeting space for the FA.
    e. Ensure all supporting technology is in place for each meeting of the FA.

        f. Record minutes using the approved template and submitted to the Chair five business days before the next scheduled meeting.

        g. Record and maintain attendance records.

        h. Submit bylaws, agendas, approved minutes and other essential documentation to the Faculty Governance Hub or similar information portal in a timely manner.

        i. Assume responsibility as Vice Chair the following academic year.

VII. **Meetings:** Meetings will be held on a regular schedule during the academic year and at other times, as determined by the Chair.

    1. Order of Business

        a. Prayer

        b. Call to order

        c. Attendance

        d. Conflict of interest statement

        e. Review and approval of minutes

        f. Subcommittee and/or Officer reports

        g. Old business

        h. New business

        i. Standing Items

        j. Announcements

        k. Adjournment

VIII. **Operational Procedures:**

    1. Attendance and Fulfillment of Service

        a. Each member of the FA is to notify the Chair if he/she cannot be present.

        b. If a member is not fulfilling his/her obligations in service to the FA, the Chair will consult with him/her to decide if the individual wishes to continue to serve the FA. If the fulfillment of service continues to be a concern, the Chair may ask the individual to resign from the FA.

    2. Quorum, Voting, and Rules

        a. A quorum must be present to conduct the business of the FA and shall consist of two-thirds (2/3) of voting members.

        b. Motions shall require a simple majority vote for passage.

        c. In the event of a tie and after good faith deliberations, the Chair may cast his or her vote to resolve the tie.

        d. All meetings will be conducted using a version of Robert's Rules of Order to efficiently and equitably conduct business as determined necessary by the FA's parliamentarian.

        e. The Chair is to be notified of any conflicts of interest related to the work of the FA. Members are to be excused from the meeting room during discussion of any such conflicts.

    3. Approval of the FA: The work of Academic Committees or other entities authorized on behalf of FA, is approved by the FA under Standing Approval or Direct Vote.

        a. Standing Approval Process: When requested by Faculty Leadership, the Academic Committees will report (CSRs) to the FA all essential Committee activity including all motions passed from the time of the last report. All motions have a Standing Approval unless objected to by any member of the FA within the review period. The review period is ten business days beginning when the report has been distributed to the FA. If an objection is noted within the review period, the FA Chair may call a full FA vote on the motion within ten business days.

   b. Direct FA Vote: The Chair of an Academic Committee may request a full FA vote on issues the Committee views as essential to the academic life of the College and impactful to the members of the FA. The request for a full FA vote is to be made to the FA Chair and is at the full discretion of the FA Chair.

IX. **Bylaws:** Bylaws of the FA and any subsequent amendments or revisions must be approved by two-thirds (2/3) vote of the Executive Council of FA and FA. Upon initial approval of the Executive Council of FA, the bylaws/amendments/revisions are forwarded in a sequential approval process.

STAFF GOVERNANCE

Staff Assembly is the representative body of the staff that allows the membership to participate in the Shared Governance of the College. This includes exempt, non-exempt, part-time and full-time employees who do not serve in a position of leadership (Executive Staff or Dean), or as a faculty member as the primary function of his/her job.

Staff Council is an elected body that represents Staff Assembly in the participation of Shared Governance of the College. Staff Council supports the College mission by fostering a positive and respectful work environment by advocating for the interests and concerns of staff assembly, promoting a sense of community among all college employees, maintaining communications among staff members, encouraging professionalism, personal, and professional development of staff, and reviewing, initiating, and making recommendations on college issues and life in the workplace that affects staff members.

Council responsibilities include, but are not limited to:
- Share Staff Council business and information with all staff members
- Provide at least two annual meetings for all staff members
- Promote involvement of staff members in college events
- Promote staff development
- Foster a spirit of unity among all members of the College community
- Support the mission, vision, and values of the College
- Encourage an environment of professionalism

Professionalism statement: Professionalism is a style of behavior in the workplace that embraces several important characteristics, which align with the mission and values of the institution, such as competency, reliability, ethical, and organized, while exemplifying a neat appearance, positive attitude, and just actions toward others.

I. **Membership**
   a. **Number**: Staff Council consists of no fewer than ten (10) and no more than fourteen (14) members who broadly represent the departments and divisions within the College and includes both non-exempt and exempt staff. It will be attempted that the percentage of members be proportionate to the number of current nonexempt vs. exempt staff. The President, Vice President of Academic Affairs (VPAA)/Dean of Faculty, Vice President of Student Affairs (VPSA)/Dean of Students, and Vice President of Strategic Planning, Institutional Effectiveness, & Enrollment Management (VPSP,IE&EM) are ex-officio members of the Council and all its committees.
   b. **Length of term:** Council members may serve two consecutive two-year terms, or four years total without interruption. After two terms, members must sit out for one year before becoming eligible for membership again.
   c. **Nominations and Elections:** Each year a Council Member shall be appointed by the Chair to lead the nomination process. The Council shall determine the timeline for

the nomination process which is completed June 1st of each calendar year. Staff members may self-nominate or may be nominated by another staff member. The Staff Council will review all nominations and create the election Wufoo at the June meeting. The election Wufoo will be emailed to all Staff members to vote on nominated council members in early July. Council will tally the voting, and membership will be confirmed at the July meeting. The decision of the Council regarding membership for the upcoming year will be communicated to the College community by September 1.

    d. **Vacancies:** In the case of vacancy for any reason, the Chair may recommend filling the unexpired term, giving preference to those who were previously nominated, but not elected. The entire Council votes on approval of the nominee.
A Council Member will receive a warning from the recorder after his/her second unexcused, consecutive absence. Upon the third unexcused, consecutive absence, the Council upon motion will affirm or deny removal of the individual from the Council. The Chair shall inform the member of the Council's decision.

    e. **Member responsibilities** include, but are not limited to:
- i. Attend monthly Staff Council meetings and committee meetings as assigned, unless excused by the Chair.
- ii. Maintain confidentiality of the business conducted at meetings when indicated.
- iii. Engage in the decision-making process, keeping in mind a broader perspective that goes beyond one's personal agenda.

II. Staff Council Officers and Duties

    a. Chair (a second-year member)
- i. Schedule all meetings.
- ii. Prepare meeting agendas and send to Council members one week prior to the meeting.
- iii. Share written suggestions from any staff member who does not sit on the Council.
- iv. Preside at Council meetings.
- v. Vote in tie-breakers.
- vi. Share recommendations from the Council with appropriate officers (President, VPAA/DOF, VPSA/DOS and VPSP,IE & EM).
- vii. Perform other duties incidental to the office.
- viii. Serve as ex-officio member of all standing and ad hoc Staff Council committees.
- ix. Prepare an annual plan of goals and objectives using the current College reporting instrument.
- x. Prepare the annual written report of the activities, accomplishments, and recommendations via the current College reporting instrument. File with the minutes of the annual meeting.
- xi. Lead the Council in development of annual objectives.
- xii. Report at College Assembly.

    b. Chair-elect: a first- or second-year member who is willing to assume responsibility as Chair for one year following the completion of the current Chair's term.
- i. Perform the duties of the Chair in the absence of the latter.
- ii. Assume responsibility as Chair when the term of the Chair expires.

    c. Recorder
- i. Keep accurate minutes of all meetings.
- ii. Distribute the minutes to Council members at least one week in advance of the next meeting.

iii. Keep accurate attendance records for Council members each year.
iv. Notify the Chair of the unexcused absence of a representative from three consecutive meetings.
v. Maintain and post accurate files of all Council committee meeting minutes on the M drive.
vi. Provide a smooth transition of records to the next recorder.
vii. Communicate meeting dates and other important information to staff.

d. Election
i. All officers are elected from and by the Staff Council members at the September regularly scheduled meeting by simple majority vote. Officers serve a one-year term in their respective role. Council members may hold office at any point of their membership except for the Chair – must be a second-year member.

III. Meetings
a. **Regular Meetings:** Regular meetings are held the third Thursday of each month for one hour and are open to all staff. Individuals who are not Council members may not vote. They attend as observers only, unless invited to speak. Council reserves the right to move to executive session when discussing potential removal of a current member or when hearing the Nominating Committee report.

Items can be submitted by any staff person to the Chair at least one week prior to the regular meeting for inclusion on the agenda. Staff Council is not a forum for grievances. All grievances must be filed by following the stated policies and procedures provided by Mercy Human Resources.

b. **Annual Meeting:** All staff are invited and encouraged to attend the annual meetings, held each August and January before fall and spring semester begin. A summary of the previous year's work and plans for the current year will be presented.

c. **Special Meetings:** Special meetings may be called by the Chair or may be requested when the majority of the Council members have identified a need.

d. Order of business
i. Call to order
ii. Prayer
iii. Overview of agenda
iv. Review and approval of minutes
v. Committee reports
vi. Old business
vii. New business
viii. Adjourn

IV. Operational Procedures
a. **Attendance:** Each member is to notify the Recorder if he/she cannot be present.
b. **Quorum:** A quorum shall consist of one more than half of the members of the Council. A quorum is required for the meeting to be considered official and for any votes taken at a meeting.

V. Committees: Staff Council may form an ad hoc committee to serve specific functions for a limited time. Any staff member may serve on an ad hoc committee with approval from the Chair of the Staff Council. These committees report to the Council at regular meetings.

VI. Parliamentary Procedure: Staff Council follows Robert's Rules of Order.

VII. Amendments: Mercy College Staff Council may amend these Bylaws at any time. A written copy of the proposed amendment shall be presented to Council Members at least one

month prior to voting. An affirmative vote of two-thirds of the Council Members present at a given meeting is needed for approval.

Section IV – Information and Policies Governing Faculty and Staff Service

BON SECOURS MERCY HEALTH AND MERCY COLLEGE POLICIES

In addition to the information provided in this Handbook, faculty and staff are responsible for knowing and abiding by all Bon Secours Mercy Health and Mercy College policies which are available on the Hub, on or off-campus, to all faculty (including adjunct faculty) and staff. Please note that all policies and procedures are updated on an ongoing basis. For access to all policies and the most up-to-date information, please refer to the following links.

On Campus Link to Mercy College Policies

On Campus Link to Bon Secours Mercy Health Policies

Off Campus Link: https://ehub.mercy.com

MERCY COLLEGE POLICIES

Open the Hub and go to Specialties/Services, Mercy College of Ohio, then find **Communities** along the left side of the page and click on the plus sign. Go to the **Compliance (Public)** community. Once policies are approved by the Board of Trustees, they are posted to the Policy and Procedure folder, which is available in the Compliance (Public) community.

BON SECOURS MERCY HEALTH POLICIES

Open the Hub and go to the Policies tab to search for Bon Secours Mercy Health policies.

Appearance and Attire-BSMH-HR-CUL 001

Key points of the Bon Secours Mercy Health policy on appearance and attire, which applies to College employees, are as follows. We want all College constituents to experience a pleasant and professional educational environment. Employees of the College must also comply with all facility and/or departmental policies or protocols regarding uniforms, personal protective equipment, or other attire relating to clinical matters such as infection control and patient safety. Refer to the full policy for information on tattoos, jewelry, capris, leggings, sleeveless attire and more. Dress for all off-campus clinical assignments should meet clinical facility requirements established by program faculty.

It is the policy of Mercy College of Ohio to assure that all College employees are dressed in appropriate professional attire. During the fall and spring semesters of the academic year faculty and staff can participate in Spirit/Jean Day. Every Friday during the semester faculty and staff make a monetary donation, and in return, they are permitted to wear appropriate jeans with Mercy College apparel. Jeans and apparel should not be transparent, open-weave, ripped or with holes. Additional Spirit/Jean Days may be announced.

Clear Desk and Clear Screen-Mercy Health Policy PE-2-PO-1

The Clear Desk and Clear Screen system policy is available via the **Compliance 360 policy database** on the Hub. Once on the Policy Search screen, enter "Clear Desk and Clear Screen" text in the keyword field. Under the Division section select **Bon Secours Mercy Health.**

A clear desk and clear screen policy can reduce the risk of information theft, fraud, or a security breach caused by sensitive information being left unattended and visible in plain view. A clear desk

and clear screen policy is one of the top strategies to utilize when trying to reduce the risk of security breaches in the workplace.

Code of Conduct

The Bon Secours Mercy Health Code of Conduct guides us to do the right thing every day across one ministry whether we work in a hospital, physician office, shared services building, or the College. The Code is grounded in our Mission, Vision and Values and is an enduring commitment to ethical behavior.

It is a set of guardrails to keep us from driving off the road amidst an array of compliance, regulatory and ethical requirements. It provides guidance to help all associates seek the right resources, ask the right questions, and ultimately make the right decisions with integrity. The Code is available on the Corporate Social Responsibility page on the Hub.

Drug & Alcohol Free Workplace – BSMH-HR-STWB_002

It is the policy of Mercy College to ensure a drug-free workplace/educational environment and to be in compliance with the Drug-Free Workplace Act of 1988 (41U.S.C. 701 et. Seq.). This is a requirement of the Department of Education in order to be eligible for Title IV Funds (Financial Aid). All College employees are required to read and sign a drug-free workplace policy statement.

Information Technology- Mercy Health Acceptable Use Policy AT-1-PO-1

The Acceptable Use policy is available via the **Compliance 360 policy database** on the Hub. Once on the Policy Search screen, enter "acceptable use" text in the keyword field. Under the Division section select **Bon Secours Mercy Health.**

 Faculty and staff, who are, as part of their work (paid, volunteer, or contract), required or involved with using the College's computers must agree to abide by the standards of Mercy Health's Acceptable Use Policy AT-1P0-1. All new employees are required to sign a Privacy Security and Confidentiality Attestation.

If employees experience difficulty with computers or other information technologies, contact the SERVICE DESK at 1-833-691-4357 or online at *https://bsmhealth.service-now.com/sp*. Visit *Mercy College IT services* for the most up to date IT information/resources.

Jury Duty & Court Appearance Leave - Mercy Health Policy HRMH016

The Jury Duty & Court Appearance Leave policy is available via the **Compliance 360 policy database** on the Hub. Once on the Policy Search screen, enter "jury duty" text in the keyword field. Under the Division section select **Mercy Health Corporate.**

Mercy College supports employees' civic responsibilities by providing paid time off when summoned for jury duty and will compensate the employee at the regular base rate of pay for the time the employee would normally be scheduled to work during the Jury Duty Leave. Employee is required to provide copies of the subpoena or jury summons to their Supervisor.

Bereavement Leave Plan

This plan is designed to provide paid time off for an associate who suffers the loss of a member of their Immediate Family.

Paid Time Off (PTO)

Exempt Paid Time Off (PTO) Plan Overview
All exempt and non-exempt benefits eligible employees who are budgeted 16 hours per week or greater are eligible for PTO.

Non-exempt (full-time and part-time) associates are eligible for Paid Time Off (PTO). The amount of PTO available is based on hours worked and years of service. For more information [click here](#).

Social Media - Bon Secours Mercy Health Policy BSMH-HR-CUL_008

Bon Secours Mercy Health (BSMH) associates and workforce members must refrain from social media use that may cause harm to patients, associates, workforce members, or otherwise unlawfully disrupt operations. We want associates and workforce members to understand that BSMH proprietary information and protected health information (PHI) should not be disclosed on social media in any circumstance, they are responsible for and assume all legal risk for information shared on social media, any information and/or conduct they display on social media that negatively affects their job performance, the performance of another associate or workforce member, or any patient, customer, supplier, or any other individual that works on behalf of BSMH or BSMH's business interests, is subject to corrective action, and our open-door philosophy should be used to resolve workplace conflicts versus using social media.

Environmental Safety Management Plan - Tobacco Free Environment

The Environmental Safety Management Plan policy is available via the **Compliance 360 policy database** on the Hub. Once on the Policy Search screen, enter "environmental safety" text in the keyword field. Under the Division section select **Mercy Health Corporate.**

In a health promotion effort, Mercy College has established a tobacco-free environment. Smoking or any tobacco use, including smokeless tobacco, is not permitted in the College nor is it permitted on the grounds. It is expected that all students and College personnel will comply with this policy.

Tuition Assistance Plan Overview

Mercy Health offers a tuition assistance program (referred to as the "Plan") to develop talented employees for critical ministry roles to meet workforce needs. Through this program, Mercy Health provides financial assistance to eligible employees for continuing education and skills training for approved programs and certifications relating to their position and/or direct patient care. Process for requesting tuition reimbursement is located on the HUB/Employee Quick Links/HR Service Now .

MERCY COLLEGE POLICIES [EXCEPT FOR FACULTY POLICIES (200-LEVEL)]

Civil Rights/Non-Discrimination - Mercy College Policy 109

Approved by Mercy College Board of Trustees, June 2019

Mercy College of Ohio is committed to providing equal opportunities for all persons regardless of race, color, national and ethnic origin, sex, sexual orientation, disability, age, marital status, religion, pregnancy, genetic information, and any other legally-protected class in admissions and educational programs, services and activities, in accordance with applicable federal and state law.

Tuition Exchange Program- Mercy College Policy 162

Approved by Mercy College Board of Trustees, June 2020

Mercy College of Ohio is a member of the Tuition Exchange Program (TE). The purpose of this program is to provide educational benefits for dependents of member institution employees, as well as facilitate the exchange of students among member institutions. Participation in the program is limited by The Tuition Exchange, Incorporated. For information, contact the Vice President of Strategic Planning, Institutional Effectiveness, Enrollment Management who serves as the institutional Tuition Exchange Liaison Officer (TELO).

Tuition Remission- Mercy College Policy 164

Approved by Mercy College Board of Trustees, June 2018
Mercy College offers its full-time employees, their spouses, and dependent children (as defined by the IRS), a remission of tuition costs subject to certain eligibility requirements and conditions through tuition remission at Mercy College of Ohio.

College Closings and Cancellations - Mercy College Policy 171

Approved by Mercy College Board of Trustees, 2018

Guidelines for cancelling classes, delaying, early closing and/or closing:
1. No communication will be sent if the College is open.
2. The decision to alter the hours of operation of the College will be determined by College administration between 5:30am-6:00am.
3. If administration decides to delay opening or to close the College, notification is made through the following:
   - The RAVE alert system
   - Posted to Mercy College social media outlets (i.e. Facebook, Twitter, Instagram)
   - Posted on the Mercy College website
   - Posted to various local media outlets (TV, radio)
4. In the case of a Level 3 Snow Emergency for Lucas County (Toledo), as issued by the Sheriff's Department, the College will CLOSE, and there will be no open labs. No faculty, staff or students are to report.
5. When the College is closed to all faculty, staff, and students, hourly associates will be paid for the hours of weather-related delays and closures.
6. Toledo and Youngstown will be treated as separate locations for weather-related decisions and announcements.
7. Online course expectations will not be changed/disrupted due to cancellation of classes or closing the College. Online courses are not impacted by college delays or closings and continue according to their schedule.
8. Face-to-face classes with scheduled start times that are prior to the start of the delay are considered cancelled (i.e., an 8:00 am – 11:30 am class and a delay until 10:00 am). Faculty will communicate any alternative academic requirements directly to students (i.e. – live video conference during the delay or alternative assignments).
9. If classes are cancelled, staff associates are expected to report to work unless otherwise notified.
10. *For Fall 2020 and Spring 2021, while the College is following Pandemic Guidelines and using a modified schedule, all online activities will continue during a college delay, class cancellation, or closure. Only on-campus activities are impacted.

Minors On Campus- Mercy College Policy 176

Approved by Mercy College Board of Trustees, March 2018

Mercy College is not responsible for any unsupervised children on campus at any time.

Copyright Guidelines- Mercy College Policy 302

Approved by Mercy College Board of Trustees, June 2019

To enable the use of certain copyrighted material for teaching and learning while also protecting the rights of the copyright owner and the interests of the Mercy College of Ohio ("the College"). Copyright laws are intended to guard against the unfair use of a protected work, such as through plagiarism, unauthorized copying, or use of the work by more users than allowed. Mercy College of

Ohio faculty and staff are responsible for being knowledgeable of the information set forth herein and familiarizing themselves with current laws and Congressional guidelines related to intellectual property rights as set forth in this policy.

Mercy College of Ohio established this policy to protect the many interests of administrators, individual faculty, staff, students, and the College.

The Mercy College librarians can assist in interpretation of the copyright guidelines and the *Fair Use Checklist*.

Family Educational Rights and Privacy Act (FERPA)- Mercy College Policy 510
Approved by Mercy College Board of Trustees, March 2018, Technical Revision April 2018

To ensure the privacy and protection of student files the following is a brief update and review of procedures regarding applicant and student records, and release of information.

- The entire Policy 510 Family Educational Rights and Privacy Act (FERPA) is available at *www.mercycollege.edu/ferpa*.
- Students will be notified each semester of their rights to review records and of the appropriate required College procedures by which to request review.
- The act does NOT apply to applicants. Refer all questions about applicant files to the Vice President of Strategic Planning and Enrollment Management.
- Faculty and staff may request permission to view a student's record but must prove they have a legitimate educational interest prior to accessing the information.
- Parents and spouses are NOT given information from a student's file unless the student has completed a Release and Consent of Disclosure form that authorizes release of student information to the requestor. All accepted students regardless of age are protected by FERPA. Students under the age of 18 have the same rights as legal adults and information is not to be released to parents without consent from the student.
- Institutions requesting information will need to provide a signed release from the student for the information request to be released.
- Any concerns or questions regarding release of student information should be directed to the registrar@mercycollege.edu.

Note: As a private institution, Mercy College is not governed by Ohio statutes, which allow release of additional types of information to employees and applicants.

Medical Emergency
1. If a faculty/staff member, student, or visitor appears to be in a life-threatening situation, the first person to the scene should immediately call 911,
2. then contact Mercy Public Safety.
3. Mercy Public Safety will direct the College's response to the situation.
4. Mercy Public Safety notifies the VPSA who will notify other staff as needed. The decision to communicate with the faculty/staff member/student's emergency contact(s) or other college personnel will also be made.

<div align="right">* From Mercy College Emergency Response Plan (ERP) 2016</div>

Emergency Management Team
Mercy Public Safety
Vice President of Academic Affairs (VPAA/DOF)
Vice President of Student Affairs (VPSA/DOS) Manager of Operations

For complete information visit the *Campus Safety and Security* page of the Mercy College website.

Tuition Waiver - Bowling Green State University (BGSU)

BGSU shall provide tuition waivers equivalent to fifty percent (50%) of the in-state instructional fee to all Mercy College faculty and staff who are eligible for full-time benefits as Mercy College employees. Dependent children of eligible Mercy College employees are also eligible for a BGSU instructional fee waiver equivalent to fifty percent (50%) of the in-state instructional fee. An employee's dependent child is defined as an unmarried stepchild, legally adopted child, and/or a child for whom either the employee or the employee's spouse is the legal guardian or custodian and is considered an eligible dependent by IRS Section 152. Mercy College employees must apply for the waiver by completing the required documents. BGSU institutional scholarships may *not* be used in conjunction with this fee waiver. Upon requesting and processing the fee waiver, any BGSU institutional scholarships will be removed from the student account. Fee waivers may be applied only once per course (i.e., any cost to retake a class must be paid by the student). Fee waivers may be applied to only one BGSU degree per student.

Tuition Waiver - Tiffin University

Tiffin University shall provide tuition waivers equivalent to fifty percent (50%) of the in-state instructional fee to all Mercy College faculty and staff who are eligible for full-time benefits as Mercy College employees. Dependent children of eligible Mercy College employees are also eligible for a Tiffin University instructional fee waiver equivalent to fifty percent (50%) of the in-state instructional fee. An employee's dependent child is defined as an unmarried stepchild, legally adopted child, and/or a child for whom either the employee or the employee's spouse is the legal guardian or custodian and is considered an eligible dependent by IRS Section 152. Mercy College employees must apply for the waiver by completing the required documents. Tiffin University institutional scholarships may *not* be used in conjunction with this fee waiver. Upon requesting and processing the fee waiver, any Tiffin University institutional scholarships will be removed from the student account. Fee waivers may be applied only once per course (i.e., any cost to retake a class must be paid by the student). Fee waivers may be applied to only one Tiffin University degree per student.

SECTION V – FACULTY POLICIES AND GUIDELINES

ABSENCE (FACULTY)

Faculty members who are unable to meet their teaching/clinical obligation due to illness, bereavement, or emergency will adhere to the following procedures:

- Contact Program Director and/or Division Dean of academic program/division who will assist in planning for coverage of a class or rescheduling of a clinical.
- Alert appropriate division administrative specialist/support coordinator who will share any notice of cancellation or rescheduling with the College Admission Administrative Assistant (6th floor Jefferson front desk, 419-251-1313).
- Contact students in the class/clinical group regarding change and rescheduling via email using the College email system or through the Empower system.

For cancellations of clinicals, alert clinical unit/course instructor of cancellation.

FACULTY CONTRACTS - MERCY COLLEGE POLICY 201

Approved by Mercy College Board of Trustees, September 2019

The purpose of this policy is to provide a mechanism for the following faculty contracts: initial, renewal, nonrenewal, and termination.

Mercy College's policy requires that faculty appointments be made by a formal contract signed by the faculty member and the College President and retained in the faculty member's personnel file in the Office of the Manager of Operations. Contracts include the rank, salary, length, and any other conditions of employment. Changes in rank and promotion are subject to the approval of the Mercy College Board of Trustees. All faculty members shall have academic freedom under any form of appointment. Faculty appointments and reappointments are contingent upon student enrollment, performance, and the financial ability of the College.

APPOINTMENTS

Faculty members are appointed to one of the following types of contracts:

Adjunct: The length of the contract is for one academic semester or a defined period of time within a semester. Such contracts have no right of renewal.

Pro Rata: A 0.5 part-time faculty member with specific contract terms outlined by the Vice President of Academic Affairs. Pro Rata faculty can be hired at any rank.

Annual (38 weeks or 12 months): Full-time faculty members are initially appointed to a one-year contract. The one-year contract is renewable depending on College needs and performance of the faculty member. With exceptions, full-time faculty members are appointed to one-year contracts until eligible for a multi-year contract (criteria are listed in the "Procedures" section).

The following criteria are considered in determining eligibility for contract renewals:

1. Teaching excellence
2. Scholarly endeavors
3. Service to the College and/or the community
4. Commitment to the College mission, vision, and values
5. Satisfactory performance reviews as conducted annually by the faculty member's direct supervisor
6. Progress toward an advanced degree when applicable

PROCEDURES:

I.   Annual Contracts
1. The renewal of full-time faculty one-year contracts is as follows:
    a. Division Deans submit a request for contract renewal to the VPAA/DOF on or before March 15.
    b. Faculty members who will not be offered a contract renewal will be notified in writing no later than May 1.
    c. Faculty must return signed contract by the date listed. If the contract is not signed and returned, it will be assumed the faculty member does not wish to renew the contract and is resigning.
    d. Benefits continue during the summer for all faculty members including those on 38-week contracts.
II. Eligibility for full-time faculty multi-year contracts is as follows:
1. A faculty member must progress through the Rank and Promotion process in order to be considered for a multi-year contract*. See table below for eligibility.

Rank	Recommendation for Multi-year Contract Length
Instructor	Not available, year-to-year contract only
Assistant Professor, with less than 3 years of academic service	Annual Contract
Assistant Professor, with 3 or more years of full-time academic teaching	Eligible for a 3-year contract upon approved rank promotion by the College Board of Trustees
Associate Professor, with 3 or more years of full-time academic teaching	Eligible for a 3-year contract upon approved rank promotion by the College Board of Trustees
Professor, with 3 or more years of full-time academic teaching	Eligible for a 4-year contract upon approved rank promotion by the College Board of Trustees

2. With exceptions, a faculty member must serve a minimum of three years before applying for promotion to the next Faculty rank and becoming eligible for their first multi-year contract.
3. If a faculty member at the Assistant Professor rank is denied promotion to the rank of Associate Professor, the faculty member becomes ineligible for a multi-year contract and will be transitioned to an annual contract.
4. If a faculty member at the Associate Professor rank is denied promotion to the rank of Professor, the faculty member becomes ineligible for a multi-year contract and will be transitioned to an annual contract.
5. *If a faculty member at the Associate Professor rank is ineligible for promotion to the rank of Professor based on their degree level, the faculty member in good standing may be considered for a multi-year contract via an alternative procedure as outlined by the Vice President of Academic Affairs/Dean of Faculty in consultation with the Division Dean based on the faculty member's professional qualifications.

a. The alternative procedure will include the faculty member completing a comparable portfolio to be reviewed and approved by the Division Dean, Vice President of Academic/Dean of Faculty, President.
6. Multi-year contracts are contingent upon financial ability of the College and recommendations of the Division Dean and/or Faculty Advancement Committee to the Vice President of Academic Affairs/Dean of Faculty.
7. Multi-year contracts will be null and void in the event of a reduction in force. However, the College will make every attempt to find a displaced faculty member another equivalent position if such a position exists.
8. Cost-of-living and/or performance-based merit increases will be awarded to eligible full-time faculty members regardless of contract length, and will be based on performance evaluation and recommendation of the Dean.

III. Multi-year contracts apply to faculty responsibilities, including teaching, scholarship, and service, and-administrative duties if applicable. Faculty administrators may return to a faculty position with a salary commensurate with the discipline as determined by the VPAA/DOF in consultation with HR.

IV. Termination of Appointment: The College reserves the right to terminate a faculty member at any time for just cause. Cause for dismissal includes but is not limited to:
1. Failure to honor contractual responsibilities.
2. Neglect of assigned duties.
3. Violation of Mercy Health and/or Mercy College of Ohio policies.
4. Engaging in immoral or criminal actions.
5. Public disagreement with the mission, vision and values of the College.

THIRTY-EIGHT-WEEK SCHEDULE

Thirty-eight-week contracted faculty will begin *one week prior to the beginning of the fall semester and end at the completion of the spring semester.

Thirty-eight-week contracted faculty are provided time off during designated college holidays, fall break, designated Christmas break and spring break. One day of fall break will be designated as a College service day with faculty participation expected. Thirty-eight-week contracted faculty members do not earn Paid Time Off (PTO).

Evaluation of Faculty Qualifications - Mercy College Policy 202

Approved by Mercy College Board of Trustees, September 2019

This policy applies to all individuals who will be assigned as instructors of record for a course through either full-time or adjunct appointment. Instructors of record are responsible for the course, including developing its design, content, pedagogy, assignments, and assessments.

All academic degrees earned in the U.S. shall have been awarded by regionally-accredited institutions. For those individuals whose degrees are earned abroad, official transcripts (original paper copies or certified electronic copies) or documents that verify receipt of the degree must be submitted to and evaluated to verify the authenticity of the academic documents and demonstrate their comparability with U.S. credentials.

It is the policy of Mercy College that all faculty and instructional personnel must hold the following minimum credentials and qualifications ("qualifying factors") to be considered qualified to teach at the following levels:

MASTER'S DEGREE PROGRAMS

Must have one of the following qualifying factors:

1. Preferred (Qualifying Factor I)
   - Terminal degree as determined by the discipline AND
   - Record of research, scholarship or achievement appropriate for the graduate program.
2. Minimum Qualifications (Qualifying Factor II)
   - Master's degree or equivalent as recognized by appropriate accrediting body and as determined by the discipline AND
   - Record of research, scholarship, or achievement appropriate for the graduate program AND
   - 60 or more months (5 years+) of professional experience in the discipline/field AND
   - Additional Expertise in the Discipline/Field.
     - o Licenses, certifications, as applicable: _____

BACHELOR'S DEGREE PROGRAMS
Must have one of the following qualifying factors:
1. **Academic Credentials** (Qualifying Factor I)[2,3,7]
   - Relevant academic degree one level above or higher of the program in which they are teaching; OR
   - Unrelated master's or higher degree and a minimum of 18 graduate credit hours related to discipline in which they are to teach.
   - If the candidate does not qualify under Qualifying Factor I, Qualifying Factor II OR III should be used.[8]
2. **Education, Training and/or Tested Experience** (Qualifying Factor II) [4,9,10]
   Candidate has unrelated master's degree and one or more of the following qualifying factors:
   - Relevant qualifying professional credentials*
   - 60 or more months of professional experience**
3. **Education, Training and Tested Experience** (Qualifying Factor III) [4,9,10]
   Candidate does NOT have a Master's or higher degree, but has a related Bachelor of Science or Art Degree:
   - Relevant qualifying professional credentials* and 60 or more months of professional experience** may be presented to the Vice President of Academic Affairs for consideration if deemed to be qualified by the designated search committee for the position.

CAREER & TECHNICAL EDUCATION COLLEGE-LEVEL CERTIFICATE AND OCCUPATIONAL ASSOCIATE DEGREE PROGRAMS
1. **Academic Credentials** (Qualifying Factor I)
   Candidate must have one of the following qualifying factors:
   - Bachelor's degree or higher in field in which they are to teach[2].
   - Unrelated bachelor's or higher degree and 18 graduate credit hours in the discipline in which they are to teach[3].
   - If the candidate does not qualify under Qualifying Factor I, Qualifying Factor II should be used.
2. **Education, Training and/or Tested Experience** (Qualifying Factor II)[4,5,6]
   Candidate must have two of the following qualifying factors:[7]
   - Relevant qualifying professional credentials. *
   - 60 or more months of professional experience. **

- Professional certificate, diploma or associate's degree in discipline in which they are to teach.

GENERAL EDUCATION OR OTHER NON-OCCUPATIONAL COURSES

3. **Academic Credentials** (Qualifying Factor)[2]
   Candidate must have one of the following qualifying factors:
   - Master's degree or higher in the discipline or subfield in which they are to teach.
   - Unrelated master's degree or higher and a minimum of 18 graduate credit hours in the discipline or subfield in which they are to teach

1. "An institution that intends to use tested experience as a basis for hiring faculty must have well-defined policies, procedures and documentation that demonstrate when such experience is sufficient to determine that the faculty member has the expertise necessary to teach students in that discipline. In their policies on tested experience as a basis for hiring faculty members, institutions are encouraged to develop faculty hiring qualifications that outline a minimum threshold of experience and a system of evaluation."
2. Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established.
3. "…faculty teaching in undergraduate programs should hold a degree at least one level above that of the program in which they are teaching. If a faculty member holds a master's degree or higher in a discipline other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline in which he or she is teaching."
4. "Tested experience qualifications should be established for specific disciplines and programs and could include skill sets, types of certifications or additional credentials, and experiences."
5. Effective September 1, 2017. "When HLC's Board of Trustees approved the revisions to Assumed Practice B.2. in June 2015, it also extended the date of compliance to September 1, 2017, to allow institutions time to work through the details of the requirement and to bring their faculty into compliance through individual professional development plans."
6. "This experience should be tested experience in that it includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching."
7. Faculty teaching in higher education institutions should have completed a program of study in the discipline or subfield (as applicable) in which they teach, and/or for which they develop curricula, with coursework at least one level above that of the courses being taught or developed. Completion of a degree in a specific field enhances an instructor's depth of subject matter knowledge and is easily identifiable.
8. Tested experience may substitute for an earned credential or portions thereof. Assumed Practice B.2. allows an institution to determine that a faculty member is qualified based on experience that the institution determines is equivalent to the degree it would otherwise require for a faculty position. This experience should be tested experience in that it includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching.
9. The value of using tested experience to determine minimal faculty qualifications depends upon the relevance of the individual faculty member's experience both to the degree level and to the specific content of the courses the faculty member is teaching. An institution that intends to use

tested experience as a basis for hiring faculty must have well-defined policies, procedures and documentation that demonstrate when such experience is sufficient to determine that the faculty member has the expertise necessary to teach students in that discipline. 10. "Tested experience qualifications should be established for specific disciplines and programs and could include skill sets, types of certifications or additional credentials, and experiences."
All items sourced from: Determining Qualified Faculty Through HLC's Criteria for Accreditation and Assumed Practices; Guidelines for Institutions and Peer Reviewers; March 2016 © Higher Learning Commission

Guidance regarding these criteria is contained in the Higher Learning Commission document (*http://download.hlcommission.org/FacultyGuidelines_2016_OPB.pdf*) "Commission Guidance on Determining Qualified Faculty." If the guidelines of school-level or program-level accrediting bodies require higher standards on faculty qualifications than specified in this policy, the faculty qualifications guidelines of that specialized accrediting body take precedence.

The Faculty Qualifications Instruments are located at *https://www.mercycollege.edu/faculty-staff/forms/*

NOTE: Unique programmatic standards (e.g. accreditation) may require additional qualifications exceeding the defined criteria.

Please refer to the *Comprehensive Hiring and Onboarding Guide* for details on the complete hiring processes for faculty and staff positions including the search and screen committee processes to the actual employment offers by Mercy Health Talent Acquisition.

PROFESSIONAL DEVELOPMENT FOR FACULTY - MERCY COLLEGE POLICY 206
Approved by the Mercy College Board of Trustees, September 2019

The Faculty Development Committee will lead efforts in collaboration with the VPAA/DOF to provide faculty development focused on teaching, scholarship, and service. The College will support attendance and participation at professional conferences, presentations or activities whenever possible. Faculty members will be invited to share information learned with faculty colleagues.

The objectives of professional development are:
I.   To foster and advance the professional growth of faculty.
II. To provide opportunities for personal, pedagogical, and leadership development.
III. To promote the establishment of measurable goals, ownership, and accountability for faculty development as outlined in the faculty evaluation process.

1. Professional Role/Goals consisting of academic success skills and career preparation
   - Pursues scholarship through formal educational activities, presentations, publications, and research or community healthcare activities.
   - Demonstrates use of Classroom Assessment Techniques
   - Attends at least one professional conference per academic year
   - Participates in a (discipline-related) professional organization
2. Pedagogical Role/Goals consisting of discipline-specific knowledge and skills
   - Maintains involvement in discipline-specific seminars/workshops, professional presentations or actual work in the field
   - Possesses and maintains licensure/certification in the field, if applicable
   - Maintains CEU requirements for the discipline, if applicable
   - Pursues advanced degree or certification in the discipline, if applicable
   - Demonstrates effective practice in the clinical/lab area, if applicable

- Assesses teaching/learning and develops methods for improvement
3. Organizational Leadership Role/Goals consisting of higher order thinking skills and personal development
   - Completes peer, self, and course evaluations
   - Serves in a leadership role on College/faculty committees
   - Participates in professional programs and organizations
   - Plans and organizes College activities/team player
   - Mentors, models and supports the success of others in the institution

Faculty Development Funds and Expectations

Full-time Faculty

Full-time faculty members have the opportunity to access $150 per year for professional development activities, including professional membership dues, journal subscriptions, etc., and an additional $600 for professional conference registration fees and travel, with approvals from the division dean, VPAA/DOF, and President.

Additional development funds may be provided by the VPAA/DOF as needed to comply with regional and programmatic accreditation requirements.

Faculty Evaluations Policy 226

Approved by Mercy College Board of Trustees, September 2019

The purpose of evaluation is to provide documentation that will facilitate careful and purposeful evaluation for contract renewal, salary increases and promotion decisions; and to provide an opportunity for introspection and guidance for professional growth as faculty, clinicians, and scholars. Evaluation of faculty takes place annually. As a part of the evaluation process, the Faculty Evaluation Instrument uses multiple sources of data including, but not limited to: summaries of student evaluations, self-evaluations, annual report, teaching evaluations by supervisor through direct observations, and contributions of service to the College, scholarly activities, and progress toward achievement of goals. A current curriculum vitae or resume is to be submitted each year for the employee's College personnel file.

PROCEDURE(S) 226: EVALUATION PERIOD

The evaluation period may be based on a calendar or academic year, depending on the contract, for 38-week or 12-month faculty. The process will be initiated through the office of the VPAA/DOF. All documentation will be submitted electronically.

Faculty Evaluation Instrument due dates will be determined by the VPAA/DOF in consultation with the Deans and may vary based on contract dates.

This procedure and evaluation materials will be available in the Office of Academic Affairs. At a minimum, the following materials are to be submitted to the faculty member's immediate supervisor/evaluator.

I. A faculty self-evaluation using the current performance appraisal tool.
II. Validation of participation in the peer evaluation process - It is each faculty member's responsibility to arrange for a peer review annually. The peer review report does not need to be included in the yearly evaluation packet.
III. A summary of student and clinical (if applicable) evaluations conducted at the end of each semester during the calendar year.
IV. Classroom Assessment Technique (CAT) summaries (a minimum of 1 per semester).

V. Formative teaching observation/evaluation – The teaching evaluation/observation must be completed by the faculty member's direct supervisor for all full-time and part-time faculty new to the College during the academic year.
   a. Additionally, annual teaching evaluation/observations are:
      i. Required for all faculty on single-year contracts
      ii. Required for all faculty at least once within a multi-year contract period
      iii. Required for faculty on a developmental or improvement plan
VI. Any additional information considered appropriate by the faculty member to support his/her professional effectiveness as an educator, scholar and contributor to the College community should be attached.

The workload of faculty at Mercy College includes responsibilities for teaching, scholarship, and service/administration. Prior to completion of the Faculty Evaluation Instrument the faculty member, in consultation with the direct supervisor, discusses the workload expectations for the next evaluation year.

If a faculty member's workload in one or more categories is projected to be greater or less than the minimum expectations, the proposed workload must be reviewed by the Division Dean and approved by the VPAA/DOF. The Faculty Evaluation Instrument (See Appendix A) is used to evaluate faculty performance in the following areas: **T**eaching, **S**cholarship, and **S**ervice/**A**dministration. Each category includes criteria for meeting objectives. The criteria are based on competencies identified for each academic rank with examples listed below.

SAMPLE ACTIVITIES/ACHIEVEMENTS TO FULFILL TEACHING, SCHOLARSHIP, AND SERVICE EXPECTATIONS

The objective of this section is to provide both the faculty member and the supervisor a list of the types of activities that might be appropriate for each category; it is not intended to be, nor should it be applied as, a checklist within a category. No faculty member is expected to perform every task on the list to be a solid performer.

The suggested activities and achievements are outlined by rank and should be documented by faculty members as they complete their self-evaluation. Faculty members may use activities from a lower or higher rank if applicable. For rank promotion, the faculty member must demonstrate proficiency as outlined for the advanced rank.

I. **Teaching**
   a. **Instructional Delivery Skills** – Interactive skills and characteristics which 1) demonstrate clear communication of information, concepts, and attitudes, and 2) promote or facilitate learning by creating an appropriate learning environment.

   Assistant Professor and Above
   - facilitate active learning
   - encourage student-faculty interaction in and out of the classroom
   - encourage students to work to their highest potential
   - respect diverse talents and ways of teaching and learning
   - maintain positive evaluations from program director, dean, peer, self, and students
   - show innovative teaching techniques
   - assist less experienced faculty members in the art of teaching

   Associate Professor and Above
   - mentor less experienced faculty members in the art of teaching

- use alternative delivery methods
- vary delivery style for undergraduate and graduate students

Professor
- mentor less experienced and experienced faculty members in the art of teaching
- provide developmental activities for faculty members in the art of teaching
- vary delivery style for undergraduate and graduate students

b. **Instructional Design Skills –** Technical skills in 1) designing, sequencing, and presenting experiences that facilitate student learning and 2) designing, developing, and implementing tools and procedures for assessing student learning outcomes.

Assistant Professor and Above
- encourage collaborative teaching and learning
- use classroom assessment techniques (CATs) to improve teaching
- participate in the development, modification, and implementation of the curriculum
- use appropriate audiovisuals and technology in the classroom and assigned work
- improve in teaching a course in succession
- assist less experienced faculty members in the art of teaching

Associate Professor and Above
- participate in faculty development related to innovative teaching
- mentor less experienced faculty members in instructional design

Professor
- mentor less experienced and experienced faculty members in the art of teaching
- design undergraduate and graduate coursework to meet the level of the student

c. **Content Expertise –** Skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced education and abilities.

Assistant Professor and Above
- model and uphold the standards of teaching in a specific discipline
- demonstrate high ethical standards within the discipline
- demonstrate continued growth and development as an educator as measured by yearly student, self, peer**,** program director and dean evaluations
- use appropriate references
- incorporate Mercy values in curriculum as appropriate
- maintain up-to-date knowledge in field
- use evidence-based practices in teaching and learning

Associate Professor and Above
- assist less experienced faculty members in the art of teaching
- mentor less experienced faculty members on content expertise

Professor
- mentor less experienced and experienced faculty members in the art of teaching
- develop new content in field of expertise
- create graduate-level content in field of expertise
- conduct faculty development activities in area of expertise
- willingness to evaluate other faculty members in the evaluation process

d. **Course Management –** Management skills in the operation of a course including, but not limited to, timely grading of examinations, timely completion of add/drop and incomplete grade forms, maintaining published office hours, arranging for and coordinating guest

lectures, and generally making arrangements for facilities and resources required in the teaching of a course.

<u>Assistant Professor and Above</u>
- provide syllabi, outlines and other appropriate teaching materials, using the learning management system
- give prompt feedback
- report requested information in a timely manner

<u>Associate Professor and Above</u>
- mentor less experienced faculty members in course management
- assist less experienced faculty members in course management

<u>Professor</u>
- provide faculty development in course management

II. **Scholarly and Creative Activities:** Scholarly and creative activities in a faculty member's formally recognized area of expertise.

<u>Assistant Professor and Above</u>
- share knowledge when called upon
- explain how insight from CATs was used to improve classroom teaching and learning
- exhibit willingness to be involved in professional organizations and attend conferences
- actively participate in peer review
- demonstrate an understanding of current trends in a specific discipline when engaged in teaching/learning and in interaction with colleagues
- demonstrate a willingness to participate in a speakers' bureau
- pursue further education at an accredited university, if applicable
- maintain clinical skills and/or certification (discipline-specific)
- develop new courses

<u>Associate Professor and Above</u>
- present current information in such forums as journal clubs, case analysis, seminars or workshops
- receive recognition in the form of awards, honors, citations
- present academic or professional papers/posters
- author or contribute to curriculum/program design
- develop a video program, computer program, or interactive video in specific discipline
- publish a study guide

<u>Professor</u>
- act as a consultant within a specific discipline
- provide leadership to the College on issues of student learning and teaching assessment
- serve as an evaluator for regional or professional accrediting agencies
- edit or review texts or professional journals with credit given in book or journal
- provide scholarly research for Mercy College
- generate innovative services, projects, or programs to promote growth of Mercy College
- publish journal articles, textbooks and other scholarly works
- present or speak at a state, national, or international conference

III. **Service:** Activities offered to the community, which are in a faculty member's recognized area of expertise or those, which are performed as an institutional assignment/service. Service for which a faculty member receives remuneration over and above the faculty salary is not to be included in this section of the report.

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Assistant Professor and Above
- support Mercy College and student activities
- promote the Mercy College vision, mission and values
- contribute to assigned committees
- provide academic advising
- demonstrate a willingness and the ability to act as a team player in all roles assumed on behalf of Mercy College
- serve as a faculty advisor to student organizations
- serve as an officer in a community organization
- practice professional activities in the community

Associate Professor and Above
- serve as a committee chairperson
- demonstrate leadership in addressing issues or needs at Mercy College
- hold office or serve on committees of professional organizations

Professor
- chair or make a significant contribution to a major project or accreditation report
- contribute to grant writing for Mercy College projects
- serve as an evaluator for recognized accrediting agencies
- serve as an external Board member

IV. **Administrative Faculty (Rank Varies)**
   a. **Management** - Managerial and interpersonal skills that result in efficient and effective organization of the assigned area of responsibility.
      - manage and reconcile budgets
      - facilitate the business of the program and division
      - facilitate program admissions
      - manage program assessment
      - schedule courses and faculty
      - prepare accreditation material and assure program is meeting required standards
   b. **Leadership/Guidance/Vision** – Skills, knowledge, and abilities that demonstrate leadership and promote the vision, mission, and values of the College.
      - perform faculty and staff evaluations
      - review curriculum for quality and appropriateness
      - acquire clinical affiliations (new and continuous)
      - expand current programs and develop new programs for the College
      - provide effective and efficient leadership of assigned area of responsibility
      - serve as a spokesperson in sharing the vision, mission, and values of the College
      - collaborate with departments outside Academic Affairs
      - collaborate with Mercy Health as applicable
      - partner with divisions within Academic Affairs to build synergies when appropriate (IPE)

EVALUATIVE RATINGS
The following scale will be used to evaluate performance in each subcategory of performance and overall.

- **Accomplished** - Consistently exceeds expectations and accepted standards of professional performance of designated rank
- **Solid Performer** - Consistently meets expectations and accepted standards of professional performance of designated rank

- **Needs Development** - Does not meet expectations and/or standards of professional performance of designated rank
- **Unsatisfactory** – Consistently does not meet expectations and/or standards of professional performance of designated rank

FACULTY EVALUATION INSTRUMENT

The Faculty Evaluation Instrument is to be used by the faculty member and the direct supervisor to provide evidence and support progress on goals and expectations related to teaching, scholarship, and service. The following is expected of the:

Faculty Member Self-Evaluation:
- Provide clear and concise evidence to support self-rankings for the evaluation period as indicated on the Faculty Evaluation Instrument.
- Add comments to identify achievements or areas for improvement, assistance, or development.
- Evaluate goals for the current evaluation year and prepare goals for the upcoming year. The goals must be finalized prior to submission of the documents to the ~~(VPAA/DOF)~~.

Supervisor Evaluation:
- Complete the evaluator portion of the instrument after careful review of the materials provided.
- Add supervisor comments to support the ratings. Comments should be provided for all sections.
- Schedule a conference to review the evaluation with each faculty member being evaluated.
- Provide a signed and dated Faculty Evaluation Instrument with all required attachments to the faculty member and forward to the Division Dean or VPAA/DOF for review.

Division Deans will submit a signed and dated copy of the Faculty Evaluation Instrument with supporting materials to the VPAA/DOF by the scheduled due date.

Evaluations (Adjunct Faculty) - Mercy College Policy 227
Approved by Mercy College Board of Trustees, March 2019

Administrative evaluation of adjunct faculty takes place at the end of the first semester of hire and annually thereafter. Multiple sources of data are used in the evaluation of adjunct faculty performance that may include but are not limited to: summaries of student evaluations, role performance based on job description, and director/coordinator/ peer observations. The Division Dean/ Program Director/ Program Coordinator/ Program Lead or designee is responsible for completing the evaluation.

ACADEMIC RANK - MERCY COLLEGE POLICY 228
Approved by Mercy College Board of Trustees, June 2019

PURPOSE:
To provide an opportunity for recognizing the accomplishments and the professional academic excellence of full-time faculty members, including faculty with administrative release.

POLICY:
Mercy College of Ohio has adopted a system of rank and promotion for all full-time faculty members to give recognition and credit for their experience, excellence, accomplishments and academic achievements. The ranks of Assistant Professor, Associate Professor, and Professor are established at Mercy College of Ohio. Faculty evaluation and promotion are based on criteria in the following

areas: degree, teaching, scholarship, and service. Promotion from one rank to another is based on a self-initiated process administered by the Faculty Advancement Committee.

PROCEDURE(S) 228 ACADEMIC RANK:

I. With exceptions, the following, in ascending order, are the faculty ranks for full-time members of the Mercy College of Ohio faculty: Assistant Professor, Associate Professor, and Professor. This system recognizes the experience, contributions, accomplishments, and academic achievement of full-time faculty members, including faculty with administrative release. For a detailed list of qualifications and the rank and promotion process, see "Criteria" for further details or contact the chairperson of the Faculty Advancement Committee.
    1. The President and Vice President of Academic Affairs/Dean of Faculty (VPAA/DOF) in consultation with the Academic Dean establish initial rank at time of hire.
    2. The rank and promotion system applies only to individuals who have a full-time faculty contract, including those with administrative release.
    3. All applicants are expected to meet or exceed the criteria outlined for their rank and will be evaluated accordingly.

II. To apply for promotion, an applicant must have held the current rank for a minimum of three academic calendar years at Mercy College of Ohio (see "Criteria").
    1. Faculty who wish to apply for promotion in rank must meet criteria outlined in the Academic Rank policy.
    2. Faculty are expected to meet the Mercy College published teaching workload for three consecutive years prior to applying for rank and promotion.
    3. Time devoted to a leave of absence will not count toward experience or service.

III. The Rank and Promotion process is self-initiated by a candidate via 1) contacting his/her Academic Dean seeking confirmation of eligibility, and 2) submitting a letter of intent to the Chair of the Faculty Advancement Committee (see Promotion Calendar for dates). \
    1. It is the responsibility of the applicant to include objective evidence of all accomplishments at the time the application portfolio is submitted. It is the obligation of the applicant to prepare a portfolio, which includes a detailed narrative statement for each applicable evaluation criterion as listed under the heading for the relevant rank. The narrative statement should be clearly supported and connected to all supporting documentation.
    2. Three (3) letters of reference addressing the applicant's teaching, scholarship and service are required: one (1) from the supervising Academic Dean or Dean designee; one (1) from an officer representing a faculty committee on which the faculty member has recently served; and one (1) from a faculty member at or above the rank for which the faculty member is applying. Two additional letters of reference can be provided at the faculty member's discretion.
    3. All promotion portfolio resources will be submitted electronically to the Faculty Advancement Committee through the process outlined by the committee. Applicants submitting a letter of intent will schedule an individual meeting or attend a scheduled seminar with the Faculty Advancement Committee to discuss the portfolio process. Submissions should include at least the following materials representing the comprehensive period since the applicant's last successful rank promotion: application, curriculum vitae, three letters of reference, Faculty Evaluation instruments, student evaluations, and narrative statements along with supporting evidence to demonstrate teaching, scholarship, and service (see accompanying checklist). In addition, it is highly recommended that peer teaching evaluations be included in the portfolio. IV. The criteria listed for each rank are cumulative. To be promoted to the next rank, a faculty member must progressively demonstrate the accomplishment of criteria listed for that rank. Criteria are not limited to

those listed, nor must every criterion listed be met. Performance in each area (teaching, scholarship, and service) must be consistent and continuous.

IV. An applicant may rescind or withdraw his/her application at any time during the review process with written notification to the Faculty Advancement Committee chairperson.

V. Written summary recommendations from the Faculty Advancement Committee and applicant portfolios will be submitted to the VPAA/DOF for review. The VPAA/DOF may request to meet with the Faculty Advancement Committee to review applicants. After review, the VPAA/DOF will submit recommendations, to the President of the College who will move final recommendations forward to the College Board of Trustees (BOT).

VI. If the VPAA, President, or BOT decision differs from the recommendations made by the Faculty Advancement Committee, the VPAA/DOF will present the outcome and rationale to the committee chairperson. The applicant will be notified in writing within two weeks of the BOT decision whenever possible.

VII. Members of the Faculty Advancement Committee are expected to recuse themselves from reviewing an application where a personal or professional conflict of interest is present.

MERCY COLLEGE FACULTY RANK & PROMOTION CALENDAR

Date Due	Step
September 1	The Faculty Advancement Committee Chairperson will distribute a checklist of the minimum requirements for promotion for each rank to all faculty.
September 15	Faculty who wish to apply for promotion and meet the minimum requirements should contact their Division Dean to determine eligibility.
November 1	Eligible candidates will send a Letter of Intent to the Faculty Advancement Committee Chairperson declaring his/her intention to apply for promotion.
November 15	The Faculty Advancement Chairperson will send names of those submitting a Letter of Intent to the VPAA/DOF for a final verification of candidates' eligibility.
Prior to fall final exam	The Faculty Advancement Committee will conduct an information session for week faculty reviewing the application for rank process.
January 30 by Noon	The candidate will submit her/his portfolio to the Faculty Advancement Committee.
Mid-February	Faculty Advancement Committee will forward its recommendation(s) to the VPAA/DOF.
By end of March	The VPAA/DOF will make a recommendation to the College President.
Mid-March	The President will submit a recommendation to the College BOT who will make the final decision for promotion.
Post BOT meeting	The VPAA/DOF will inform the faculty member of the final decision of the BOT.

CRITERIA FOR RANK AND PROMOTION

Eligibility Requirements

ASSISTANT PROFESSOR:
Degree: A Master's degree OR terminal degree in related area; and appropriate licensure or certification, if applicable.

ASSOCIATE PROFESSOR:
Degree: Earned doctorate with five (5) years successfully completed teaching in a regionally accredited institution of higher education, three (3) of which were completed at Mercy College of Ohio; OR Master's degree with ten (10) years successfully completed teaching in a regionally-accredited institution of higher education, three (3) of which were completed at Mercy College of Ohio; AND appropriate licensure or certification, if applicable.

PROFESSOR:
Degree: Earned doctorate from a regionally-accredited institution of higher education with ten (10) years successfully completed teaching, three (3) of which were completed at Mercy College of Ohio; AND appropriate licensure or certification, if applicable.

Criteria:

These lists contain suggestions for the types of evidence that a candidate can provide to demonstrate his/her qualifications for rank. No candidate is expected to fulfill all the criteria. Rather, candidates are expected to use the lists as cues when gathering evidence of skills and composing a comprehensive narrative of achievements in the broader areas of teaching, scholarship, and service. Relevant and appropriate pieces of evidence not included in the lists provided are welcome. The evidence supporting each category should model professional expectations of faculty.

Note: Evidence of scholarship at higher rank may be submitted for lower rank, i.e., "Edits or reviews articles or books…" can be submitted for Assistant or Associate Professor rank, if applicable)

Teaching, scholarship, and service criteria for each respective academic rank are indicated on the pages that follow.

Academic Rank: Assistant Professor

Assistant Professor - Teaching:
- Receives positive evaluations from manager, peer, self, students
- Demonstrates innovative teaching
- Assesses instructional methods
- Creates Lesson Plans/Outlines of Instruction
- Uses current sources of information
- Uses appropriate technology
- Uses varied methods to address different learning styles of students
- Exhibits constructive relationship with students (concern for progress, availability, respectful treatment of students)
- Participates in Textbook selection within a course and/or program
- Participates in course design
- Improves existing courses thorough implementation of feedback and/or assessment data
- Adheres to course syllabi and recommends revisions
- Utilizes formative and summative assessment of student-learning

- Conducts, records and analyzes course meetings
- Mentors students

Assistant Professor - Scholarship:
- Maintains current membership in professional organizations
- Attends professional conferences or workshops
- Attends professional development activities (webinars, faculty development events, etc.)
- Pursues further education at an accredited college or university (if applicable)
- Examines current literature in his/her discipline
- Maintains clinical skills and/or current licensure and certifications in areas of expertise, if applicable.
- Participates in scholarly activities including but not limited to research projects

Assistant Professor - Service:
- Serves as an active member of a Faculty Assembly and/or College committee
- Supports Mercy College student activities
- Promotes Mercy College mission and values
- Promotes professional activities to community
- Volunteers professional knowledge and/or expertise in community
- Provides community service in non-professional events
- Participates in recruitment and retention activities
- Participates in College-oriented community events
- Participates in college and/or program accreditation activities

Academic Rank: Associate Professor

Associate Professor - Teaching:
- Participates in faculty development related to innovative teaching
- Critiques and Revises Lesson Plans/Outlines of Instruction
- Demonstrates ability to integrate new course material effectively
- Organizes course material effectively
- Designs new courses
- Creates and/or revises formative and summative assessment of student learning
- Implements innovative teaching strategies and/or active learning experiences

Associate Professor - Scholarship:
- Develops new courses, incorporating current literature or methodologies and/or various media
- Publishes academic or professional papers (College, local, regional)
- Presents at seminars, conferences or workshops (College, local, regional, national, international)
- Authors or contributes to curriculum/program design
- Collaborates in leading scholarly activities including but not limited to research projects
- Leads grant writing and management efforts

Associate Professor - Service:
- Develops new courses, incorporating current literature or methodologies and/or various media
- Publishes academic or professional papers (College, local, regional)
- Presents at seminars, conferences or workshops (College, local, regional, national, international)

- Authors or contributes to curriculum/program design
- Collaborates in leading scholarly activities including but not limited to research projects
- Leads grant writing and management efforts

Academic Rank: Professor

PROFESSOR -Teaching:
- Evaluates curriculum, lesson Plans/Outlines of Instruction of peers
- Evaluates new courses using appropriate standards
- Mentors faculty in implementation and evaluation of course materials
- Oversees textbook selection processes within a course and/or program
- Mentors new faculty in the development of formative and summative assessment of student-learning
- Develops collaborative learning experiences such as Interprofessional activities or simulation scenarios to facilitate synthesis of learning
- Review curriculum for quality and appropriateness
- Mentor faculty in best practices in the classroom
- Propose course and/or curriculum changes based on department and faculty data and in collaboration with curriculum and assessment committees

PROFESSOR- Service:
- Serves as evaluator for recognized accrediting bodies
- Chairs or makes significant contributions to major projects or accreditation reports
- Chairs a college faculty committee
- Participates in leading search committees
- Contributes to writing accreditation documents such as a self-study
- Leads grant writing efforts for Mercy College of Ohio projects
- Carries professional activities to the community
- Serves on professional association committees (national, international) in his/her discipline
- Serves as a model in promoting the Mercy College mission, vision, and values.
- Contributes to program admission, academic program review, and division assessment processes

PROFESSOR -Scholarship:
- Serves as a consultant or peer evaluator for professional accrediting agency
- Chairs a committee for professional organization or association
- Publishes journal articles, textbooks, or other scholarly works
- Acts as a peer-reviewer for professional journals or discipline-related textbooks
- Presents at seminars, conferences, or workshops (national, international)
- Facilitates research projects
- Mentors student and faculty research projects
- Leads curriculum development efforts
- Expands current programs and/or develops new programs for the college
- Leads grant writing and management efforts

Emeritus/Emerita Policy - Mercy College of Ohio Policy 229
Approved by Mercy College Board of Trustees, June 2019

The College and the Board of Trustees may confer the title of emeritus upon a retiring faculty member who has achieved eminence through scholarship, creative work, and distinction of service to the college. Designation of professor emeritus is not an inherent recognition of seniority, but of high distinction in teaching, professional development, and College service.

I.   The following criteria must be met:
    A.   The nominee has completed a minimum of ten (10) years of academic service at Mercy College of Ohio by the end of the academic year in which the nominee is to be honored.
    B.   The nominee holds current academic rank.
    C.   The nominee has made distinguished contributions to Mercy College of Ohio.
    D.   The faculty member to be honored must have announced the intent to retire by the end of the academic year.
    E.   The faculty member exhibited behaviors indicative of a commitment to the values of the college.

II. Appointment process:
    A.   Upon notification of intent to retire, an individual may be nominated by the Division Dean for emeritus/emerita status to the Vice President Academic Affairs/Dean of Faculty (VPAA/DOF).
    B.   The nomination shall be in writing and must include a current curriculum vitae and written summary highlighting fulfillment of the above criteria as well as other contributions made to the College.
    C.   The VPAA/DOF shall make a recommendation to the President.
    D.   The President shall review the recommendation and forward his/her recommendation to the Board of Trustees.
    E.   The Board of Trustees shall make the decision as to the granting of emeritus/emerita status to the nominee.
    F.   The decision of the Board of Trustees shall be final and not subject to further review.

III. The following privileges will be granted:
    A.   The granting of emeritus/emerita status is an honorary designation.
    B.   Emeriti/emerita shall have their names listed in the college catalog and have privileges as defined by the College.
    C.   May be asked to serve on committees or as a visiting lecturer.
    D.   Use of Mercy College of Ohio library and computer laboratory.
    E.   March in academic processions.
    F.   Invited to social and professional activities of faculty.
    G.   All privileges are gratuities and not contractual rights and may be modified by the College at any time without notice or obligation.

IV. The emeritus status is recognized at the first commencement ceremony following retirement.

Academic Grievance - Mercy College Policy 230

Approved by Mercy College Board of Trustees, September 2019

Mercy College of Ohio recognizes and endorses the importance of academic due process and resolving grievances properly without fear of prejudice or reprisal. In any organization involving persons with varying responsibilities and assignments, conflicts of interest and differences of interpretation may arise. Accordingly, the College agrees that it will use its best efforts to encourage the informal and prompt settlement of disagreements. The processes set forth in this policy are the steps for resolution of all faculty grievances and are designed to protect academic due process and academic freedom. The College prohibits retaliation against any faculty members involved in the grievance process.

DEFINITIONS:
A grievance is defined as any complaint, dispute or allegation by a faculty member, or group of faculty members, that there has been a perceived infringement of rights or breach, misrepresentation, or misapplication of College policy.

Grievances do not include issues regarding workplace discrimination, harassment, and retaliation, including retaliation for whistleblowing.

The purpose of the grievance process is as follows:

(1) to determine whether a transgression alleged by the grievant(s) was a result of an error in the application of Mercy Health/Mercy College of Ohio policies, procedures, or the administration thereof; and (2) to determine an equitable solution for the grievant(s) if such an error has occurred.

Failure of the grievant(s) to initiate the grievance procedure within ten (10) business days from the time of the incident shall be deemed to be an abandonment of the grievance. Business days are defined as Monday through Friday. A settlement reached at any step shall be final and binding. Time limits set forth within this policy and procedure may be extended in writing by mutual party agreement.

A demonstrated effort must be made by all parties involved to arrive at a fair and equitable resolution of each grievance. Each step in the process is designed to serve a specific function. The initial step is an informal process of reasoned discussion. If a resolution is not reached, the formal grievance process may be initiated.

GRIEVANCE PROCEDURE(S):

Step One: When a member or members of the faculty have a grievance, the VPAA/DOF and the appropriate Division Dean shall convene a private conference with the grievant(s). If a solution is achieved in the private conference, a mutually satisfactory written statement of the solution will be signed and retained by each party. The matter shall then be considered settled and will not be eligible for review thereafter.

Step Two: If a resolution is not reached, the VPAA/DOF will provide written notification to the involved parties. The grievant(s) may submit a written petition to the VPAA/DOF for a formal hearing may within ten (10) business days from notification.

Step Three: The petition should contain the following: the nature of the grievance, the person(s) against whom the grievance is directed (respondent(s)), any factual data and names of witnesses, a description of any evidence which the grievant proposes to present in support of their case, and the proposed resolution to the matter.

Step Four: The VPAA/DOF will provide the respondent(s) with a copy of the petition within two (2) business days.

Step Five: The VPAA/DOF will ask for a detailed written response within ten (10) business days. The response should contain any factual data and names of witnesses, a description of any defense of the petition, and the respondent's proposed solution of the matter.

Step Six: Within two (2) working days of receipt of the response, the VPAA/DOF will notify the President of the grievance, including the nature and parties involved.

Step Seven: Within five (5) business days of notifying the President, the VPAA/DOF will appoint an ad hoc faculty grievance committee composed of five (5) full-time faculty members from the Faculty Grievance Committee pool. No faculty member who is a party to the grievance may serve on the committee.

Step Eight: Grievance Hearing Process

I. The VPAA/DOF will convene the first committee meeting and review the grievance process, including the confidentiality of all meeting sessions and the restriction of public statements during and after the process. The committee will appoint a chair at the first meeting.

II. The committee will review all information provided by the parties prior to scheduling hearing dates and times.

III. The committee will notify all parties of the time and place of all hearings so that they may be present at all hearing sessions except when final recommendations are made. The Vice President of Student Affairs/Dean of Students will be notified of any actions or involvement of students.

IV. Hearings will be conducted as follows:
    a. Each of the parties has a right to have a faculty member present as a silent advocate.
    b. Parties may call witnesses (excluding silent advocates) to support their position.
    c. Testimony, whether written or verbal, will not be accepted anonymously.
    d. Hearings, testimony, and evidence are not bound by strict legal rules.
    e. The committee has a right to place time limitations on the testimony presented at the hearings.
    f. All records of the proceedings shall be secured in a confidential file by the committee chair until completion of the grievance process, at which time all recorded materials will be submitted to the VPAA/DOF.

V. The records of each case shall be destroyed after a five (5) year period from the date of the decision.

VI. The committee will review all information presented at the hearing(s) and present its recommendations in writing to the grievant(s), respondent(s), and the VPAA/DOF within ten (10) business days (excluding vacation periods). The VPAA/DOF will decide the final outcome of the matter. If the grievance is based on dismissal for cause or suspension, the burden of proof is on the grievant.

VII. respondent(s).

RIGHT OF APPEAL

All parties shall have the right to appeal in writing within ten (10) business days of receipt of the final decision. The written appeal will be addressed to the President with a copy to the VPAA/DOF. The chair of the ad hoc grievance committee and parties involved shall make themselves available to the President for review and clarification of the case. The decision of the President is final.

OUTSIDE EMPLOYMENT

Full-time faculty are expected to participate in professional activities, which contribute to the pursuit of excellence in teaching, scholarship, and service. Faculty should request permission from the Division Dean prior to pursuing employment outside the College (See Appendix B).

PROFESSIONAL LIABILITY INSURANCE

Faculty members have liability coverage for professional activities that are within the scope of their position descriptions. Additional professional liability coverage may be obtained at the individual's discretion and is recommended for those who engage in any type of clinical practice separate from that required in their faculty role.

FACULTY SUMMER GRANT PROGRAM

The Faculty Summer Grant Program is designed to fund scholarly activities in the summer months. The awards are intended to support:

    1) innovative methods to improve the content and methods of teaching and learning

OR

    2) unfunded or underfunded ongoing scholarly work

Full-time faculty members are invited to submit proposals for use of summer funding to the Vice President for Academic Affairs by **April 15.** The VPAA works in tandem with the Faculty Development Committee for their review, evaluation and recommendations. Final approval and funding decisions are made by the Vice President for Academic Affairs who will notify applicants ideally on or before April 30.

Faculty members who receive funding for their proposal, are expected to:
1. submit a Final Report Form to the Vice President for Academic Affairs by **September 30**
2. offer a public presentation planned in cooperation with the Faculty Development Committee
3. assist with the implementation and/or integration of the scholarly or innovative work
4. remain at the College for at least one academic year following completion

ELIGIBILITY
All full-time faculty members who will have completed one full year of service at Mercy College of Ohio. Summer Grant awards are limited to three consecutive awards.

AMOUNT AND DURATION OF AWARD
The maximum award of $1500 is based on three weeks of full-time/cumulative activity. A lesser investment of time would be funded accordingly. Grantees are strongly encouraged to supplement awards with outside funding.

APPLICATION AND REVIEW PROCESS:
A. Consult with your Division Dean <u>before</u> the proposal is finalized. The Division Dean's signature is required on the Cover Page of the application.
B. Request your supervisor to write a letter of recommendation to the Vice President for Academic Affairs describing the relevance of the proposed project for department/divisional and/or College needs.
C. Obtain a letter of recommendation from a colleague (internal or external to Mercy College) who has expertise in your discipline and can articulate support and the significance of the scholarly idea.
D. Contact the Vice President for Academic Affairs prior to the submission deadline if you have questions regarding the requirements for this grant, the appropriateness of your proposal, or any aspect of the review process.
E. Submit your proposal and all supporting materials to the Vice President for Academic Affairs by **April 15**. Please use the checklist in this packet to be sure that your application is complete.
F. The VPAA in tandem with the Faculty Development Committee will evaluate applications using the criteria of the Review Form (See Appendix C).

FACULTY WORKLOAD

PURPOSE
The purpose of full-time faculty workload is to outline faculty expectations for teaching in the respective College divisions. **In addition, faculty workload includes scholarship and service, which is used to fulfill faculty responsibilities as part of the Faculty Evaluation Process/Rank and Promotion Policy.**

TEACHING

The mission of Mercy College of Ohio is to inspire students to lead and to serve in the global community. With a focus on healthcare education, faculty and students interact in an educational environment characterized by critical thinking and articulate expression with special attention given to the College values. In keeping with the Mercy tradition, faculty and students are dedicated to serving the poor and underserved in our communities of interest. Faculty members responsibilities include the advancement of knowledge and its dissemination and promotion of intellectual inquiry through academic excellence and integrity within the disciplines.

SCHOLARSHIP

Mercy College is committed to the integration and application of knowledge through scholarly activity using the Boyer Scholarship Model. Scholarship transpires through discovery, integration, application and teaching; examples include publishing in peer-reviewed forums, collaborating with colleagues to deliver a core course, advising student leaders thereby fostering professional growth, and mentoring novice faculty. The College provides oversight and support services to ensure the integrity of research and scholarly activities conducted by faculty, staff, and students. Mercy College employees and students are referred to the Institutional Review Board (IRB) and the Research Oversight and Education (ROE) documents and forms available on the Mercy HUB for matters regarding research with human subjects.

BOYER'S SCHOLARSHIP MODEL		
SCHOLARSHIP	PURPOSE	EXAMPLES OF PERFORMANCE
DISCOVERY	Build new knowledge through traditional research.	• Publishing in peer-reviewed forums • Presenting, producing and/or performing creative work within established field • Creating infrastructure for future studies
INTEGRATION	Interpret the use of knowledge across disciplines.	• Preparing a comprehensive literature review • Writing a textbook for use in multiple disciplines • Collaborating with colleagues to design and deliver a core course
APPLICATION	Aid society and professions in addressing problems.	• Serving industry or government as an external consultant • Assuming leadership roles in professional organizations • Advising student leaders, thereby fostering their professional growth
TEACHING	Study teaching models and practices to achieve optimal learning	• Advancing learning theory through classroom research developing and testing instructional materials • Mentoring novice faculty • Mentoring graduate students • Designing and implementing a program-level assessment system

Boyer, E. L. (1990). Scholarship reconsidered Priorities of the professoriate. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

SERVICE

In keeping with the College's commitment to the Mercy spirit, mission, and heritage, faculty participate in professional, community, and college service. Professional service may include memberships and leadership in professional organizations, attendance, participation and presentations at conferences and workshops. Community service is the application of professional expertise by active involvement as an advisor or consultant to business, government, and non-campus groups. Consulting may be contractual or noncontractual, paid or unpaid. College service includes committee and group activities that align and contribute to the mission and values of the College.

FACULTY WORKLOAD AND OFFICE HOURS

In keeping with the student-centered philosophy of the College, faculty members are expected to be accessible to students through established office hours, as this scheduled availability offers opportunity for faculty student interaction. Full-time faculty members are required to post a minimum of six office hours per week and by appointment if necessary. Adjunct faculty members are expected to be available to students by phone, email or by appointment. Full-time and adjunct online instructors should post office hours on their course home page or syllabus, along with their contact information.

Faculty who have on-campus offices should email their class/office hour schedule to the division Administrative Specialist/Support Coordinator and post their class/office hour schedule outside their office by the end of the first week of each semester. Faculty are expected to be on campus for land-based courses, scholarship and service activities as appropriate.

WORKLOAD (FULL-TIME FACULTY)

Full-time faculty workload credits are assigned to faculty in consultation with program directors and/or deans. Workload credits (WC) are based on the credit hours assigned to a course (i.e. one credit = 50 minutes of instruction/week or 1 WC). Teaching workload also includes, but is not limited to, class preparation, grading, review of materials, exams, etc. For courses where student contact is in a laboratory or clinical setting, the contact hour is converted to workload credit using a determined factor (see WORKLOAD CALCULATIONS).

Faculty must meet the teaching workload requirements outlined in the contract. Faculty members who do not meet the contracted workload requirements may be assigned workload credits in a subsequent semester (i.e. A faculty member contracted to work in the fall and spring who does not meet workload may be required to complete the workload in the summer.) Faculty requiring hours for a practice license may use one day per week to work in the practice setting (i.e. nurse practitioner/physician assistant).

For the purposes of clarification across departments, the following definitions are used:
- **FULL-TIME CONTRACT (38 WEEKS):** A full-time 38-week faculty contract may include fall and spring, spring and summer, or summer and fall.
- **38 WEEK UNDERGRADUATE FACULTY WORKLOAD:** The total WCs for full-time faculty is 12 credit hours per semester (15 weeks of instruction plus one exam week). Regardless of the contracted semesters, faculty are required to teach 24 credit hours over the 38-week period.
- **FULL-TIME CONTRACT (12 MONTHS):** A full-time 12-month faculty contract includes fall, spring, and summer semesters.

- **12 MONTH UNDERGRADUATE FACULTY WORKLOAD:** The total WCs for a full-time faculty is 12 credit hours for the fall and spring semesters, and nine (9) credit hours for the summer semester.
- **GRADUATE FULL-TIME CONTRACT (38 WEEKS):** A full-time graduate faculty contract may include fall and spring, spring and summer, or summer and fall.
- **38 WEEK GRADUATE FACULTY WORKLOAD:** The total WCs for a full-time graduate faculty member is nine (9) credit hours per semester. Regardless of the contracted semesters, faculty are required to teach 18 graduate credit hours over the 38-week period.
- **FULL-TIME CONTRACT (12 MONTHS):** A full-time 12-month graduate faculty contract includes fall, spring, and summer semesters.
- **12 MONTH GRADUATE FACULTY WORKLOAD:** The total WCs for a full-time graduate faculty nine (9) graduate credit hours for fall and spring semesters, and six (6) graduate credit hours for the summer semester.

CREDIT HOUR REDUCTION: Teaching WCs may be reduced for the following reasons: administrative, instructional, research, or service. The Vice President of Academic Affairs must approve all reduced teaching WCs a semester prior to the proposed reduction.

ADMINISTRATIVE FACULTY WORKLOAD: The total workload for those faculty serving in an administrative capacity is determined by the responsibility/title associated with the role**.**

CREDIT HOUR: One semester hour of credit is equal to 50 minutes of lecture times 15 weeks.

SCIENCE LABORATORY AND PRE-LICENSURE NURSING CLINICAL CREDIT HOUR: Science laboratory and pre-licensure nursing clinical credit hours are equal to one credit hour per three student contact hours times 15 weeks.

OVERLOADS: Teaching workload credit overloads can be assigned or requested. However, the number of credit or contact hours in any semester cannot exceed 18 credit hours (undergraduate) or 14 credit hours (graduate) in a full-time faculty contract without consent of the VPAA/DOF. Administrative faculty cannot exceed a three-credit hour overload for undergraduate or a three-credit hour overload for graduate (four credits) for any semester. Summer contract overloads will be limited to 12 credit hours (undergraduate) and nine (9) credit hours (graduate). Overloads will be paid at the adjunct rate of pay. Calculation of overload will occur as of the census date for full semester and first session courses. Full-time faculty members teaching above their workload credits will be compensated via the overload payment schedule outlined as follows:

1. 38-week faculty overload for the academic year will be paid after spring semester
2. 12-month faculty overload for the academic year will be paid after summer semester

ADMINISTRATIVE FACULTY WORKLOAD
Deans, Assistant Deans, Program Directors, Associate Program Directors, Program Coordinators and Program Leads are faculty members who have release for administrative duties based on the job description.

DIVISION DEAN WORKLOAD	
Semester	**Workload Credit Hours**
Fall	3
Spring	3
Summer	0
TOTAL	6

ASSISTANT DEAN WORKLOAD	
Semester	**Workload Credit Hours**
Fall	3
Spring	3
Summer	0
TOTAL	**6**

PROGRAM DIRECTOR WORKLOAD	
Semester	**Workload Credit Hours**
Fall	6
Spring	6
Summer	6
TOTAL	**18**

ASSOCIATE PROGRAM DIRECTOR WORKLOAD	
Semester	**Workload Credit Hours**
Fall	6
Spring	6
Summer	6
TOTAL	**18**

PROGRAM COORDINATOR WORKLOAD	
Semester	**Workload Credit Hours**
Fall	9
Spring	9
Summer	6 (12 month)
TOTAL	**18-24**

Administrative Faculty Return to Faculty Option

A full-time faculty member with an administrative role (i.e. Dean, Program Director, Program Coordinator), with the support of the VPAA/DOF, may ask his/her supervisor to return/serve as a full-time faculty member focusing on teaching, scholarship, and service. Upon request, compensation will be determined by the VPAA/DOF using factors including but not limited to rank, years of college teaching experience, and internal/external faculty compensation data.

WORKLOAD CALCULATIONS

Workloads are adjusted to meet the instructional needs of the division by the dean/assistant dean/program director/associate program director/program coordinator in consultation with the faculty member. Workloads may be adjusted to meet unique challenges or opportunities (of an academic division. In such cases, the division dean may request the VPAA/DOF to consider additional release from teaching.

Workload credits must be calculated in credit hours using the following formulas:

DIDACTIC/LECTURE (face-to-face or online): **1 credit hour equates to 1 workload credit (1:1).** (Example: 3 credit hours/1.0 = 3.0 workload *credits* or 3.0 out of the required 12 *credit* hours per semester.)

CLINICAL (PRE-LICENSURE NURSING ONLY): 1.5 clinical contact hours equate to 1 workload credit (1:1.5). (Example: The student receives 2 credit hours for the clinical component but spends 3 contact hours for each hour of earned credit. 2 credit hours X 3 clinical contact hours = 6 contact hours/1.5 = 4 workload *credits* or 4 out of the required 12 *credit* hours per semester)

SCIENCE LABORATORY: 2 science lab contact hours equate to 1 workload credit (1:2). (Example: 3 science laboratory contact hours/2 = 1.5 workload *credits* out of the required 12 *credit* hours per semester).

ALLIED HEALTH AND NURSING SKILLS LABORATORY: 2 allied health or nursing skills lab contact hours equate to 1 workload credit (1:2). (Example: 1 skills lab contact hour/2.0 = 0.5 workload *credit* out of the required 12 *credit* hours per semester).

PRECEPTORSHIPS (UNDERGRADUATE AND GRADUATE): Courses where preceptors are used, and **faculty visit on a weekly basis,** the workload is calculated using 0.4 times the number of students. (Example: 0.4 X 10 students = 4 workload *credits* out of the required 12 *credit* hours per semester). Courses where preceptors are used, and **faculty visit less than once per week,** the workload is calculated using 0.2 times the number of students. (Example: 0.2 X 10 students = 2 workload *credits* out of the required 12 *credit* hours per semester). NOTE: The number of total workload credits cannot exceed the number of course credit hours.

PRACTICUM (UNDERGRADUATE AND GRADUATE): Courses where preceptors are used, and faculty visit less than once per week, the workload is calculated using 0.2 times the number of

students. (Example: 0.2 X 10 students = 2 workload *credit*s out of the required 12 *credit* hours per semester). NOTE: The number of total workload credits cannot exceed the number of course credit hours.

DIDACTIC/LECTURE TEAM TEACHING: Workload credits will be divided among instructors sharing the course. (Example #1: 3 credits of didactic/3 didactic faculty = 1 workload *credit* per faculty member).

DIDACTIC/LECTURE TEAM TEACHING WITH CLINICAL (PRE-LICENSURE): Didactic/lecture workload credit is computed based on the didactic/lecture team teaching and clinical (pre-licensure) formulas. (Example: NUR 345, 5 credit hours (3, 2) with 3 didactic faculty each teaching a clinical section. [3 credits of didactic/3 didactic faculty = 1 workload credit] + [2 credit hours X 3 contact hours= 6/1.5 = 4] = 5 workload *credit*s out of the required 12 *credit* hours per semester.)

WORKLOAD CALCULATION QUICK GUIDE	
TEACHING TYPE	RATIO
DIDACTIC/LECTURE	1:1
CLINICAL (PRE-LICENSURE NURSING ONLY)	1:1.5
SCIENCE LABORATORY	1: 2
ALLIED HEALTH AND NURSING SKILLS LABORATORY	1: 2
PRECEPTORSHIPS (UNDERGRADUATE & GRADUATE) VISITING AT LEAST ONCE PER WEEK	0.4 X THE NUMBER OF STUDENTS
PRECEPTORSHIPS (UNDERGRADUATE & GRADUATE) VISITING LESS THAN ONCE PER WEEK	0. 2 X THE NUMBER OF STUDENTS
PRACTICUM (UNDERGRADUATE & GRADUATE) VISITING LESS THAN ONCE PER WEEK	0.2 X THE NUMBER OF STUDENTS
DIDACTIC/LECTURE TEAM TEACHING	DIDACTIC CREDIT HOURS/NUMBER OF DIDACTIC INSTRUCTORS

ADDITIONAL WORKLOAD CALCULATIONS: OTHER WORKLOAD CREDITS MAY BE ASSIGNED AS FOLLOWS:

NEW COURSE DEVELOPMENT: Development of a new course as a part of an approved new major/program, which has never been offered at the College. Moving a course from face-to-face to online does not constitute new course development.

MAJOR COURSE REVISION: A major revision is 80% or more of the course content changing due to unforeseen/untimely changes in external accreditor standards, Ohio Department of Higher Education requirement changes, or other related changes. At the discretion of the Division Dean in consultation with the VPAA/DOF, workload reduction will only be given once every five years regardless of whom revised the course previously.

INDEPENDENT STUDY: A course taken by a student with assistance from an instructor, but not part of an organized class. A course may only be offered independent study as outlined in the College Catalog. Independent Study workload credit is limited to 1 credit hour regardless of the number of students in the course. A maximum 1 of independent study per faculty member per semester is permitted.

COURSE COORDINATOR: A non-administrative faculty member who coordinates a course with more than two full-time faculty and/or two or more adjuncts. Deans, Assistant Deans, Program Directors, Associate Program Directors, and Program Coordinators are not eligible for this reduction.

CLINICAL/PRECEPTOR COORDINATOR: A non-administrative faculty member who coordinates clinical unit placements and/or preceptors for a course with 32 or more students (four or more clinical groups). Deans, Assistant Deans, Program Directors, Associate Program Directors and Program Coordinators are not eligible for this reduction.

CLASS SIZE (OVER ENROLLED): The number of students in an assigned section either face-to-face or online. For the purposes of the following compensation guidelines, courses considered to be Web-Enhanced, Blended, and Accelerated are considered face-to-face courses. Class size for courses running the full semester and first session courses will be calculated as of the census date each semester (the 15th day). Calculations for accelerated or second term courses will occur as of the 15th day of the course.

ADDITIONAL WORKLOAD RELEASE/COMPENSATION GUIDE	
NEW COURSE DEVELOPMENT OR MAJOR REVISION (ONE TIME IN FIVE YEARS)	NUMBER OF COURSE CREDIT HOURS DIVIDED BY 2
INDEPENDENT STUDY	ONE CREDIT HOUR
COURSE COORDINATOR (NURSING ONLY)	ONE CREDIT HOUR
CLINICAL COORDINATOR (NURSING ONLY)	ONE (1) CREDIT HOUR **In 2020 will transition to ½ Credit Hour**
FACE-TO-FACE CLASS SIZE OVER ENROLLED (COURSES WITH ONLY 1 INSTRUCTOR) Includes Web-Enhanced, Blended, and Accelerated	45= MAX CLASS SIZE, +/- 5 STUDENTS
	51 - 60 STUDENTS = 1 CREDIT HOUR
	61 – 66 STUDENTS = 2 CREDIT HOURS
	67 OR MORE STUDENTS SPLIT COURSE INTO TWO SECTIONS
ONLINE CLASS SIZE OVER ENROLLED (COURSES WITH ONLY 1 INSTRUCTOR)	25 = MAX CLASS SIZE, +/- 5 students
	31 - 40 STUDENTS = 1 CREDIT HOUR
	41-46 STUDENTS = 2 CREDIT HOURS
	47 OR MORE STUDENTS SPLIT COURSE INTO TWO SECTIONS

* Science laboratories are held at a maximum of 24 students for safety standards. Laboratories with higher risks may be held at a lower number. (ex. Organic Chemistry – 18 students).

The College strives to maintain Mathematics and English classes at National standards of 20-25 students.

WORKLOAD SUBMISSIONS
After review with assigned faculty, Program Directors will submit faculty workloads to their respective division deans. Division deans will review and confirm accuracy of workloads prior to submitting full-time faculty workloads to the VPAA/DOF, and adjunct faculty workloads to the VPAA/DOF and Manager of Operations no later than the dates noted below.

Table 1

FULL-TIME FACULTY WORKLOAD SUBMISSION DEADLINES	
SEMESTER	**DEADLINE**
ACADEMIC YEAR (PROPOSED)	MAY 15 FOR 38-WEEK and 12-MONTH FACULTY
FALL ADJUSTMENTS	JULY 1
SPRING ADJUSTMENTS	NOVEMBER 1
SUMMER ADJUSTMENTS	APRIL 1

Table 2

FACULTY WORKLOAD SUBMISSION DEADLINES	
SEMESTER	**DEADLINE**
FALL	MAY 15
SPRING	NOVEMBER 1
SUMMER	APRIL 1

ADJUNCT COMPENSATION

New adjunct faculty will be provided compensation for orientation according to Table 1 below. A new employee who must attend Mercy Health, college and course orientation is eligible for orientation compensation of $400. If an adjunct is hired to teach an online course and is required to do an online orientation, the adjunct is provided an additional $100. Faculty hired from a distant location who do not physically attend Mercy Health orientation will be compensated for college, course and online orientation with a one-time payment of $200.

Nursing adjunct faculty will be compensated for EPIC training (new or updated) as determined by the Program Directors and division deans. Nursing adjunct faculty will also be compensated if placed at a new hospital location or requested to work in a new specialty area from that previously assigned (i.e. medical surgical to obstetrics).

TABLE 1

ADJUNCT ORIENTATION COMPENSATION	
TYPE	**COMPENSATION**
NEW EMPLOYEE ORIENTATION (INCLUDES MERCY HEALTH, COLLEGE AND COURSE ORIENTATION)	$400
NEW EMPLOYEE HIRED FOR ONLINE COURSE (INCLUDES ONLINE ORIENTATION)	$100
NEW EMPLOYEE HIRED FROM DISTANT LOCATION FOR ONLINE ONLY	$200
EMPLOYEE REHIRE	$150
NEW EPIC TRAINING (NURSING ONLY)	$400
UPDATE EPIC TRAINING (NURSING ONLY)	$80
HOSPITAL ORIENTATION (NURSING ONLY)	$100
NEW SPECIALTY ORIENTATION (NURSING ONLY)	$100

Adjunct faculty will be compensated per credit hour at the rate based on the highest earned degree. (See Table 2) Example: 3 credit hour course taught by a faculty member with a doctorate will receive 3 x $900 = $2700/semester.

TABLE 2

ADJUNCT AND OVERLOAD COMPENSATION PER DIDACTIC/LECTURE CREDIT HOUR	
DEGREE	**COMPENSATION**
DOCTORATE	$900
MASTERS	$850
BACHELORS	$800
<BACHELORS	$675

The rates noted are for lecture and science labs. Rates for nursing and allied health clinical and laboratory skills are based on rates noted in Tables 4 and 5. Additional compensation will be provided to adjunct faculty based on those noted below (SEE TABLE 3).

TABLE 3

ADDITIONAL ADJUNCT AND OVERLOAD COMPENSATION	
TYPE	**CREDIT COMPENSATION**
1 SCIENCE LABORATORY CREDIT HOUR	1.5
1 HOUR OF SCIENCE LABORATORY PREPARATION (YOUNGSTOWN ONLY)	1.0
FACE-TO-FACE CLASS SIZE OVER ENROLLED 45 MAX, +/- 5 STUDENTS, 51-60 STUDENTS Includes Web-Enhanced, Blended, and Accelerated	1.0
FACE-TO-FACE CLASS SIZE OVER ENROLLED 61-66 STUDENTS Includes Web-Enhanced, Blended, and Accelerated	2.0
ONLINE CLASS SIZE OVER ENROLLED 25 MAX, +/- 5 students, 31 - 40 STUDENTS	1.0
ONLINE CLASS SIZE OVER ENROLLED 41-46 STUDENTS	2.0
CONTENT EXPERT COURSE DEVELOPMENT* UNDERGRADUATE EXAMPLE 3/2 GRADUATE EXAMPLE 4/2	# OF COURSE CREDIT HOURS/2

*Must have VPAA/DOF approval

Nursing faculty will be compensated per student contact hour at the rates and highest degree noted below. The master's degree must be in nursing to receive the higher compensation. (See Table 4) Example: An MSN prepared adjunct faculty teaching six (6) student contact hours per week x 780 = $4680/semester.

TABLE 4

ADJUNCT AND OVERLOAD CLINICAL CONTACT HOUR COMPENSATION	
DEGREE	**COMPENSATION**
DOCTORATE & MASTERS	$780
BACHELORS	$700

All adjuncts and full-time faculty assigned to allied health and nursing skills laboratories will receive $30.00/ hour regardless of degree level. (See Table 5) If a faculty member is contracted to teach a combination of clinical and laboratory, the rate of pay for laboratory will be less than that paid for clinical (see below).

TABLE 5

ADJUNCT AND OVERLOAD NURSING & HEALTH SCIENCES SKILLS LABORATORY CONTACT HOUR COMPENSATION	
DEGREE	**COMPENSATION**
DOCTORATE, MASTERS, BACHELORS	$30.00/HR.
< BACHELORS, INCLUDING NON-CREDIT CERTIFICATES	$23.00/HR.

Section VI – Academic Responsibilities of Faculty

ADVISING RESPONSIBILITIES

Faculty assist and support Student Success Center Advisors with understanding and communicating:

- Policies and procedures as outlined in program handbooks and the College Catalog.
- The relationship of major requirements with College mission and Institutional Goals and Learning Outcomes.
- Academic progress and determining manageable academic loads.
- Course and program requirements, including the preparation of a long-range plan of fulfilling degree requirements.
- Relationship of program content of their major to goals and objectives, both personal and professional.
- Selection of complementary elective courses.
- Resources for career planning and other College services and resources.

ATTENDANCE REPORTING

It is essential to obtain accurate attendance for the first two weeks of each course; this information is used for federal and internal reporting. Therefore, attendance records are required to be submitted in Empower Me by all faculty during the first two weeks of any course. Students who are marked 'ABSENT' for the entire first two weeks of a session will be dropped from the course and will not be permitted to re-enroll in the course that session. Instructions for how to record attendance are in the *Empower Faculty Training Manual*. Questions can be directed to *registrar@mercycollege.edu*.

CLASS ROSTERS

Class rosters can be found in *Empower*. See the *Empower Faculty Manual* for directions on how to obtain the class roster.

CLASSROOM CIVILITY

The College strives to provide an environment that is conducive to learning. To accomplish this, student behavior in the classroom that infringes on the learning of others will not be tolerated.

Classroom incivility issues are best handled at the time of occurrence. It is suggested that the instructor include within the syllabus what is acceptable or unacceptable behavior. If the student disregards these guidelines, it is suggested that the instructor meet with the student after the disruption to discuss the situation. Guidelines for appropriate behavior should be discussed. Continued classroom disruptions should not be tolerated.

Faculty should refer to the *Helping Students in Distress: Faculty/Staff Response Guide* for handling students that may display incivility, or aggressive or threatening behaviors.

COURSE SYLLABUS

Mercy College of Ohio faculty will use the most current syllabus template which is located on College website on the *Faculty and Staff Forms* page. The syllabus template falls under the purview of the Undergraduate Curriculum Committee and Graduate Studies Committee to ensure required course expectations will be outlined in all College syllabi.

I. Faculty will email all syllabi to the Division Administrative Specialist by the end of the first week of the semester.
II. Faculty are required to upload a copy of their course syllabus to the Canvas course shell.

III. Additional course materials may be made available to students in the Canvas course shell including PowerPoints, study notes, etc. All syllabi and other documents should be converted to a PDF format prior to posting.
IV. The syllabus should be distributed and reviewed during the first class meeting.
V. Additional information on the syllabus may include:
    A. Examples of how the course addresses any of the general education institutional learning outcomes
    B. Assessment activities (in addition to the grading procedures)
    C. Relationship of course to the College mission
    D. Any program or division specific requirements

FINAL GRADE REPORTING

Final grades are due by noon on the date indicated in the Academic Calendar at *https://www.mercycollege.edu/faculty-staff/academic-calendar*. This applies to all courses (full semester and less than full semester). Grades should be entered using capital letters (for example: A, B, C, D, F). Refer to the College Catalog for grade identifiers. Refer to the Empower Faculty Manual for step-by-step directions for grade entry. Grade changes can be made using the process and form outlined in the College Catalog.

GUEST LECTURERS

Guest lecturers can add breadth and depth to course topics and contemporary issues. Faculty and staff members are welcome to use guest lecturers to enhance their class or co-curricular program or activity. However, if an honorarium is involved, the President or executive staff designee must approve the fee prior to the speaking engagement. This approval will verify that funds are available for the honorarium. The College mission and values provides direction for the selection of guest lecturers. Honoraria will <u>NOT</u> be given to full-time faculty or staff members.

STATEMENT ON ACADEMIC FREEDOM

Mercy College of Ohio supports the concept of academic freedom. The College views academic freedom as essential to the promotion of inquiry and the advancement of truth. Academic freedom is accomplished by academic responsibility, which requires service that is consistent with the mission and philosophy of the College. Academic freedom within a Roman Catholic institution implies respect for the doctrines of the Roman Catholic faith in teaching, scholarly activity and community service.

- Faculty members, as well as students, are encouraged by an open and accepting atmosphere to feel they are free to inquire. Respect for individual's process of inquiry and study, responsibility of individuals to study and make sound judgments, and differences of opinion are supported.
- Faculty are entitled to freedom in the classroom in discussing their subject matter. However, faculty should be careful not to introduce controversial material having no relevance to their subject matter. This is a very sensitive area within the humanities, in particular.
- The standards of academic freedom must be accompanied by equally demanding standards of academic responsibility. Faculty are members of a learned profession and representatives of the institution. When faculty speak or write as private individuals, they shall be free from institutional censorship or discipline. Their specified position in the community, however, imposes a special obligation. As persons of learning they must remember that the public may judge the profession and institution by their utterances. Hence, when they speak or write as private individuals, they should make every effort to

indicate that they do not represent the College. (Refer to the *Bon Secours Mercy Health Social Media policy*).

STUDENT ATTENDANCE

All scheduled learning experiences are viewed as essential components of a student's education. Accordingly, students are expected to fully participate in classroom, lab and clinical learning experiences, if applicable.

Each faculty member determines classroom attendance requirements within the grading policies of the course. Faculty will describe the classroom, lab, and clinical attendance policy in the course syllabus, including the attendance grading policy and whether make-up of missed learning experiences is permitted.

Students assume responsibility for contacting faculty regarding the make-up of missed classroom, lab, and clinical experiences.

STUDENT EVALUATIONS OF THE COURSE/INSTRUCTOR

Students are asked to evaluate the course as well as their instructors. Students will be prompted to complete their course evaluations online and will be notified in their Canvas dashboard and via email. Evaluation notifications will be sent approximately two weeks prior to the end of the semester. Faculty will have access to the student evaluations after final grades are submitted to the Office of Student Records.

TEXTBOOK SELECTION

Textbook selection is viewed within the purview of academic freedom; however, there may be required texts to maintain consistency between sections of the same course or standards set by accrediting agencies. Mercy College of Ohio is sensitive to the financial implication of textbook selection.

Textbook choices (adoptions) are reviewed within divisions, approved by the Division Deans, and submitted to the Academic and Administrative Coordinator in the Office of Academic Affairs by each faculty member before the semester's compliance-monitoring deadline (PUBLIC LAW 110–315—AUG. 14, 2008, SEC. 133. TEXTBOOK INFORMATION). The Division Dean or designee is responsible for selection and adoption of textbooks for any course that does not have an assigned faculty member prior to the due date.

SECTION VII – STAFF POLICIES AND GUIDELINES

ABSENCE (STAFF)

Staff members who are unable to report to work are to notify their immediate supervisor(s) using the department/division preferred method of notification.

EVALUATIONS (STAFF)

Staff members are evaluated on a quarterly basis using Check Ins according to Bon Secours Mercy Health policies and procedures.

LICENSURE FOR STAFF

All staff are required to have appropriate licensure/certification/registry for their area of expertise and meet the requirements/criteria of the College.

- Upon employment, the new employee must provide the College with copies of all official transcripts of degrees earned and verification of licensure/certification/registry which will be kept in the College employee files.
- It is the responsibility of the staff member to provide the Supervisor updated proof of licensure/ certification/registry and requirements of College and/or contracted institutions along with an annually updated curriculum vitae or resumé.

PROFESSIONAL DEVELOPMENT (STAFF)

Professional development opportunities are available through educational offerings at the College (tuition remission) and through Mercy Health tuition reimbursement programs. See the Tuition Reimbursement section for more information.

Auditing - Staff members are permitted to audit a college course with instructor approval. Interested employees should follow course audit guidelines published in the College Catalog.

Staff Council promotes staff development by providing opportunities for professional development at the College.

SECTION IX – GENERAL INFORMATION

ADMINISTRATIVE SUPPORT SERVICES

Administrative Specialists or Division/Department Support Coordinators are assigned to each division. Requests for support services should be made in a timely manner. The Administrative Specialist or Division/Department Support Coordinators will advise faculty if deadlines cannot be met.

CAFETERIA/FOOD SERVICES

The cafeteria is located on the ground floor and is open Monday through Friday and closed evenings and weekends. Vending machines are located throughout the Madison and Jefferson buildings.

COLLEGE NEWS, NOTIFICATIONS, AND EVENTS

College news, notifications, and events can be found in the Faculty/Staff Email sent out on a weekly basis and on the digital monitors located throughout campus. Emergency notifications will be sent through the RAVE system.

Use these links to Submit Newsletter articles/digital sign requests:
- Faculty/Staff Weekly Email: *ONLINE*
- Inside Mercy College (Student Weekly Email): *ONLINE*
- Digital Signs: ONLINE
- College events can be found on the *Master Calendar*.

COLLEGE ORGANIZATIONAL CHART

The College Organizational Chart is updated at the beginning of each semester and is available upon request from the Manager of Operations.

COPIER USE

Copy machines are available on the first, second, third, fourth and fifth floors of the Madison building and the third and sixth floor of Jefferson.

Orders of more than 50 copies are to be sent to the Mercy Health Print Center. Orders can be placed online at the *Print Center*. College Administrative Specialists or Support Coordinators can provide assistance. Completed orders should be picked up in the Faculty/Staff lounge.

E-MAIL AND VOICE MAIL

E-Mail (Outlook), voice mail, and weekly Faculty/Staff News emails are the primary means of communication within the College.

E-mail should be used only for College business according to the Mercy Health Acceptable Use policy, AT-1-PO1. To avoid potential computer viruses, e-mail from the outside should be opened only if the sender is known. Employees should never click on any links in email messages unless they are from a trusted source. When out of the office for an extended time, employees should utilize the Automatic Replies (Out of Office) feature in Outlook.

Passwords expire every 90 days for security protection. Email passwords can be change at any time via the link provided on the Mercy College website under the IT Help page or by performing a key sequence of CTL+ALT+DEL and selecting "Change a Password." Employees should click the Forgot Password Icon on the desktop or contact the Service-Desk at 1-800-498-1408 for forgotten passwords.

Voice mail messages should be brief, current, and include name and department. The telephone should be answered with a greeting, name and title. When out of the office for an extended time, employees should change the voicemail greeting on the phone to let callers know the dates employees will be gone and when employees will return to the office.

EMPLOYEE INFORMATION SYSTEM (EIS) - WORKDAY

The employee information system allows employees to view personal information such as payroll and compensation, W-2, benefits, learning and development, performance management, recruiting activities, career planning and expense reporting. Workday is the current EIS. Mandatory learning courses for employees of Mercy College are in Workday, which can be accessed by going to the Mercy Health Hub, clicking on Employee Quick links and selecting Workday from the drop-down menu. Once in Workday, click on the Learning icon. All modules listed as required are mandatory. Online and adjunct faculty members will be given secure access and a list, via email, of required modules to complete. All new hires are provided information regarding Workday learning modules during college new hire orientation.

HUB

The Mercy Health Hub is a centralized information system for employees which includes personal and work- related information and tools available to employees of the Mercy Health system. The HUB can be accessed from a work computer using administrative ID (i.e. SMITH414) and log-on password. The HUB can also be accessed from a home computer or phone by using this link: *https://ehub.mercy.com*

IDENTIFICATION BADGE(S)

A badge is issued at the time of appointment/employment. For security reasons, College employees should wear the photo identification badge at all times. This ID badge is non-transferable and must be returned to the College upon termination of employment. Replacement badges can be obtained for a fee from Mercy Public Safety located at the Medical Office Building (MOB) next to Mercy St. Vincent Medical Center. Contact the Metro Security Systems Coordinator/Analyst at 419-251-4259 to schedule an appointment for a replacement badge.

KEYS

Keys to classrooms or labs, if necessary, will be signed out through the Manager of Operations. Keys signed out to adjunct faculty must be returned at the end of each semester (unless contracted to teach the following semester). Upon separation from employment, all keys need to be returned to either the Division Dean or the Manager of Operations.

LEARNING MANAGEMENT SYSTEM – CANVAS

The College uses Canvas as its Learning Management System (LMS). Each course registered through Empower will receive a course shell in Canvas. Faculty may use their individual course shells to post course materials such as documents, PowerPoints and the syllabus as a Canvas requirement. Other features include quizzes, assignments, discussion forums, and a gradebook. The Distance Education and Teaching Resources Department offers one-on-one training. If employees have questions or would like to set up a training opportunity, please contact the Distance Education Department.

LIBRARY RESOURCES

The Mercy College of Ohio Library exists to provide materials and services that support the informational needs of students, faculty, staff, and alumni; promote information literacy; encourage lifelong learning; and collaborate with the faculty to further the academic success of students.

The Library provides online resources, free of charge, where a patron can search academic databases, and locate electronic journal articles, e-books, and videos. These resources are available 24/7, from on or off campus. They can be accessed through the Library Resource Bookshelf in Canvas and through the Library Proxy Page at *me.opal-libraries.org*, where links are provided to the most popular online resources.

Faculty and staff may request a library barcode. This barcode allows access to the Mercy College Library resources.

LIFEMATTERS

LifeMatters provides confidential professional assistance with life, work, family, and well-being. Counselors and consultants are available to Mercy College employees 24/7 every day of the year. To contact LifeMatters, call (877) 841-1079 or go to the Mercy Health Hub, Employee Quick Links, Human Resources, Benefits LifeMatters Work-Life Services. Employees can also visit the *LifeMatters* website to access articles, webinars, self-assessment tools, and more.

MAILBOXES

Faculty and staff mailboxes are located on each floor (first, second, third, fourth, and fifth floors of Madison and sixth floor Jefferson). Internal and external mail is distributed daily by designated personnel on each floor. Check with department/division supervisor for information related to the location of employee mailboxes.

PARKING FACILITIES

Faculty and staff are encouraged to park in the employee parking lots located on Madison Avenue and the parking garage located on Jefferson Avenue.

ROOM RESERVATIONS AND SCHEDULING

Conference room reservations can be made through the Outlook calendar scheduling feature and choosing "Add Rooms."

Classrooms are assigned by the Registrar through the scheduling process with input from faculty. Faculty members should not move a class from a previously-assigned classroom without the Registrar's permission. Faculty may reserve unused classrooms through Outlook.

STRATEGIC PLANNING AND BUDGETING COUNCIL

Mercy College uses a collaborative strategic planning and budgeting process. A cross-sectional membership of both internal and external constituents, appointed by the College President, comprises the Strategic Planning and Budgeting Council. Meetings are held on a monthly basis with information provided to the College Board of Trustees, who ultimately approve the overall strategic plan. The *Strategic Plan* is located on the College website.

TELEPHONE USE

All College phones are to be used for College business only. This includes local and long-distance calls.

APPENDIX A – FACULTY EVALUATION INSTRUMENT

FACULTY EVALUATION: INSTRUCTIONS AND CHECKLIST

◆━━━◆

Please review and include the following information prior to submission.

An electronic copy of the evaluation is due to supervisor on or before the first Monday in February.

All faculty evaluations will be reviewed by the Vice President of Academic Affairs (VPAA). The purpose of evaluation is to provide documentation, which will facilitate careful and purposeful evaluation for contract renewal, salary increases and promotion decisions; and to provide an opportunity for introspection and guidance for professional growth as faculty, clinicians, and scholars.

Faculty will be evaluated on teaching, scholarship, service, and administration using the rankings:

> **Accomplished/Exemplary** – Exceeds expectations associated with the job description and/or contract.
> **Solid Performer** – Meets basic expectations associated with the job description and/or contract.
> **Needs Development** – Does not meet an expectation of the job description and/or contract.
> **Unsatisfactory** – Does not meet more than one expectation of the job description and/or contract.

Should a faculty member's performance be rated as "needs development" or "unsatisfactory" in one or more categories, an improvement plan must be developed in concert with the faculty member and her/his evaluator outlining the evaluator's recommendations and expectations for correcting deficiencies. A timeline for periodic reporting and evaluation is to be established. Both the evaluator and the faculty member are to sign and date the improvement plan that will be approved by the VPAA.

ALL THE FOLLOWING ITEMS ARE TO BE COMPLETED AND SUBMITTED BY ALL FULL-TIME FACULTY UNLESS OTHERWISE STATED BELOW.

❐ Faculty Evaluation Instrument (FEI) – comprehensive **form included**
❐ Student evaluation of course/instructor and clinical (if applicable) during the calendar year
- Include evidence and comments related to course and clinical evaluations within FEI
❐ Current Curriculum Vita or Resume – Please include year in the footer (e.g. MAD 2018)
❐ Evidence is required to support a <u>self or evaluator</u> rating above or below solid performer
❐ Attestation of Faculty Peer Observation / Consultation – **see FEI Teaching section** ❐ One Course Assessment Technique (CAT) summary including a brief reflection (1page) - Explanation and examples of sample CATs can be found at: **https://citl.indiana.edu/teaching-resources/assessing-student-learning/classroomassessment-techniques/**

- If a CAT was not completed in the current cycle, a faculty member can propose a CAT for a future course with a reflection on what the faculty member hopes to learn
❐ Review of Teaching: Guidelines and Instrumentation – **form included**
- Completed annually for ALL full-time Faculty members until a multiyear contract is in place
- Evaluation of VPAA assigned faculty members with a multiyear contract on a rotating basis ○ This will be discussed/reviewed at the January Faculty Development Day

Faculty Evaluation Instrument

For Evaluation of Calendar Year 2019
Signature and Cover Page

Faculty Member:
Credential(s):
Certification(s):
Academic Rank:
Academic Program:
Academic Division:
Semesters Included:
Administrative Role:
Years of Service:

Evaluator:
Evaluator Title:

For each category below, the evaluator will indicate one of the following Ratings.

Accomplished/exemplary – Exceeds expectations associated with the job description and/or faculty contract.
Solid Performer – Meets basic expectations associated with the job description and/or faculty contract.
Needs Development – Does not meet an expectation of the job description and/or faculty contract.
Unsatisfactory - Does not meet more than one expectation of the job description and/or faculty contract.

CATEGORY	% OF WORKLOAD	RATING
Teaching:	___%	
Scholarship:	___%	
Service:	___%	
Administration:	___%	
	100% (total)	

◀━━━▶

Has the faculty member maintained professionalism and confidentiality in all aspects of their job?

☐**Yes** ☐**No**   **If no, please explain via an attached statement and evidence.**

Has the faculty member adhered to Mercy College and Mercy Health policies and procedures?

☐**Yes** ☐**No** **If no, please explain via an attached statement and evidence.**

◀━━━▶

Signature below indicated the party has participated in the review of the Faculty Evaluation Instrument and all attachments.

Faculty Signature: _____Date: _____

Director Signature: _____Date: _____

Dean Signature: _____Date: _____

VP of Academic Affairs: _____Date: _____

◀━━━▶

TEACHING: __%
 A faculty peer observation / consultation was performed during the current review cycle by:

Faculty member: _____ Date: _____

I completed a peer observation / consultation during the current review cycle on:

Faculty member: _____ Date: _____

A. Instructional Delivery Skills = Those human interactive skills and characteristics which 1) make for clear communication of information, concepts, and attitudes, and 2) promote or facilitate learning by creating an appropriate affective learning environment.

Self-Evaluation				Instructional Delivery Skills	Evaluator Rating			
Unsatisfactory	Needs Development	Solid Performer	Accomplished/ Exemplary		Unsatisfactory	Needs Development	Solid Performer	Accomplished/ Exemplary
				1. Faculty member provides clear communication of information, concepts, and attitudes				
				2. Faculty member promotes or facilitate learning by creating an appropriate affective learning environment.				

Faculty Evidence and Comments:

Goals from Previous Year	Completion of Goals/Progress on Goal Achievement
•	•
Goals for Next Calendar Year	**Action Plan**
•	•

Evaluator Evidence and Comments:

TEACHING Continued

B. Instructional Design Skills = Those technical skills in 1) designing, sequencing, and presenting experiences which induce student learning and 2) designing, developing, and implementing tools and procedures for assessing student learning outcomes.

Self-Evaluation				Instructional Delivery Skills	Evaluator Rating			
Unsatisfactory	Needs Development	Solid Performer	Accomplished/ Exemplary		Unsatisfactory	Needs Development	Solid Performer	Accomplished/ Exemplary
				1. Designing, sequencing, and presenting experiences which induce student learning				
				2. Designing, developing, and implementing tools and procedures for assessing student learning outcomes at the program and/or institutional level where appropriate.				

Faculty Evidence and Comments:

Goals from Previous Year	Completion of Goals/Progress on Goal Achievement
•	•
Goals for Next Calendar Year	**Action Plan**
•	•

Evaluator Evidence and Comments:

TEACHING Continued

C. **Content Expertise =** That body of skills, competencies, and knowledge in a specific subject area in which the faculty member has developed advanced knowledge and expertise through study and/or experience.

Self-Evaluation				Instructional Delivery Skills	Evaluator Rating			
Unsatisfactory	Needs Development	Solid Performer	Accomplished/ Exemplary		Unsatisfactory	Needs Development	Solid Performer	Accomplished/ Exemplary
				1. That body of skills, competencies, and knowledge in a specific subject area in which the faculty member has developed advanced knowledge and expertise through study and/or experience.				
				2. Faculty member engages in professional development and/or scholarship to sustain or enhance content expertise.				

Faculty Evidence and Comments:

Goals from Previous Year	Completion of Goals/Progress on Goal Achievement
•	•
Goals for Next Calendar Year	**Action Plan**
•	•

Evaluator Evidence and Comments:

70

TEACHING Continued

A. **Course Management =** Those bureaucratic skills in operating and managing a course including, but not limited to, timely grading of examinations, timely completion of drop/add and incomplete grade forms, maintaining published office hours, arranging for and coordinating guest lectures, and generally making arrangements for facilities and resources required in the teaching of a course.

Self-Evaluation				Instructional Delivery Skills	Evaluator Rating			
Unsatisfactory	Needs Development	Solid Performer	Accomplished/ Exemplary		Unsatisfactory	Needs Development	Solid Performer	Accomplished/ Exemplary
				1. Faculty member provides students with appropriate feedback (e.g. grades examinations) in a timely manner				
				2. Faculty member completes administrative tasks associated with teaching (e.g. add/drop, incompletes, grade appeal forms in a timely manner)				
				3. Faculty member maintains appropriate onsite work hours and published office hours for students				
				4. Faculty member arranges for and coordinates guest lectures if applicable				
				5. Faculty member plans in a timely manner for any facilities and/or resources required to teach assigned courses				

Faculty Evidence and Comments:

Goals from Previous Year	Completion of Goals/Progress on Goal Achievement
•	•
Goals for Next Calendar Year	**Action Plan**
•	•

Evaluator Evidence and Comments:

71

SCHOLARLY AND CREATIVE ACTIVITIES: __%

Those activities in a faculty member's formally recognized area of expertise.

Self-Evaluation				Instructional Delivery Skills	Evaluator Rating			
Unsatisfactory	Needs Development	Solid Performer	Accomplished/ Exemplary		Unsatisfactory	Needs Development	Solid Performer	Accomplished/ Exemplary
				1. Faculty member performs and/or provides those activities in a faculty member's formally recognized area of expertise				
				2. Faculty member engages in the scholarship of teaching with clear efforts to develop and improve student learning				
				3. Faculty member engages in participation at professional conferences, workshops, seminars, and/or meetings.				

Faculty Evidence and Comments:

Goals from Previous Year	Completion of Goals/Progress on Goal Achievement
•	•
Goals for Next Calendar Year	**Action Plan**
•	•

Evaluator Evidence and Comments:

SERVICE: ___%

Those activities offered to the community that are in a faculty member's recognized area of expertise or those that are performed as an institutional assignment/service. Service for which a faculty member receives remuneration over and above her/his faculty salary is not to be included in this section of the report.

Self-Evaluation				Instructional Delivery Skills	Evaluator Rating			
Unsatisfactory	Needs Development	Solid Performer	Accomplished/ Exemplary		Unsatisfactory	Needs Development	Solid Performer	Accomplished/ Exemplary
				1. Faculty member offers those activities to the community, that are in a faculty member's recognized area of expertise or those that are performed as an institutional assignment/service.				
				2. Faculty member demonstrates evidence of service to the program, academic division, and College.				
				3. Faculty member participates in College programming (e.g. recruitment events, graduation, College service day)				

Faculty Evidence and Comments:

Goals from Previous Year	Completion of Goals/Progress on Goal Achievement
•	•
Goals for Next Calendar Year	Action Plan
•	•

Evaluator Evidence and Comments:

ADMINISTRATION: ___%

A. **Management =** Those technical and interpersonal skills which result in effective and efficient management of the administrative assigned area of responsibility.

Self-Evaluation				Instructional Delivery Skills	Evaluator Rating			
Unsatisfactory	Needs Development	Solid Performer	Accomplished/ Exemplary		Unsatisfactory	Needs Development	Solid Performer	Accomplished/ Exemplary
				1. Faculty member displays those technical and interpersonal skills which result in effective and efficient management of the administrative assigned area of responsibility.				
				2. Faculty member performs duties in a timely and effective manner.				

Faculty Evidence and Comments:

Goals from Previous Year	Completion of Goals/Progress on Goal Achievement
•	•
Goals for Next Calendar Year	**Action Plan**
•	•

Evaluator Evidence and Comments:

ADMINISTRATION continued

B. Leadership/Guidance/Vision = Those skills that demonstrate leadership and promote the vision, mission and charisms of the College.

Self-Evaluation				Instructional Delivery Skills	Evaluator Rating			
Unsatisfactory	Needs Development	Solid Performer	Accomplished/ Exemplary		Unsatisfactory	Needs Development	Solid Performer	Accomplished/ Exemplary
				1. Faculty member displays those skills that demonstrate leadership and promote the vision, mission and values of the College.				
				2. Faculty member provides support to administration in moving forward the strategic plan.				
				3. Faculty member serves as resource to those under their supervision.				

Faculty Evidence and Comments:

Goals from Previous Year	Completion of Goals/Progress on Goal Achievement
•	•
Goals for Next Calendar Year	**Action Plan**
•	•

Evaluator Evidence and Comments:

ADDITIONAL INFORMATION - OPTIONAL

Please provide any additional pertinent information or a summary statement as deemed appropriate by the faculty member or Evaluator.

Sample information:

1. Are you pursing a terminal degree? If so, describe your progress toward degree completion.
2. Is their information that you would like to provide to your supervisee/supervisor that would be beneficial as it relates to understanding your contributions and/or challenges?

Please attach additional evidence as needed or requested.

APPENDIX B – OUTSIDE EMPLOYMENT

Request for External Paid Employment Opportunity

MercyCollege of Ohio

External paid employment would be any type of outside employment that may be a conflict of interest to full time employment at the college. (Ex. Clinical employment, consulting, teaching, etc.)

Name: _____   Date: _____

Division: _____

External Higher Education Institution/ or Organization: _____

Describe the nature of the outside employment: _____

_____

Dates and times of proposed outside employment: _____

Is employment continuous? (If yes, provide details)

_____

Approximate number of hours per week: _____

Conflict with responsibilities at Mercy College of Ohio   Yes ☐   No ☐

Explain: _____

Will Mercy College facilities, personnel, and/or resources be used? (i.e. copy machines, computer, secretarial assistance, phone, etc.)   Yes ☐   No ☐

Describe briefly the relation between the proposed outside employment and your teaching responsibilities and/or scholarly interests.

I attest that to the best of my knowledge, the information provided on this form is true and accurate. I agree to resign-from this external employer if the employment begins to interfere with my responsibilities at Mercy College of Ohio.

Employee Signature: _____   Date: _____

Approve: ☐   Decline: ☐

Comments:

Dean Signature: _____   Date: _____|

Approve: ☐   Decline: ☐

Comments:

Vice President of Academic Affairs Signature: _____   Date: _____

Office: Academic Affairs
Date: 09/28/2017

2221 Madison Avenue, Toledo, Ohio 43604   ☎ 1.888.80.MERCY   ⚑ mercycollege.edu

APPENDIX C – FACULTY SUMMER GRANT FORM

Mercy College of Ohio

FACULTY SUMMER SCHOLARSHIP GRANT PROGRAM

PROPOSAL GUIDELINES

The Faculty Summer Scholarship Grant Program is designed to fund scholarly activities in the summer months.

The awards are intended to support:

1. innovative methods to improve the content and methods of teaching and learning OR
2. unfunded or underfunded ongoing scholarly work

Full-time faculty members are invited to submit proposals for use of summer funding to the Vice President for Academic Affairs by **April 15.** The VPAA works in tandem with the Faculty Development Committee for their review, evaluation and recommendations. Final approval and funding decisions are made by the Vice President for Academic Affairs who will notify applicants ideally on or before April 30.

Faculty members who receive funding for their proposal, are expected to:

1. submit a Final Report Form to the Vice President for Academic Affairs by **September 30**
2. offer a public presentation planned in cooperation with the Faculty Development Committee
3. assist with the implementation and/or integration of the scholarly or innovative work
4. remain at the College for at least one academic year following completion

ELIGIBILITY: All full-time faculty members who will have completed one full year of service at Mercy College of Ohio. Summer Grant awards are limited to three consecutive awards.

AMOUNT AND DURATION OF AWARD: The maximum award of $1500 is based on three weeks of fulltime/cumulative activity. A lesser investment of time would be funded accordingly. Grantees are strongly encouraged to supplement awards with outside funding.

APPLICATION AND REVIEW PROCESS:

a) Consult with your Academic Dean before the proposal is finalized. The Academic Dean's signature is required on the Cover Page of the application.
b) Request your supervisor to write a letter of recommendation to the Vice President for Academic Affairs describing the relevance of the proposed project for department/divisional and/or College needs.
c) Obtain a letter of recommendation from a colleague (internal or external to Mercy College) who has expertise in your discipline and can articulate support and the significance of the scholarly idea.
d) Contact the Vice President for Academic Affairs prior to the submission deadline if you have questions regarding the requirements for this grant, the appropriateness of your proposal, or any aspect of the review process.
e) Submit your proposal and all supporting materials to the Vice President for Academic Affairs by **April 15**. Please use the checklist in this packet to be sure that your application is complete.
f) The VPAA in tandem with the Faculty Development Committee will evaluate applications using the criteria of the Review Form (attached).

Last updated 10/19

FACULTY SUMMER SCHOLARSHIP GRANT PROGRAM - COVER PAGE

Detach this page from packet and include it with your application.

Name _____ Date _____

Rank _____ Department/Division _____

Title of Project _____

Have you ever received an SGPF grant from this University? _____ If so, what year? _____

Please attach a concise narrative statement (not exceeding 5 typed pages) providing details for the proposed project. The narrative should include the following:

a. Title
b. Objectives of the research or project
c. Review of relevant research, if appropriate
d. Detailed description of proposed research or project
e. Duration of the project (estimated hours per week and number of weeks)
f. Significance/relevance of the project for the academic and/or curricular needs of the department/division and/or College
g. Current CV

Budget
Faculty Stipend _____ $

Travel _____ $

Equipment _____ $

Supplies _____ $

Other, please specify _____ $

TOTAL REQUEST _____ $

Signatures
Applicant_____ Date _____

Division Dean _____ Date _____

FACULTY SUMMER SCHOLARSHIP GRANT PROGRAM - PROPOSAL CHECKLIST

Only complete applications can be reviewed. Incomplete applications are returned to the author. It is the sole responsibility of the applicant to be certain that the proposal includes the following materials:

1. a narrative description of the project not exceeding 5 typed pages (see components A through H listed on the Cover Page)

2. completed budget (on Cover Page)

3. required signatures (on Cover Page)

4. a letter of recommendation from Department/Division Dean

5. letter of recommendation from a colleague

6. a statement which addresses whether additional funds have been sought and/or secured

FACULTY SUMMER SCHOLARSHIP GRANT PROGRAM - REVIEW FORM
For VPAA use only*

Name of Applicant_____Date _____

Project Title_____Reviewer

1=strongly disagree, 5= strongly agree

1.	Objectives are clear, precise and measurable	1	2	3	4	5	cannot evaluate
2.	Design involves well-defined methodologies	1	2	3	4	5	cannot evaluate
3.	Significance of the project has been established	1	2	3	4	5	cannot evaluate
4.	Investigator posses requisite background and expertise to complete the project	1	2	3	4	5	cannot evaluate
5.	Dept. chairperson supports the project	1	2	3	4	5	cannot evaluate
6.	Recommending colleague supports the project	1	2	3	4	5	cannot evaluate
7.	Necessary tools and equipment are or will be available	1	2	3	4	5	cannot evaluate
8.	Projected time-table appears reasonable	1	2	3	4	5	cannot evaluate
9.	Projected budget appears reasonable	1	2	3	4	5	cannot evaluate

STRENGTHS OF THE PROPOSAL:

WEAKNESSES:

STATUS OF ADDITIONAL FUNDING:

*Note: This is a sample copy of the Review Form and is not need not be submitted with your application.

FACULTY SUMMER SCHOLARSHIP GRANT PROGRAM - FINAL REPORT

Please complete this form and submit it to the Vice President for Academic Affairs by September 30.

Name _____Date _____

<u>Type of Grant:</u>
(check one)

__Instructional Development

__Faculty Research

<u>Project Title</u>

  1. Please list the goals of the project as you delineated them in the initial proposal.

  2. Illustrate how these goals were achieved. (You may use any form which seems appropriate.)

  3. List any presentations or publications that have resulted or will result from your Summer Grant activities.

  4. Please list comments or suggestions to make the Summer grant program more useful to the faculty.

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