Employee Policy Manual
Board Action Item: February 10, 2014

The Employee Policy Manual at Mercy College of Health Sciences has undergone a comprehensive revision due to new initiatives including development of institutional outcomes, redesign of assessment plans and policies, and an updated College Senate governance structure.

The revised Employee Policy Manual has been provided to the Mercy College Board of Directors for action at their February 10, 2014 meeting. This document may be modified based on Board and related feedback. The final approved document will be available in the Mercy College Resource Room, March 3-5, 2014.
Click on the section title to see applicable policies.

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PRESIDENT’S WELCOME

Welcome to Mercy College of Health Sciences. We appreciate your interest and commitment in your choice of employment at Mercy College. Whether you are a new or a current employee, your talents and gifts provide a meaningful and purposeful contribution to the College in advancing our mission, vision and values.

As a health science college, we take seriously our shared commitment to prepare and graduate health care leaders who evidence high quality in their chosen profession, as well as demonstrate values of knowledge, reverence, integrity, compassion and excellence throughout their health career careers.

Mercy College believes fair and equitable policies are important to foster and promote an environment that supports the traditions of our founders, the Sisters of Mercy. With these stated policies, it is our mutual responsibility to cultivate a culture of professionalism, learning, collegiality, and fellowship in our daily interactions with our internal and external constituencies.

This Employee Policy Manual sets forth the terms and conditions of your employment. All employees at the College have responsibility to read and adhere to these policies. The College will provide regular updates to official documents including the Employee Policy Manual, the College Catalog, Student Handbook, and other policies through electronic communications. All documents may be accessed through the College’s website or share drive. Your comments are invited to assure understanding in meeting expectations articulated in these documents. To facilitate any policy-related needs, please contact your manager or the College Human Resources office.

With our rich heritage of healing service and Catholic traditions, we encourage employees from all backgrounds to participate in the many and varied events and activities offered to the campus community.

With best wishes for an enriching and rewarding experience at Mercy College,

Barbara Quijano Decker, J.D.
President
Mercy College of Health Sciences
ABOUT THE COLLEGE (reviewed 06.2016)

Catholic Identity Statement
Mercy College of Health Sciences (College) is a Catholic institution of higher education whose purpose is to educate students for service and leadership roles in health care in fulfillment of the universal mission of the Roman Catholic Church and the particular charisms of the Religious Sisters of Mercy (RSM).

As a Roman Catholic institution of higher education, Mercy College strives to witness to and promote the Church’s social teaching and moral principles in areas such as the respect for all human life, the fostering of peace and justice, the eradication of poverty and unjust discrimination, the development of all peoples, and the growth of human culture.

In response to the specific call of the RSM community, the College fosters the pursuit of truth and knowledge and strives to nurture the growth and wellness of the whole person – physically, spiritually, intellectually and morally.

The College manifests these beliefs by:
• Providing health sciences education rich in values and offering opportunities for spiritual, intellectual, cultural and ethical growth;
• Demonstrating leadership in service to the community, especially those who are underserved;
• Building and sustaining a Catholic Christian community called by God to live together as a holy people bound by love, solidarity and self-giving, and faith. This Catholic Christian community thus becomes a sign of God’s presence within and among us;
• Respecting the beliefs of those members of other religious and spiritual traditions and inviting them to share the gifts they bring to the community;
• Providing opportunities for prayer, reflection and the study of Sacred Scripture;
• Celebrating liturgy and participating in the Sacraments; and
• Participating in the creation and development of societal structures that are humane, just and respectful of the rights and dignity of the human person.

Inspired by the example of Catherine McAuley, who founded the RSM community and who dedicated her life to reaching out in service in Jesus’ name, we, as a college community, strive continually to make this vision of our Catholic identity a reality throughout the living and learning environment of the College.

College History and Sponsorship and the Religious Sisters of Mercy
Many of the healthcare educational programs now offered by the College spring from the educational and healing ministries of a group of religious women founded in 1831 in Dublin, Ireland. Catherine McAuley responded to the desperate poverty of Ireland’s Catholics under the British penal laws by reaching out to provide comfort and education.
Using a significant inheritance, Catherine, in 1827, built and opened Baggot Street House of Mercy, a place where she and like-minded women instructed children and taught young women the skills they needed to become independent. This focus on women and children remains an important charism of the community to this day. It was only after the work being done at the Baggot Street facility was noticed, that Catherine moved to establish a religious community. Their visiting the sick in homes and hospitals resulted in the nickname “The Walking Nuns” because their ministry was among the people. The Vatican formally recognized the community in 1841, shortly before Catherine died. Frances Warde, one of the first women to profess vows as a RSM, came to the United States in 1843 in response to requests from American bishops to minister to Irish immigrants.

By 1893, three sisters from Mercy Hospital in Davenport were asked to open the first hospital in Des Moines. Under the leadership of Mother Mary Baptist Martin, these women provided their first care from rooms rented at Hoyt Sherman Place. By 1899, the need for more help with their ministry prompted the local community to establish the Mercy Hospital Training School to educate nurses. Seven students graduated in the first class in 1901. The historical roots of several other academic offerings, currently available at the College, also originated within what is now known as Mercy Medical Center – Des Moines (MMC).

These early programs met growing workforce needs, expanding technology and care options (clinical laboratory science, established 1956 and radiologic technology, established 1960), and were established as part of MMC where the academic instruction was focused as “hands-on” or “on-the-job training.” A legacy of these experiences necessitated a focus on certificate and associate degree programs at the time the College sought formal entry from the North Central Association as a College in 1995.

Since 1996 when the RSM community set in motion a transition from direct control of their health care ministry in Des Moines and other cities, both the College and MMC have been sponsored by Catholic Health Care Federation (CHCF), a corporation formally recognized by The Vatican as responsible for the Catholic character of the many facilities under its ownership. CHCF operates as Catholic Health Initiatives (CHI), a corporation located in Denver, Colorado.

Together, Mercy College and all of the entities within CHI operate under a set of shared core values which remain congruent with those of the RSM community, who remain engaged as a member of the sponsorship board of CHI. The College is unique in that it adopted not only the CHI core values -- reverence, integrity, compassion and excellence, but a fifth value – knowledge, to reflect the College’s academic culture.

Mercy College is an associate member of the Conference for Mercy Higher Education, which is the national corporation overseeing all RSM colleges and universities in the United States. The College continues to live the charisms of the RSM community by advancing the mission and vision in the delivery of health science education to communities of interest.
Our Vision
To be a national leader for excellence in the delivery and innovation of health sciences education.

Our Mission
Mercy College of Health Sciences prepares graduates for service and leadership in the healthcare community by integrating its core values with a professional and liberal arts and sciences education.

Our Values
Mercy College of Health Sciences is a Catholic institution of higher education, rooted in the heritage of the Sisters of Mercy, guided by our core values of knowledge, reverence, integrity, compassion, and excellence.

Our Core Values

Knowledge: The ability to instill in our college community a thirst to continually study, observe, and investigate the world for facts and ideas that can improve the health and well-being of humankind, as well as create a love for learning.
Reverence: Profound spirit of awe and respect for all creation, shaping relationships to self, to one another, and to God, as well as acknowledging that we hold in trust all that has been given to us.
Integrity: Moral wholeness, soundness, uprightness, honesty, and sincerity as the basis of trustworthiness.
Compassion: Feeling with others, being one with others in their sorrows and joy, rooted in the sense of solidarity as members of the human community.
Excellence: Outstanding achievement, merit, virtue; continually surpassing standards to achieve and maintain quality.

Campus Ministry
In support of the legacy of the RSM community, the Campus Ministry office provides opportunities for students, faculty, and staff a variety of ways to explore, challenge, develop, and live out their faith. Rooted in the heritage of the Sisters of Mercy, Campus Ministry promotes the Core Values in unifying the community with retreats, service, friendship, and prayer.

Campus Ministry’s programs are inclusive of all faith backgrounds and designed to make every student, faculty and staff member feel comfortable and welcome in the College family.
Accreditation
Mercy College is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools (HLC-NCA).

The Clinical Laboratory Science Program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

The Diagnostic Medical Sonography Degree Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

The Emergency Medical Services Certificate Programs are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

The Medical Assisting Certificate Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

The Bachelor of Science in Nursing Degree Program is accredited by the Commission on Collegiate Nursing Education (CCNE).

The Associate of Science in Nursing and the Bachelor of Science in Nursing Degree Programs have approval of the Iowa Board of Nursing.

The Associate of Science in Nursing Degree Program is accredited by the Accreditation Commission for Education in Nursing (ACEN).

The Physical Therapist Assistant Degree Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

The Radiologic Technology Degree Program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT).

The Surgical Technology Certificate Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) through the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA).

The Mercy College Training Center is accredited by the American Heart Association.
College Governance
The Mercy College Board of Directors (hereafter referred to as the Board) is responsible for all strategic, operational, fiscal, and policy decisions at the College. Board members represent expertise in higher education, healthcare administration, development, marketing, legal, religious communities, and related community organizations. The Board leads the institution within a set of defined Articles of Incorporation and Bylaws. The Board has established Board Committees to help in directing the strategic and operations of the College. The President is the reporting officer to the Board. The President regularly engages with the Board in leading and providing oversight of the College. The President is supported by a Cabinet and an Operations Team that meet weekly to discuss and assess strategic and operations imperatives, as well as to identify and respond to trends within the College and in higher education. The President’s Council meets monthly to inform and share information on topics of interest and importance related to the College. A Leadership Team, convened by the President, meets three times a year to focus on key topics in advancing the College.

The Vice President of Academic Affairs/Provost is the chief academic officer for the College and serves as the primary administrative contact in working with the College Senate. The College Senate, using a shared governance model, engages internal constituencies in its governance. The College Senate has defined formal Committees that serve to assess, develop, and recommend institutional and academic activities. Within the College Senate, there is an Academic Council composed of all faculty and a Staff Council with membership from professional and support staff.

Information regarding the College Senate Governance is found in Appendix A in this manual. Students have an opportunity to take an active role in the governance of the College through the Student Senate. Information about the Student Senate is located in the Student Handbook on the College’s website.

PLANNING AND OPERATIONS (reviewed 06.2016)
The College articulates its mission, direction, and planning through the Strategic Plan, Institutional Profile, Institutional Outcomes, College Catalog, and various publications highlighted on the College website.

The Strategic Plan outlines the pillars, goals, and objectives that guide the institution in fulfilling its mission. The Institutional Profile highlights College demographics and hallmarks in support of the mission. The Institutional Outcomes statements, guided by the core values, serve as the benchmark in achieving the mission. The College Catalog communicates the mission in defining the academic programs and operations of the College.

The mission is communicated to constituents through the VitalSigns and Viewbook publications. VitalSigns and VitalPeople provide an opportunity to communicate publicly
how the College fulfills its mission from the perspective of students, faculty, staff, and community members. The College Viewbook creatively brings the mission to prospective students and visitors.

Institutional Assessment
Mercy College has a commitment to embed in its culture meaningful, management, and sustainable assessment practices to enhance institutional quality. The college implements a systematic, continuous process of improvement aligned with its vision, mission, and values. Institutional assessment guidelines ensure systematic assessment translates into steps that result in the collection, analysis, and use of data to enhance all student learning, department processes, and employee development. Using a balanced approach of assessment, it takes all people who are involved in or affected by Mercy College to continuously improve the outcomes of the learning and working environment.

The College aspires to generate the best possible learning and working environment for all students and employees by delivering continuous and ongoing assessment opportunities while providing dependable and usable data in a timely manner. The success of Mercy College in this endeavor depends upon our employees acting on a commitment in their roles to the College, its students, and the public good. Accordingly, our employees are compelled to consider and make data-driven decisions to better the College within the framework of its mission and purpose. This charge includes leadership as role models to demonstrate accurate and transparent information to communities of interest regarding students and employees stated expectations and outcomes.

Library
The library provides a collection of online and physical resources that includes, books, eBooks, journal literature, digital images and films, CDs, and DVDs. Faculty and students have online access through the library’s website and E-LEOS, and physical access through the College Library and the MMC Levitt Medical Library. Information literacy instruction, resources, and services are introduced in student orientations (both face-to-face and online). The library also provides interlibrary loan service for acquiring materials not held locally.

Operations
The College conducts a formal annual budget process for individual academic schools and departments. This process allows for budgetary planning, including staffing, capital, and operating expenses. Academic program enrollment targets are initiated at the program level. The deans and senior administrators review these annually. Annual capital allocations and expenditures are also identified. The proposed operating budget for the fiscal year is submitted for review and approval by the Board.

The College utilizes a decision matrix in identifying and setting established protocols in response to various activities related to the daily operations of the College.
Policies Applicable to All Employees
All policies apply to all College employees. Policies contained in this Manual are conditions of employment and should not be considered as a contract, an employment agreement, or create any expectation of continued employment or job security with the College. Policies and procedures can be changed or withdrawn by the College without notice.

Non-contractual employees are considered “employees-at-will” which means that employment can be terminated at any time and for any lawful reason by either the employee or the College. Only the President (or designee) is authorized to offer a contract of employment other than at-will.

Employees of Mercy College are also expected to review and follow the policies of MMC and CHI. Mercy policies can be accessed on MercyNet and CHI Policies can be accessed on Inside CHI.

Employees are responsible for reviewing new or revised policies and procedures. Employees may contact their manager or the College Human Resources office (Human Resources) for questions or clarifications.

Excess Benefits Transaction Policy
The College ensures, to the extent reasonably possible, that its activities are conducted for the benefit of the community. It will not operate for the benefit of employees, medical staff, physicians, or other private interests, nor will its governance be under the control or influence of such interests.

The College ensures, to the extent reasonably possible, that no part of its earnings will, directly or indirectly, excessively benefit its directors, officers, employees, or physicians. Any private benefits which result from the College’s activities will be only such as are incidental to the public benefits intended to be achieved by such activities.

Equal Opportunity
The College is committed to equal opportunity and nondiscrimination to applicants, employees and students without regard to race or ethnicity; creed; color; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; or whether a disabled or Vietnam-era veteran.

The College is committed to ensuring all of its activities are governed by principles of equality of opportunity, and that all students are helped to achieve their full academic potential. This statement applies to recruitment and admissions, to the curriculum, teaching and assessment, to welfare and support services, and to employee development and training.
All visitors to the College, including contractors, and people operating on behalf of the College, whether on College premises or elsewhere, have a responsibility to behave in accordance with the principles of this policy.

**Employment and Accommodations of Persons with Disabilities**
The College is committed to the hiring and advancement in employment of qualified persons with disabilities as defined by the Americans with Disabilities Act of 1990 (ADA) and the ADA Amendment of 2008 (ADAAA). The ADA defines a disability as “mental or physical condition that substantially limits an individual’s ability to perform one or more major life activities” as compared with the average person in the general population.

All employment decisions, at the College, will be based upon objective determinations of each person’s job-related qualifications. The College will investigate and take appropriate action to correct any reasonable complaint concerning an accommodation or allegation of a discrimination based on disability. The College will comply fully with applicable local, state and federal laws regarding the employment of persons with disabilities. Employees with questions or concerns should contact Human Resources.

**Alcohol and/or Substance Abuse Policies**

**Mercy College Alcohol Policy**
The laws of the State of Iowa regulating the purchasing, dispensing, possession and consumption of alcoholic beverages will apply to all members of the College community. Each person will be expected to abide by those laws and will be held responsible, by civil law enforcement, for his or her own actions in any situation involving violations of Iowa state laws regarding alcoholic beverages.

Alcoholic beverages may not be served, consumed, possessed, distributed, or sold on campus without specific authorization. Alcohol beverages may not be served or consumed by students on campus.

**Alcohol and Illegal Drug Use**

**Alcohol Concern**
The use of alcoholic beverages, though acceptable for persons of legal age, is a matter of concern, because Mercy College is committed to maintaining an academic and social environment conducive to the intellectual and personal development of students and to the safety and welfare of all members of the College community. The College believes that it cannot deny persons of legal age the right to use alcoholic beverages, but sees its responsibility as preventing the abuse of drinking privileges by encouraging individuals to behave in an appropriate and responsible manner where the use of alcoholic beverages is concerned.
It is expected that all who use alcohol will:
- Be of legal age.
- Make healthy choices that avoid high-risk behaviors
- Maintain control of self and circumstances.

The College does not condone alcohol use which results in:
- Abuse to one’s self, others, or property.
- Compromised control of one’s self, circumstances, or values.
- Negative effects on academic, health, or relationships.
- A pattern of problems.
- Violation of the law.

Consistent with the College’s core values, it is expected that members of the campus community take ownership in and responsibility for establishing and reinforcing community alcohol standards as follows by creating and maintaining a view on alcohol that:
- Alcohol should not be the focal point of any activity.
- Supports an individual’s decision not to drink.
- Understands that those who drink together have an obligation to be informed, supportive peers who look out for one another’s welfare.

As part of a responsible alcohol educational effort, all employees will receive information on:
- Alcohol standards and policies.
- Signs of alcohol problems.
- How to explore and understand drinking choices.
- Available campus and off-campus resources
- Levels of alcohol impairment.
- Effects of tolerance on alcohol consumption.
- Effects of other drugs on alcohol consumption.
- How to calculate blood-alcohol levels.
- Emergency responses and procedures.
- Issues that drive substance abuse.

**Drug Free Schools and Communities Act and the Higher Education Amendments of 1998, Section 120.**

The Federal Drug-Free Schools and Communities Act and the Higher Education Amendments of 1998, Section 120, require all students and employees to be informed of the institution’s drug and alcohol policy guidelines. The following is Mercy College’s policy related to a drug-free campus environment which applies to all College students, faculty, and staff. Should an employee have any questions, contact Human Resources.
Alcohol and Drug Abuse Prevention Policy
Mercy College prohibits the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees on its property or as a part of any of its programs or activities. Students and employees who engage in prohibited or illegal conduct face sanctions, including suspension, dismissal, expulsion, termination of enrollment and/or employment and referral for prosecution.

Health risks associated with the use of illicit drugs and alcohol abuse vary with the nature of the substance and pattern of abuse and include, but are not limited to:

- Depression and/or mood swings.
- Dependency.
- Organ damage.
- Mental problems, hallucinations, confusion.
- Accidents.
- Violent reactions.

Further information concerning the uses and penalties associated with controlled substances is summarized below. Materials outlining health risks in detail and with specificity concerning particular drugs are available from Human Resources.

The unlawful use, possession, or distribution of illicit drugs and alcoholic beverages may result in local, state and federal legal sanctions which may include fines, imprisonment or both. Legislation is extensive in this area, and penalties vary with the type of illicit drug and/or alcohol abuse. Ordinances and statutes collected in local, state and federal codes including but not limited to Title 21, Chapter 13 of the United States Code, Chapters 123, 124, 124A, and 124B of the Iowa Code, and Chapters 10 and 70 of the Municipal Code of the City of Des Moines, should be consulted. A partial description of applicable sanctions is listed below.

Drug and alcohol counseling is available through the Employee Assistance Program. Employees, while on campus, in clinical settings, or participating in college-sanctioned activities will be subject to the College’s discipline procedures if they:

- Use, possess, distribute, or sell alcohol (unless authorized to serve or consume).
- Are under the influence of alcohol.
- Possess, manufacture, distribute, dispense, buy transfer, sell, or use illegal drugs, alcohol, or legal drugs without a physician’s prescription.
- Engage in off-campus possession, manufacture, distribution, dispensing, buying, transferring, selling or using of illegal drugs resulting in a conviction.

If an employee of the College is convicted of any violation, the employee is required to inform Human Resources within five days of the conviction. Drug or certain alcohol-related convictions may result in disciplinary measures up to and including termination.
Human Resources will notify all appropriate agencies and registries of relevant drug or alcohol-related convictions within thirty days of receiving the information. Employees licensed as RNs or Allied Health care providers are additionally subject to all sanctions imposed by the Iowa Nurse Practice Act and Allied Health Licensure Guidelines and will be referred for disciplinary action where appropriate.

**Federal Penalties and Sanctions for Illegal Possession of a Controlled Substance and Alcohol Related Offenses**

21 U.S.C. 844(a): 1st conviction up to 1 year imprisonment and fined at least $1,000 or both. After 1 prior drug conviction at least 15 days in prison, not to exceed 2 years, and fined at least $2,500, or both. After 2 or more prior drug convictions at least 90 days in prison, not to exceed 3 years, and fined at least $5,000, or both.

21 U.S.C. 853(a)(2) and 881(a)(7): Forfeiture of personal and real property used to possess or to facilitate possession of a controlled substance if that offense is punishable by more than 1 year of imprisonment. (See special sentencing provision re: crack).

21 U.S.C. 881(a)(4): Forfeiture of vehicles, boats, aircraft or any other conveyance used to transport or conceal a controlled substance and any real property used to facilitate such crime.

21 U.S.C. 862(b): Denial of federal benefits, such as student loans, grants, contracts, and professional and commercial licenses, up to 1 year for first offense, up to 5 years for second and subsequent offenses and completion of drug treatment program and community service.

**Miscellaneous**

Revocation of federal licenses and benefits are vested with the authorities of individual Federal agencies. Note: Federal penalties for manufacture or distribution of controlled substances include various prison sentences ranging up to life in prison and various fines ranging up to $2 million. 21 U.S.C. 960

**State Penalties and Sanctions**

Iowa Code §123.46: (consumption of alcohol in public places; public intoxication). Either imprisonment, not to exceed 30 days, or a fine of at least $50, but not more than $100.

Iowa Code §§123.47: (Providing alcoholic liquor, wine or beer to persons under age 21; possession or control by persons under age 21). First offense: fine of $200 to $1,000. Second offense: fine of $500 and completion of substance abuse evaluation or suspension of driver’s license for up to 1 year. Third and subsequent offenses: fine of $500 and suspension of driver’s license for up to 1 year.

Iowa Code §123.49: (Providing alcoholic liquor, wine or beer to an intoxicated person). Imprisonment not to exceed 30 days or fine not to exceed $625.
Iowa Code §124.401(5): (Possession of a controlled substance). Substances other than marijuana: imprisonment not to exceed 1 year and/or fine not to exceed $1,875. Marijuana: imprisonment not to exceed 6 months and/or fine not to exceed $1,000. Suspended sentences may include probation and required participation in drug treatment program.

Iowa Code §124.401(1) and (2): (Manufacture, delivery, or possession with intent to manufacture or deliver a controlled substance or counterfeit or simulated controlled substance). Depending on the nature and amount of substance, penalties range from imprisonment for periods not to exceed 2 years, 5 years, 10 years, 25 years or 50 years and/or fines not to exceed $5,000, $6,250, $7,500, $50,000, $100,000 or $1,000,000.

Iowa Code §124.406: (Distribution of a controlled substance to a person under age 18). Depending on nature of substance and ages of parties, penalties range from imprisonment for periods not to exceed 25 years, 10 years, 5 years, or 2 years and/or fines not to exceed $5,000, $6,250, $7,500, or $10,000.

Iowa Code §124.407: (Sponsoring, promoting or assisting with a gathering with knowledge that controlled substance will be distributed, used or possessed there). Controlled substances other than marijuana: imprisonment not to exceed 5 years and/or fine not to exceed $7,500. Marijuana: imprisonment not to exceed 1 year and/or fine not to exceed $1,875. Second or subsequent offenses of most of the above-referenced offenses may be punished by imprisonment for a period up to three times the term otherwise authorized and/or a fine of up to three times the amount otherwise authorized.

Iowa Code §124A.4: (Manufacture, delivery or possession with intent to deliver an imitation controlled substance). Depending on ages of the participants, penalties may range from imprisonment for periods not to exceed 1 year, 2 years or 5 years and/or fines not to exceed $1,875, $6,250 or $7,500.

Iowa Code §124B.9: (Sale, transfer, furnishing or receipt of a “precursor substance” with knowledge or intent it will be used to unlawfully manufacture a controlled substance). Imprisonment not to exceed 10 years and/or fine not to exceed $10,000.

**Local Penalties**

Violations of local ordinances dealing with alcohol consumption, such as public intoxication and similar offenses, generally are punishable by fines not to exceed $500 or imprisonment not to exceed 30 days.

**Employee Alcohol/Substance Abuse During Clinical Time**

All employees in a clinical setting may be subject to testing under certain circumstances including but not limited to post accident or injury to a student or employee and probable cause or reasonable suspicion to believe that the employee may be under the influence of alcohol or illegal drugs.
• Probable cause/reasonable suspicion includes but is not limited to the smell of alcohol and/or impaired behaviors.
• If an employee is suspected of alcohol or substance abuse, they may be excused from the clinical site. Alternate transportation for the employee will be arranged from the clinical site.

**Tobacco Free Workplace**
To promote the health and welfare of students, faculty, and staff, the College campuses are tobacco-free including, cigarettes, electronic cigarettes, cigars, chewing tobacco, snuff, pipes and snus, while complying with applicable state and local laws.

**Violence Free Workplace**
The College is committed to maintaining a work environment free of intimidation, threats, or violent acts. These include but are not limited to: intimidation, threatening or hostile behavior, physical abuse, vandalism, arson, sabotage, use of weapons, possession of weapons of any kind or articles which could be potentially used as weapons, or any other act which, in the opinion of management, is inappropriate to the workplace and violates the core values. In addition, jokes, offensive comments, or comments that imply threats of violence are considered violations of this policy.

**Ethics at Work**
Each employee has a personal responsibility to behave ethically, appropriately and in accordance with the College’s core values.

The College strives to integrate the core values into its teaching, scholarship, business practices, and daily interactions among all members of the campus community. Each employee is expected to conduct College business with the utmost honesty, accuracy and fairness. College business includes, but is not limited to, recruitment of employees and students, contracting with outside vendors, teaching and advising students and marketing.

**Reporting Concerns**
Employees are responsible for promptly reporting potential violations of law, regulation, policy or procedure. Employees are protected from retaliation when making a good faith report, complaint or injury. The College also has a responsibility to communicate such violations through defined protocols and reporting requirements.

**Reporting Process**
Employees should use the following options for reporting:
- Visit with your manager or a member of College management.
- College Human Resources office.
- Ethics at Work Hotline: 1-800-261-5607.
- Filing a report at www.ethicspoint.com
Title IX Statement
It is the policy of the College to comply with Title IX of the Education Amendments of 1972 and its implementing regulations, which prohibit discrimination based on sex in the College’s educational programs and activities. Title IX and its implementing regulations also prohibit retaliation for asserting claims of sex discrimination. The College has designated the following Title IX Coordinator to coordinate its compliance with Title IX and to receive inquiries regarding Title IX, including complaints of sex discrimination. More information regarding Title IX may be found in Appendix C.

Students contact:
Anne Dennis, PHR, SHRM-CP
Senior Director, Human Resources
928 6th Avenue
Des Moines, IA 50309-1222 515-643-6640
adennis@mercydesmoines.org

Employees or third party contractors contact:
Anne Dennis, PHR, SHRM-CP
Senior Director, Human Resources
928 6th Avenue
Des Moines, Iowa 50309-1239 Building 1 Room 113
515-643-6640 or 515-643-3180
adennis@mercydesmoines.org

An employee may also file a complaint of sex discrimination with the United States Department of Education’s Office for Civil Rights regarding an alleged violation of Title IX by visiting http://www2.ed.gov/about/offices/list/ocr/complaintprocess.html or by calling 1-800-421-3481.

Non-Discrimination Statement
It is Mercy College of Health Sciences’ policy to conduct all academic programs and business activities in a manner that is free from unlawful discrimination and to provide equal opportunity for and equal treatment of students and employees regardless of race, color, age, ethnicity, religion/creed, national origin, pregnancy, sexual orientation, gender, gender identity, genetic information, sex, marital status, disability or status as a U. S. veteran or any other factor protected by law. Inquiries regarding nondiscrimination policies may be directed to the Vice President, Enrollment Management and Student Affairs or the Human Resources’ Business Partner at 515.643.3180, 928 6th Avenue, Des Moines, Iowa 50309, mchshr@mercydesmoines.org.

Non-Discrimination and Anti-Harassment
Mercy College is committed to providing a learning and working environment that promotes personal integrity, civility, and mutual respect in an environment free of discrimination on
the basis of sex. The College considers sex discrimination in all its forms to be a serious offense. Sex discrimination constitutes a violation of this policy, is unacceptable, and will not be tolerated.

Sexual harassment, whether verbal, physical, or visual, that is based on sex is a form of prohibited sex discrimination. Sexual harassment also includes sexual assault and discrimination on the basis of pregnancy. The specific definitions of sexual harassment, sexual assault, domestic violence, dating violence and stalking, including examples of such conduct, are set forth below.

This policy applies to administrators, faculty, and staff; applicants for employment; customers; third-party contractors; and all other persons that participate in the College’s educational programs and activities, including third-party visitors on campus.

The College’s prohibition on sex discrimination and sexual harassment extends to all aspects of its educational programs and activities, including, but not limited to, admissions, employment, academics, and student services.

**Sexual Harassment**

**Sexual Harassment Definition**

Sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made or threatened to be made, either explicitly or implicitly, a term or condition of an individual's employment or education
- Submission to or rejection of such conduct by an individual is used or threatened to be used as the basis for academic or employment decisions affecting that individual, or
- Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating what a reasonable person would perceive as an intimidating, hostile, or offensive employment or education environment.

Examples of sexual harassment include:

- Pressure for a dating, romantic, or intimate relationship.
- Unwelcome touching, kissing, hugging, or massaging.
- Pressure for sexual activity.
- Unnecessary references to parts of the body.
- Sexual innuendos or sexual humor.
- Obscene gestures.
- Sexual graffiti, pictures, or posters.
- Sexually explicit profanity.
• Asking about, or telling about, sexual fantasies.
• E-mail and Internet use that violates this policy.
• Sexual violence.
• Sexual assault as defined below.

Sexual Assault or Sexual Violence Definition
Sexual violence or sexual assault are terms that refer to non-consensual sex acts, contact or behavior. These terms may be used interchangeably. The term sexual assault will be used throughout this policy. Sexual assault is a form of prohibited sexual harassment. Sexual assault includes physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent because of his or her temporary or permanent mental or physical incapacity or because of his or her youth.

Examples of sexual assault include:
• Sexual intercourse (anal, oral, or vaginal) by a man or woman upon a man or woman without consent.
• Unwilling sexual penetration (anal, vaginal, or oral) with any object or body part that is committed by force, threat, or intimidation.
• Sexual touching with an object or body part, by a man or woman upon a man or woman, without consent.
• Sexual touching with an object or body part, by a man or woman upon a man or woman, committed by force, threat, or intimidation.
• Prostituting another student.
• Non-consensual video or audio-taping of sexual activity,
• Knowingly transmitting a sexually transmitted disease to another.

Domestic Violence, Dating Violence, and Stalking Definitions
The crimes of Domestic Violence, Dating Violence, and Stalking can also constitute sexual harassment when motivated by a person’s sex. These crimes, no matter the motivation behind them, are a violation of this policy.

Domestic Violence: Involves a pattern of abusive behavior in any relationship that is used by a person to gain or maintain power and control over another household or family member. Household or family member is a spouse, cohabitant, or anyone who has a child in common, regardless if they are married or reside together. Domestic violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person. This would include behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerce, threaten, blame, hurt, injure, or wound someone.

Dating Violence: Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, the frequency of interaction between the persons involved in the relationship.
**Stalking:** A pattern of repeated and unwanted attention, harassment, contact, or any other course of conduct directed at a specific person that would cause a reasonable person to fear for the person’s safety or the safety of others or suffer substantial emotional distress. The conduct would include two or more acts, and does not include constitutionally protected activity. Acts might include but are not limited to, unwanted communication by phone, email, or mail; harassing threats to harm the victim, victim’s children, relatives, friends, or pets; following or waiting for the victim at places; repeatedly leaving or sending the victim unwanted items, presents, or flowers.

**Definition of Consent**
Consent to engage in sexual activity is a voluntary and knowing act. Lack of consent is critical in determining whether sexual violence has occurred. Consent must be given for each form of sexual contact and with each sexual partner. Consent requires affirmative, clear, unambiguous acts or statements by each person involved. Consent is not passive.

- If coercion, intimidation, threats, and/or physical force are used, there is no consent. If a person is mentally or physically incapacitated or impaired by alcohol or drugs such that the person cannot understand the fact, nature, or extent of the sexual situation, there is no consent.
- If a person is asleep or unconscious, there is no consent.
- Consent to one form of sexual activity does not imply consent to other forms of sexual activity.
- Previous consent for sexual activity does not give consent for future sexual activity.
- Consent can be withdrawn. A person who initially consents to sexual activity is deemed not to have consented to any sexual activity that occurs after he or she withdraws consent.
- Within the state of Iowa consent cannot be given by a minor under the age of 16.

**Roles and Responsibilities**

**Title IX Coordinator**
It is the responsibility of the Title IX Coordinator to disseminate information and education and training programs to:
- Assist the College community with understanding that sex discrimination and sexual harassment are prohibited.
- Ensure investigators are trained to respond to and investigate complaints of sex discrimination and sexual harassment.
- Ensure employees are aware of the procedures for reporting and addressing complaints of sex discrimination and sexual harassment.
• Implement the Title IX Complaint Resolution Procedure or to designate appropriate person(s) for implementing the Title IX Complaint Resolution Procedure.

Administrators, Deans, Department Chairs, and Other Managers
It is the responsibility of administrators, deans, program chairs, and managers (i.e., those that formally supervise other employees) to:
• Inform employees under their direction or supervision of the policy.
• Work with the Title IX Coordinator to implement education and training programs for employees and students.
• Implement corrective actions that are imposed as a result of findings of a violation of the policy.

The College
When the College is aware that a member of the College Community may have been subjected to or affected by conduct that violates this policy, the College will take prompt action, including a review of the matter and, if necessary, an investigation and appropriate steps to stop and remedy the sex discrimination or sexual harassment. The College will act in accordance with its Title IX Complaint Resolution Procedures.

Complaints
All College employees have a duty to report sex discrimination and sexual harassment to the Title IX Coordinator. All parties and witnesses involved in an investigation are expected to cooperate and provide complete and truthful information.

Employees may also file a complaint with the United States Department of Education’s Office for Civil Rights, as set forth in the Title IX Statement.

Content of the Complaint
The complaint should include: the date(s) and time(s) of the alleged conduct; the names of all person(s) involved in the alleged conduct, including possible witnesses; details outlining what happened; and contact information for the complainant.

Conduct that Constitutes a Crime
Any person who wishes to make a complaint of sex discrimination or sexual harassment that also constitutes a crime—including sexual assault, domestic violence, dating violence, or stalking—is encouraged to make a complaint to local law enforcement. If requested, the College will assist the complainant in notifying the appropriate law enforcement authorities. A victim may refuse to notify such authorities. In the event of an emergency, please contact 911.

Special Guidance Concerning Complaints of Sexual Assault, Domestic Violence, Dating
Victims of sexual assault, domestic violence, dating violence, or stalking should immediately go to the emergency room of a local hospital and contact local law enforcement, in addition to making a prompt complaint.
Victims of sexual assault, domestic violence, dating violence, or stalking, should do everything possible to preserve evidence by making certain that the crime scene is not disturbed. Victims of sexual assault, domestic violence, or dating violence should not bathe, urinate, douche, brush teeth, or drink liquids until after they are examined and, if necessary, a rape examination is completed. Clothes should not be changed. When necessary, victims should seek immediate medical attention at an area hospital and take a full change of clothing, including shoes, for use after a medical examination. Preservation of evidence may be necessary for proof of the crime or in obtaining a protection order.

For cases of stalking, it is important to take steps to preserve evidence to the extent that such evidence exists. This evidence may be in the form of letters, emails, or text messages rather than evidence of physical contact or assault.

Once a complaint of sexual assault, domestic violence, dating violence, or stalking is made, the complainant has several options including, but not limited to:

- Seeking legal advice.
- Seeking personal counseling.
- Pursuing legal action against the perpetrator.
- Pursuing disciplinary action.
- Requesting that no further action be taken.

Vendors, Contractors, and Third-Parties
This policy applies to the conduct of vendors, contractors, and third parties. Persons who believe they have been discriminated against or harassed in violation of this policy should make a complaint in the manner set forth in this section.

No Retaliation
It is a violation of the policy to retaliate against any member of the College community who reports or assists in making a complaint of discrimination or harassment or who participates in the investigation of a complaint in any way. Persons who believe they have been retaliated against in violation of the policy should file a complaint with the Title IX Coordinator.

Protecting the Complainant
Pending final outcome of an investigation in accordance with the Title IX Complaint Resolution Procedure, the College will take steps to protect the complainant from further discrimination or harassment.

Complainants who have obtained a temporary restraining order or no contact order against the alleged perpetrator should provide the information to the Title IX Coordinator. The College will take all reasonable and legal action to implement the order.
Timing of Complaints
The College encourages employees to file complaints of sex discrimination and sexual harassment as soon as possible. Delay in filing a complaint may limit the College's ability to investigate and respond to the conduct.

Investigation and Confidentiality
All complaints of sex discrimination and sexual harassment will be promptly and thoroughly investigated in accordance with the Title IX Complaint Resolution Procedures and disciplinary action will be taken when appropriate.

The College will make reasonable and appropriate efforts to preserve an individual's privacy and protect the confidentiality of information when investigating and resolving a complaint. However, because of laws relating to reporting and other state and federal laws, the College cannot guarantee confidentiality to those who file complaints.

In the event a complainant requests confidentiality or asks that a complaint not be investigated, the College will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation. If a complainant insists that his or her name not be disclosed to the alleged perpetrator, the College's ability to respond may be limited. The College reserves the right to initiate an investigation despite a complainant's request for confidentiality in limited circumstances involving serious or repeated conduct or where the alleged perpetrator may pose a continuing threat to the College community.

Resolution
If a complaint of sex discrimination or sexual harassment is found to be substantiated, the College will take appropriate corrective and remedial action. Administrators, faculty, and staff found in violation of the policy will be subject to discipline up to and including written reprimand, suspension, demotion, or termination. The College, at its discretion, may remove vendors, contractors, and third party participants from College activities and/or prevent them from returning to campus. Remedial steps may also include counseling for the complainant, work accommodations for the complainant, separation of the parties, and training for the respondent and other employees.

Bad Faith Complaints
While the College encourages all good faith complaints of sex discrimination and sexual harassment, the College has the responsibility to balance the rights of all parties. Therefore, if the College's investigation reveals that a complaint was knowingly false, the complaint will be dismissed and the person who filed the knowingly false complaint may be subject to discipline.

Academic Freedom
The College is committed to the principles of free inquiry and free expression; however, sex discrimination and sexual harassment are neither legally protected expression nor the proper exercise of academic freedom.
**Education**
The College recognizes that sex discrimination, sexual harassment, sexual assault, domestic violence, dating violence, and stalking, are important issues. It offers educational programming to new employees as well as ongoing prevention and awareness campaigns for all employees. Educational topics include but are not limited to: relevant definitions, procedures, policies, safe and positive options for bystander intervention; and risk reduction information. To learn more about education resources, employees should contact the Title IX Coordinator.

**Title IX Complaint Resolution Procedure Administration**
For purposes of these complaint resolution procedures, “Investigating Officer” means the Title IX Coordinator or designee. The Investigating Officer shall have responsibility for administering the Complaint Resolution Procedure.

**Fairness and Impartiality**
The Investigating Officer shall discharge his or her obligations under these complaint resolution procedures within a reasonable timeframe fairly and impartially. If the Investigating Officer determines that he or she cannot apply these procedures fairly and impartially because of the identity of a complainant, respondent, or witness, or due to any other conflict of interest, the Investigating Officer shall designate another appropriate individual to administer these procedures.

**Training**
Procedures will be conducted by officials who receive annual training on issues related to sex discrimination, sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Training will include how to conduct investigations and complaint resolutions as well processes to protect the victim’s safety and promote accountability.

**Investigation and Resolution of the Complaint**
Once a complaint is made, the Investigating Officer will begin the investigation as soon as practical, but not later than seven (7) business days after the complaint is filed. The purpose of the investigation is to determinate whether it is more likely than not that the alleged behavior occurred and, if so, whether it constitutes sex discrimination or sexual harassment. During the course of the investigation, the Investigating Officer may receive counsel from College administrators, the College’s attorneys, or other parties as needed.

In certain narrow circumstances, the Investigating Officer may begin an investigation even if the complainant requests that the matter not be pursued. In these circumstances, the Investigating Officer will take all reasonable steps to investigate and respond to the matter in a manner that is informed by the complainant’s articulated concerns.

**Content of the Investigation**
During the investigation, the complainant will have the opportunity to describe the allegations and present supporting witnesses or other evidence. The respondent will have
the opportunity to respond to the allegations and present supporting witnesses or other evidence. The Investigating Officer will review the statements and evidence presented and may interview others with relevant knowledge, review documentary materials, and take any other appropriate action to gather and consider information relevant to the complaint. All parties and witnesses involved in the investigation are expected to cooperate and provide complete and truthful information.

Support Person
During the investigation process, both the complainant and the respondent may ask a non-attorney support person to accompany him or her to meeting(s) with the Investigating Officer. In cases involving multiple complainants or respondents, the support person cannot be another complainant or respondent. The support person does not serve as an advocate on behalf of the complainant or respondent, may not be actively involved in any proceedings, and must agree to maintain the confidentiality of the process. Witnesses and others involved in the investigation are not entitled to have a support person present during the investigatory process.

Interim Measures
At any time during the investigation, the Investigating Officer may determine that interim remedies or protections for the parties involved or witnesses are appropriate. These interim remedies may include separating the parties, placing limitations on contact between the parties, suspension, or making alternative class-placement or workplace arrangements. Failure to comply with the terms of the interim remedies or protections may constitute a separate violation of the Title IX Non-Discrimination and Anti-Harassment Policy.

Pending Criminal
Some instances of sexual harassment or sexual assault may also constitute criminal conduct. In such instances, the complainant is also encouraged to file a report with the appropriate law enforcement authorities and, if requested, the College will assist the complainant in doing so. The pendency of a criminal investigation, however, does not relieve the College of its responsibilities under Title IX. Therefore, to the extent doing so does not interfere with any criminal investigation, the College will proceed with its own investigation and resolution of the complaint.

Resolution
At the conclusion of the investigation, the Investigating Officer will prepare a written report. The written report will explain the scope of the investigation, identify findings of fact, and state whether any allegations in the complaint were found to be substantiated by a preponderance of the evidence.

If the written report determines that sex discrimination or sexual harassment occurred the Investigating Officer will provide an addendum to the written report. The addendum will outline the steps necessary to maintain an environment free from discrimination and harassment and the steps necessary to protect the safety and well-being of the
complainant and members of the College community. Such steps will also include reasonable steps to correct the effects of such conduct on the complainant and others and to prevent the recurrence of discrimination, harassment and retaliation. Examples of such action include: no-contact orders, the provision of counseling or other support services, training and discipline for the perpetrator, including up to termination, or other appropriate institutional sanctions.

The complainant and the respondent will receive a copy of the written report and any addendum within three (3) business days of its completion. If necessary, the version of the addendum provided to the complainant and/or respondent will be redacted to ensure information concerning any remedial and/or disciplinary measures is disclosed in a manner consistent with Title IX, the Family Educational Rights and Privacy Act (“FERPA”), and the Clery Act, as explained by the April 4, 2011 Dear Colleague Letter issued by the U.S. Department of Education, available at: http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.pdf.

The written report of the Investigating Officer shall be final subject only to the right of appeal.

Special Procedure Concerning Complaints Against the President or the Provost
If a complaint involves alleged conduct on the part of the College President, the College Board of Directors will designate the Investigating Officer. Based on the information gathered by the investigation, the College Board of Directors will prepare and issue the written report determining the complaint. The determination of the College Board of Directors is final and not subject to appeal.

If a complaint involves alleged conduct on the part of the Provost, the College President will designate the Investigating Officer. Based on the information gathered by the investigation, the College President will prepare and issue the written report determining the complaint. The determination of the College President is final and not subject to appeal.

Informal Resolution
Informal means of resolution, such as mediation, may be used in lieu of the formal investigation and determination procedure. However, informal means may only be used with the complainant’s voluntary cooperation and the involvement of the Title IX Coordinator. The complainant, however, will not be required to resolve the issue directly with the respondent. The complainant may terminate the informal means at any time. Informal means of resolution, even on a voluntary basis, will not be used to resolve complaints alleging any form of sexual assault.

Timing of the Investigation
The College will strive to conclude its investigation and resolution of the complaint within sixty (60) calendar days of receiving it. Both the complainant and the respondent will be
given periodic updates regarding the status of the investigation. If either the complainant or respondent needs additional time to prepare or to gather their witnesses or information, they shall notify the Investigating Officer, in writing, explaining how much additional time is needed and why it is needed. The Investigating Officer shall respond to any such request within three (3) business days.

Rights of the Parties
During the investigation and resolution of a complaint, the complainant and respondent will have equal rights. They include:

- Equal opportunity to identify and have considered witnesses and other relevant evidence.
- Similar and timely access to all information considered by the Investigating Officer.
- Equal opportunity to review any statements or evidence provided by the other party.
- Equal access to review and comment upon any information independently developed by the Investigating Officer.
- Similar and timely notice of meetings at which either or both may be present.

Appeals
The complainant or respondent may appeal the determination of a complaint only on the following grounds:

- The decision was contrary to the substantial weight of the evidence,
- There is a substantial likelihood that newly discovered information, not available at the time evidence was presented to the Investigating Officer, would result in a different decision,
- Bias or prejudice on the part of the Investigating Officer,
- The punishment or the corrective action imposed is disproportionate to the offense.

Method of Appeal
An appeal must be filed with the Vice President of Business and Regulatory Affairs within ten (10) business days of receipt of the written report determining the outcome of the complaint. The appeal must be in writing and contain the following:

- Name of the complainant.
- Name of the respondent.
- A statement of the determination of the complaint, including corrective action, if applicable.
- A detailed statement of the basis for the appeal including the specific facts, circumstances, and argument in support of it.
- Requested action, if applicable.

The appellant may request a meeting with the Vice President of Business and Regulatory Affairs. The decision to grant a meeting is within the Vice President of Business and Regulatory Affairs’ discretion. If a meeting is granted, then the other party will be granted a similar opportunity.
Resolution of the Appeal
The Vice President of Business and Regulatory Affairs will resolve the appeal within fifteen (15) business days of receiving the appeal and may take any and all actions that are determined to be in the interest of a fair and just decision. The decision of the Vice President of Business and Regulatory Affairs is final. The Vice President of Business and Regulatory Affairs will issue a written statement of the resolution of the appeal. The written statement will be provided to the complainant, respondent, and the Title IX Coordinator within three (3) business days of the resolution.

Documentation
Throughout all stages of the investigation, resolution, and appeal, the Investigating Officer, the Title IX Coordinator, and the Vice President of Business and Regulatory Affairs are responsible for maintaining documentation of the investigation and appeal. This includes documentation of all proceedings conducted under these complaint resolution procedures which may include written findings of fact, transcripts, and audio recordings.

Intersection With Other Procedures
These complaint resolution procedures are the exclusive means of resolving complaints alleging violations of the Title IX: Non-Discrimination and Anti-Harassment Policy. To the extent there are any inconsistencies between this complaint resolution procedure and other College grievance, complaint, or discipline procedures, this complaint resolution procedure will control the resolution of complaints alleging violations of the Title IX: Non-Discrimination and Anti-Harassment Policy.

Confidentiality
Employees are required to maintain confidentiality concerning all information regarding the operations, activities, business affairs, student records, medical documentation of any kind, and other data protected under organizational, state, and federal mandates.

Family Education Rights and Privacy Act (FERPA)
The College complies with the Family Educational Rights and Privacy Act (FERPA) of 1974 and amendments, which governs access to and release of student academic and financial records. Employees may contact the Registrar’s office for more information regarding FERPA.

Disclosure of Personally Identifiable Information
A student’s education records are not accessible to a parent or guardian without the student’s written consent, unless the parent or guardian provides a certified copy of the most recent Federal income tax return that shows the student is a dependent. However, if the College believes it is in the student’s best interest, information from the education records may be released to a parent or guardian in cases such as:

- When a student’s health or safety is in jeopardy.
- When a student engages in alcohol- or drug-related behavior that violates College polices.
- When a student has been placed on academic warning.
• When a student has voluntarily withdrawn from the College or has been required by the College to withdraw.
• When a student’s academic good standing or promotion is at issue.
• When a student has been placed on disciplinary probation or restriction.
• When a student engages in behavior calling into question the appropriateness of the student’s continued enrollment in the College.

The student has the right to consent to disclosures of personally identifiable information contained within their education records, except where FERPA authorizes disclosure without consent. Information may be released:

• To the student
• To the parents of a dependent student
• To a university official
• To a party seeking directory information
• To a party receiving the information pursuant to a judicial order or lawfully issued subpoena.
• Regarding student disciplinary proceedings as expressly permitted by FERPA.
• To parties otherwise authorized to receive the information pursuant to FERPA.

**Intellectual Property**
The College is committed to providing an environment that supports the teaching and research activities of all employees. As a matter of principle and practice, the College encourages all members of the College community to publish, without restriction, their papers, books, and other forms of communication, in order to share openly and fully their findings and knowledge with colleagues and the general public. This policy is intended to promote and encourage excellence and innovation in scholarly research and teaching by identifying and protecting the rights of the College, its faculty, staff, and students.

**Copyright**
Copyright ownership and rights are concepts defined by federal law. College policy is structured within the context of the federal copyright law. The long-standing academic tradition that creators of works own the copyright resulting from their research, teaching, and writing is the foundation of the College’s intellectual property rights policy. Exceptions to this rule may result from contractual obligations, from employment obligations, from certain uses of College facilities, or by agreement governing access to certain College resources.

**Copyrightable Material**
Ownership of copyrightable materials is to be deemed the property of the creator, who is considered to be entitled to determine how the works are to be disseminated and to keep any income they produce. This applies to books written or other material produced, on campus or off, during a term of teaching, vacation, sabbatical, or faculty fellowship, with
normal use of office space, library, and computer resources, but with no other direct College assistance. In recognition of that long-standing practice, the College disclaims ownership of works by faculty, staff, and students, except in the following cases:

- **Assigned Tasks**: Ownership of copyrightable material developed as a result of assigned College duty resides with Mercy College of Health Sciences.
- **Outside Agreements**: When copyrightable material is developed through a sponsored grant or contract, the special provisions contained in that grant or contract must prevail. In the absence of such special provisions, the normal College policy applies.
- **Significant Use of College Resources**: When the development of copyrightable materials is significantly assisted by the use of College facilities, resources, or personnel, the College is entitled to a share of any royalty income pursuant to this Policy. As a matter of principle and practice, the College encourages all employees to publish without restriction their papers, books, and other forms of communication in order to share openly and fully their findings and knowledge with colleagues and the general public. This policy is intended to promote and encourage excellence and innovation in scholarly research and teaching by identifying and protecting the rights of the College, its faculty, staff, and students.

**Mandatory Education**

New and continuing employees are required to complete various education courses by a defined due date on an annual basis as a condition of employment. The courses may be online or in person. Courses may be assigned periodically throughout the year. Employees are responsible for keeping abreast of the courses assigned and the respective deadlines. Employees who do not complete the course(s) by the deadline will receive a verbal warning and every 30 days, thereafter, up to 120 days after the initial deadline. If the course(s) are not completed within 120 days of the initial due date, the employee will be terminated. Managers are responsible for documenting the verbal warning and maintaining in the employee’s department file.

Employees who have 3 occurrences of non-completion in a 12 month period will be terminated. (The 12 month period will be based on an academic year.)

**Licensure/Certification**

Employees in positions that require specific certifications (e.g. license, certification, credential) must maintain active with the certification. Human Resources will verify certification(s) of employees and will notify management of employees whose certifications are coming due. A copy of the renewed certification must be sent to Human Resource on or before the expiration date. If a certification has expired, the employee will be suspended from working until it has been renewed and verified by Human Resources, not to exceed 30 days. If the certification is not renewed and provided to Human Resources within 30 days of the expiration date, the employee will be terminated.
Flu Vaccinations
Employees are required to have an annual flu vaccine as a condition of employment. Employees who cannot receive a flu vaccine due to a medical condition or religious belief must complete an “Influenza Vaccination Request for Accommodation” form with supporting documentation. Information regarding the flu vaccinations will be communicated to employees prior to a new flu season. Employees who do not receive a flu vaccination or have an approved accommodation will be terminated. Flu vaccines are given at no cost to employees.

Child Abuse Reporting Policy
The College is committed to protecting the welfare of children while on the College campus and those who may be participating in off-campus College-sponsored programs and has developed this policy in furtherance of that commitment and to comply with Iowa law (this law is different than and in addition to the Mandatory Reporter Law).

The law states that an accredited private institution must develop and implement a consistent written policy for an employee who, in the scope of the person’s employment responsibilities, examines, attends, counsels, or treats a child to report suspected physical or sexual abuse. The policy shall include an employee’s reporting responsibilities. The reporting responsibilities shall designate the time, circumstances, and method for reporting suspected child abuse to the administration of the accredited private institution and reporting to law enforcement. Nothing in the policy shall prohibit an employee from reporting suspected child abuse in good faith to law enforcement.

Note: Definitions for each underlined term appear below. The Iowa Department of Human Services (DHS) maintains definitions of the same or similar terms for the purposes of Iowa’s mandatory child abuse reporting requirements.

- **Examines**: To observe, test, or investigate (a body or any part of it), in order to evaluate general health or determine a medical condition.
- **Attends**: To care for; to look after; to take charge of; to watch over.
- **Counsels**: To advise or instruct.
- **Treats**: To deal with (a medical condition, patient, etc.) in order to relieve or cure.
- **Child**: Any person under the age of eighteen years.
- **Suspected**: To believe to be the case or to be likely or probable
- **Physical Abuse**: Physical abuse is defined as any non-accidental physical injury, or injury which is at variance with the history given of it, suffered by a child as the result of the acts or omissions of a person responsible for the care of the child. Common indicators could include unusual or unexplained burns, bruises, or fractures.
• **Sexual Abuse:** Sexual abuse is defined as the commission of a sexual offense with or to a child as a result of the acts or omissions of the person responsible for the care of the child. The commission of a sexual offense includes any sexual offense with or to a person under the age of 18 years. Physical indicators of sexual abuse could include things such as bruised or bleeding genitalia, venereal disease, or even pregnancy.

**Who Must Report**
The reporting requirement applies to ALL College employees. If uncertain about whether reporting is required, the College encourages employees to make a report.

**When to Report**
Employees must report child abuse when they see, know about, or reasonably suspect the abuse of a child. A report should be made within twenty-four hours after becoming aware of the suspected abuse. The types of abuse that are required to be reported include any physical or sexual abuse of a child.

**Reporting Procedures**
In the event of an emergency, first call 911; then call Mercy Medical Center Public Safety at 515-247-3111.

In all instances, suspected abuse must be reported orally or in writing by the employee to both the Vice President of Business and Regulatory Affairs and to local law enforcement.

When reporting child abuse, employees will provide the following information to the best of their knowledge:
- Name of the alleged victim(s)
- Name of the alleged perpetrator(s)
- Time and date of the incident(s) being reported
- Location where the incidents occurred
- Any additional information known about the abuse

Mandatory Reporters have additional duties under that law as described below.

**Mandatory Reporters Under Iowa Code 232.69**
Some employees, for example, nursing faculty, may be Mandatory Reporters of child abuse under Iowa Code §232.69. These individuals have additional responsibilities to report *all forms* of child abuse as described in Iowa Code § 232.68(2).

Employees designated as Mandatory Reporters will complete two hours of training related to the identification and reporting of child abuse within six months of initial employment, unless they show proof of good standing with Mandatory Reporting training. Two hours of additional child abuse identification and reporting training will be completed every five years.
Employees designated as Mandatory Reporters must report suspected abuse to the Iowa Department of Human Services by calling the toll-free child abuse reporting hotline 24 hours a day: 1-800-362-2178.

The College will take no retaliatory action against any employee who makes a good faith report of child abuse.

**SAFETY AND SECURITY (reviewed 06.2016)**

The College acknowledges its role in campus safety and security and takes this role seriously. However, employees are also responsible for their own personal safety while on campus. Employees must follow all defined safety and security policies during working and non-working hours.

Employees must wear their College ID badge during work hours. If emergencies occur, employees may contact MMC Public Safety at 515-247-3111 (external), 7311 (internal), and/or the Des Moines Police Department at 911 (external), 9-911 (internal).

Incidents of vandalism, theft, safety, and security must be reported to the College’s Facilities Manager and MMC Public Safety. The College is not responsible for any lost money, jewelry, other property belonging to students, employees or guests.

A security guard is on duty at Sullivan Center reception desk from 5pm to 11pm Sunday through Thursday, except during breaks. At periodic intervals, the guard will conduct campus walk-throughs and may also escort students, employees and visitors to their car. If the guard is not at the reception desk and a need arises, employees may contact MMC Public Safety who will notify the guard.

**Workers’ Compensation**

The personal safety and health of each employee is of primary importance. If an injury or illness occurs in the course of employment and is work-related, employees must notify their manager and MMC’s Employee Health and Wellness Services (EHWS) department. If the injury or illness occurs after normal business hours, employees need to contact MMC’s House Supervisor. EHWS or the House Supervisor will work with the employee to determine the appropriate medical care.

The employee or manager must report the injury or illness using the “I-Reporter” tool found on MercyNet. If the injury is due to an accident in the workplace, the College may request a drug or alcohol test be conducted, if there is reasonable suspicion regarding an employee’s impairment.

Depending on the nature and seriousness of the injury or illness, an employee may be placed on worker’s compensation or light duty. Employees on worker’s compensation or light duty will follow appropriate policies and process outlined by EHWS.
Inclement Weather
The College intends to remain open during periods of inclement weather. It is each employee’s responsibility to determine if he or she can safely travel to and arrive at work under the conditions and to contact his or her manager when an absence will occur. When extraordinary circumstances warrant, the College may cancel classes, labs, clinicals, and/or close the College.

Class, Lab, and Clinical Cancellations
The decision to cancel classes, labs, and clinicals is made through the academic affairs office in consultation with the Vice President of Academic Affairs/Provost and Deans. Coordination of notification procedures will be initiated by the Deans. Class cancellations include clinicals.

Employees will be contacted via text, e-mail, and/or by telephone. The College also uses two media outlets - radio station 1040 (WHO Radio) and/or the local television affiliates of NBC (WHO TV13) to make the community aware of any changes. Announcements will generally indicate whether the cancellation affects day and/or evening classes.

Announcements will also be posted on E-LEOS.

Cancellation of weekend classes, labs, and clinicals will be made by the Program Chair in consultation with the Dean and will be communicated directly to students without the use of the media. Deans will communicate the decision to the Vice President of Academic Affairs/Provost.

College Closings
If conditions warrant, the decision to close the College will be made by the President after consultation with administrative leaders. The same notification methods as indicated in the Class, Lab, and Clinical Cancellations policy will be followed.

If the decision is to close, employees do not need to report to work unless otherwise notified. In the event of a closing, personal days, vacation or time without pay is required to be used for non-exempt employees. For exempt employees, personal days or vacation is required to be used.

If the decision is to remain open, employees should notify their manager or Dean if they decide not to report to work. Non-exempt employees will be required to use personal days, vacation or time without pay. Exempt employees will be required to use personal days or vacation.

Fire Alert
In the event of a fire, employees should take steps to ensure their personal safety. After ensuring personal safety, an employee should notify the College Facility Manager (515-418-5903) or the College receptionist (515-643-3180) and MMC Public Safety 515-247-3111 and call 911 (external) or 9-911 (internal). Employees should familiarize themselves
with the fire plans posted throughout the campus buildings. Fire awareness exercises will occur on an annual basis.

**College employees at Ancillary Locations:** employees working in locations other than the College need to follow the protocol for the respective location.

**Tornado and High Wind Warnings**
When the National Weather Service issues a tornado warning for the City of Des Moines, sirens will be activated. The sirens will sound for 3 minutes, then pause for 5 minutes, and sound again for 3 minutes. This cycle will continue until the warning is cancelled. Specific instructions of where to go in the event of severe weather appear on the tornado awareness posters located throughout campus, but if ever in doubt, employees should go to an enclosed, windowless area in the center of a building -- *away from glass* and on the lowest floor possible. Then, crouch down and cover your head. Interior stairwells are usually good places to take shelter and if not crowded, allow you to get to a lower level quickly. Stay off the elevators because you could be trapped in them if the power is lost. Severe weather awareness exercises will occur on an annual basis.

**College employees at Ancillary Locations:** employees working in locations other than the College need to follow the protocol for the respective location.

**Bomb Threat**
Bomb threats may be received by mail, e-mail, text, in-person, or via phone. If a bomb threat is received by phone, an employee should:

- Alert a co-worker to call the College Facilities Manager or MMC Public Safety.
- Keep the caller on the line for as long as possible to determine where the bomb is located, what it looks like, and when it will detonate.
- Respond to the caller in a calm manner and record the calling number if it appears on caller ID. Listen carefully for other helpful information.
- Contact your immediate manager, College Facilities Manager, and MMC Public Safety at 515-247-3111.
- MMC Public Safety will issue a “Code White” over the College’s paging broadcast system. Employees should conduct a visual inspection of their areas and the area around them, including public waiting areas, stairwells, and in trash cans, for suspicious items and report the findings to MMC Public Safety. Do not touch or move any suspicious items. Keep all people away from the area until help arrives.
- If a suspicious item is located and evacuation is required, follow the evacuation route identified in the College fire plan posters located throughout the campus.

**College employees at Ancillary Locations:** employees working in locations other than the College need to follow the protocol for the respective location.
Chemical Hygiene
The College is committed to providing a safe working environment and believes employees have a right to know about health hazards associated with their work. In order for employees to make knowledgeable decisions about any personal risks of employment, the College has established a Chemical Hygiene Plan which includes policies and procedures to develop an awareness of potentially hazardous chemicals in the workplace and to train employees to safely work with all chemicals. See Appendix D.

Texting and Driving
Mercy College employees must refrain from using PDAs and cell phones, either handheld or hands free, while operating a motor vehicle during working hours (including overtime, weekend work or work conducted before or after regular business hours).

Employees must not initiate or respond to phone calls, read or respond to text messages, while driving a motor vehicle or commercial vehicle for work purposes. Employees who need to make emergency calls must first park the vehicle in a safe location.

TECHNOLOGY (reviewed 06/16)

Employee Privacy
Employees should not have an expectation of privacy in connection with their use of College information and technology assets. The College reserves the right, in its sole discretion, to review, audit, intercept, or take any action necessary regarding the employees’ internet and email use, and/or the transmission, receipt, or storage of information on or from the College assets to ensure that College information and technology assets are used in compliance with the job functions, the policy, and applicable laws and regulations.

Requests for Computer Hardware and Software
All requests for the purchase of hardware and software require the approval of the employee’s Vice-President and must meet CHI IT assets and policies. Equipment specifications and recommendations should be outlined in the request. The Information Technology office can assist with the reviews and prioritization of requests. The purchase of all discretionary hardware or software items (i.e., hardware or software not used by similarly situated employees and/or not required by the employee’s job) will be paid from the employee’s department or program.

Use and Distribution of Software
To comply with copyright laws governing the use and distribution of software, all software used within the College must be legally licensed copies purchased for business use and remain exclusive property of the College.
Only software authorized by the College Information Technology office will be loaded or run on computer equipment. Computer software shall be treated like other company assets and therefore, management is responsible for managing and protecting software assets. Disciplinary action may be taken for any violation of software license agreements.

**Personal Cell Phone**
Employees are expected to exercise discretion when using personal cellphones during work time. Excessive personal calls during the workday can interfere with employee productivity and be distracting to others. To ensure the effectiveness of meetings, cell phones should be turned to vibrate-only or turned off.

The College prohibits the use of cell phones or similar devices while at any work site at which the operation could create an unsafe work environment. Such work sites must be secured or the device used only by an employee who is out of harm’s way.

The College prohibits employee use of cell phones or similar devices for employment-related purposes while driving except to call 911 in the event of an emergency. This includes receiving or placing calls, text messaging, surfing the Internet, receiving or responding to e-mail, checking for phone messages, or any other purpose related to College employment, customers, vendors, volunteer activities, meetings, or civic responsibilities. Employees must stop their vehicles in safe locations to use cell phones or similar devices.

Transmission of any College information, logos, data, and/or photos of the premises or of any employees, contractors, subcontractors, students, or visitors is strictly prohibited without the express written consent of the employee’s manager.

**Personal Use of Computers**
Use of College owned computers to prepare, create or store personal files is prohibited. An employee who violates this policy may be subject to the corrective action policy. Any personal electronic file stored on a computer or related storage device owned by the College or an affiliate is the property of the College. Any request by an employee to receive access to electronic personal files or to receive electronic or paper copies after or at the time employment ends will be denied, excluding a request for a copy of the employee’s Human Resources’ (HR) file. All requests for copies of the HR file must be made to Human Resources.

**Social Media**
The College supports the use of social media and has developed guidelines to be used when developing a social media site for College purposes. Employees interested in developing a social media site should visit with their manager to determine the appropriateness and review the guidelines.

Employees who manage social media as representatives of the College are responsible for following all normal expectations for professional behavior as representatives of the
College. Social media postings, including comments and responses, can be stored by and shared with millions around the world.

**WORK ENVIRONMENT**

**Professional Attire**
Employees are expected to dress in a manner which presents a favorable image of the College to the community. Specific attire requirements for particular positions will be reviewed with employees by the manager.

Employees are expected to respect the dress code when working in Mercy Medical Center (MMC) facilities as applicable to their professional staff duties. Employees can familiarize themselves with the MMC professional attire policy on MercyNet.

**Solicitation and Distribution by Employees**
The College intends to maintain an atmosphere which prevents interruptions to the operations of the institution and employees and others from undue interference in their work.

Non-employees may not come onto College premises at any time to distribute materials, literature, or advertisements or to solicit membership, support, contributions, or sale of goods on behalf of any organization, fund, activity, or cause.

Academic course content that involves interactions with outside organizations and non-profit, charitable organizations are encouraged as part of the educational process. However, they should not be confused with granting permission to solicit members of the College community on behalf of non-College sponsored organizations or charities. Academic course content that seeks to invite charitable participation should be limited to members of that academic course or cohort. Granting of College wide access to such events must be approved by the appropriate School Dean.

Employees may not distribute or post any form of written material, supporting a third party organization or solicit employees to join or contribute to any organization, fund, activity, or cause using email, public hallways or employee mail boxes on all campuses.

Employees may only post notices in designated employee break rooms regarding community fund-raising activities (i.e., Girl Scout cookies) and/or department social activities. This does not include rest rooms. Notices about such activities will be dated and posted by Human Resources. They will remain posted for up to 30 calendar days. Distribution or solicitation is prohibited anywhere on College campuses if it interferes with operations or services or results in littering or health and safety hazards. Employees interested in posting material need to visit with their manager and receive approval from Human Resources.
The hallway by the cafeteria at Mercy Medical Center may be used by College employees to promote the purchase of goods or services if the proceeds are to be provided to a needy employee, Mercy College student, department fund or function supporting the cause. Permission to do so must be obtained by the College Vice President of External Affairs.

**Gifts to the College**
The College has engaged Mercy Foundation to handle and administer all donations and planned giving. All policies implemented and followed by the Foundation shall govern College employees.

**Employment of Relatives (Nepotism)**
The College may consider friends and relatives of current employees for employment. For the business reasons involving supervision, safety, security, potential conflict of interest, and morale, relatives will not be placed under the direct supervision of another.

**Employee and Student Relationships**
Relationships in which College employees have a romantic and/or sexual relationship with a student can easily create conflicts of interest. Employees must avoid establishing such relationships with students. Should a romantic and/or sexual relationship develop, employees must remove themselves from all educational, supervisory, and advisory responsibilities of the student.

In cases where faculty may be in the position of teaching their spouse, faculty should discuss the situation with their Dean and the Vice President of Academic Affairs/Provost.

**Conflicts of Interest**
Conflicts of Interest occur when personal interest or activities influence, or appear to influence, the ability to act in the best interest of the College. Actions or relationships that could create a conflict of interest must be disclosed in writing, in advance and approved by the appropriate Vice President. Employees should avoid situations in which personal interests conflict or appear to conflict with the interests of the College. Business relationships with contractors must be conducted fairly and in the best interests of the College. Employees should avoid personal ties to or bias toward contractors. Employees with concerns or questions should visit with their manager or Human Resources.

**Conflict of Interest for Employee-Students**
An individual’s status as an employee takes precedence over the employee’s status as a student. This does not apply to students working under the Federal Work-Study program, whose status as a student takes precedent over their status as an employee, but only in instances of conflict.

There may be instances where policies or laws for students on a particular subject will differ from policies or laws for employees on that same subject. In those instances, employees
must follow the policy as it applies to employees and may not claim that they are exempt from an employee policy due to their additional status as a student.

**Public Relations/New Releases/Campus Invitations**
The College endorses a policy of cooperation with the news media. This includes the prompt and accurate release of information to reporters by a designated College spokesperson(s). Any release of information must be done in a manner to safeguard an employee’s and student’s right to privacy.

Any requests for information by the media, including requests to take photographs or record videotape on College campuses, must be referred to and approved by the Vice President, Development and Marketing Communications. Such requests may include inquiries about the College, its policies, plans, procedures, employees, or activities, as well as requests for interviews with students or employees. Live reports from College campus properties must also be approved by the Vice President, Development and Marketing Communications.

The Internal Revenue Code has specific requirements for 501(c)(3) organizations to follow in regards to political candidates or elected public officials coming to campus. Therefore, any invitation to a political candidate or elected public official must be pre-approved by the Vice President, Development and Marketing Communications.

**RECRUITMENT/SELECTION** (reviewed 06/16)
The College has a uniform employment procedure to ensure fair and consistent practice in the recruitment, interviewing, referral, and selection of individuals to fill positions.

**Requests for Positions**
Any new or replacement position must be approved by the respective Vice President and Human Resources prior to posting.

**I-9 Forms**
New employees are required to sign an I-9 form and provide documents to prove eligibility to work in the United States. A copy of the documents are received at the time of hire and placed with the I-9 form. This information will be verified using the U.S. Department of Homeland Security’s “E-verify” program. Individuals who do not provide required documentation within the appropriate timeframe will not be permitted to work until validation of work eligibility is provided.

**Pre-Employment Requirements**
All offers of employment are contingent upon clear results of thorough pre-employment background checks. Background check will be conducted on new employees upon acceptance of the offer. Background checks include:

- **Social Security Verification**: validates the applicant’s Social Security number, date of birth and former addresses.
• **Prior Employment Verification**: confirms applicant’s employment with the listed companies, including dates of employment, position held and additional information.

• **Professional References**: calls will be placed to individuals listed as references by the applicant.

• **Educational Verification**: confirms the applicant’s educational institution(s) including the years attended and the degree received.

• **Criminal History**: includes review of criminal convictions and probation. The following factors will be considered for applicants with a criminal history:
  - The nature of the crime and its relationship to the position.
  - The time since the conviction
  - The number (if more than one) of convictions.
  - Whether hiring, transferring or promoting the applicant would pose an unreasonable risk to the College, employees or students.

• **Medicare/Medicaid Fraud**: reviews any possible instances of fraud related to Medicare and/or Medicaid.

The following additional background searches will be required if applicable to the position:

• **Motor Vehicle Records**: provides a report on an individual’s driving history in the state requested. This search will be run when driving is an essential requirement of the position.

• **License/Certification**: verifies a valid and current license or certification required for the position.

Faculty must contact their college or university to provide Human Resources with an official copy of their transcripts. The transcripts must be received in Human Resources prior to the first day of employment.

**Job Posting**

Positions are posted internally, online, to allow current employees who have been in their position for more than six months to apply for positions within the College or Mercy Medical Center. Employees must meet the minimum qualifications of the position to be considered. During their first six months of employment, employees will need the appropriate Vice-President approval before applying.

**Transfers**

Transfers occur when an employee moves from one department to another at the same or lower salary range. Background checks, including education, and licensure verifications may be conducted, if applicable to the position.

An employee transferring from one position to another with an equivalent salary range may maintain the same salary, benefits, and credited service of the former position.
A two week notice should be given to the department from which the transfer is being made.

Employees transferring within the College do not need to meet the six month probationary period. However, employees transferring to Mercy Medical Center may be required to follow a different policy.

**Interview**
External applications, for open positions, will be reviewed by Human Resources upon receipt. Selected external applicants may be interviewed if they meet the minimum requirements for the position. All qualified internal applicants who meet the minimum requirements may be interviewed. Applicants interviewed onsite will receive a job description to ensure they meet the minimum qualifications of the position.

Director level and above positions: Applications that meet the minimum qualifications for the position will be reviewed by Human Resources and the hiring manager. Onsite interviews will include meeting with the respective Vice President and the President.

**ORIENTATION (reviewed 06/16)**
The College believes new employees should be welcomed and provided orientation beginning with the first day of employment. The purpose of the orientation program is to introduce employees to the College and facilitate the adjustment to the position and work environment.

The orientation program consists of meeting with Human Resources to discuss policies, benefits, payroll, and employment-related items, as well as to provide a history of the College and key activities. Managers (or designee) will provide training and orientation to the position and the department.

**Professional Development**
The College recognizes that employees are its greatest and most valuable resource and encourages continual learning to foster professional growth and development. The College views this as an integral and vital function of the organization.

Each manager is responsible for evaluating professional development needs, identifying internal and external development opportunities and funding. Employees should work with their manager to determine individual professional development needs.

Employees are eligible to participate in the training and educational offerings from the College and Mercy Medical Center.
PERFORMANCE MANAGEMENT (reviewed 06/16)

Attendance
Regular attendance is an important aspect of an employee’s job performance. Scheduled absences provide a balance between work and home and ensure an organized business operation. Unscheduled absences can create a business disruption and adversely impact co-workers.

Scheduled Absence
A scheduled absence occurs when an employee provides advance notice to, and receives prior approval from, his or her manager before the absence. Examples of scheduled absences include, but are not limited to, jury duty, subpoenaed to appear in a court proceeding, and bereavement leave, so long as the employee provides advance notice to, and receives advance approval from, his or her manager.

Unscheduled Absence with Advance Notice
There may be instances when an absence is unforeseen, but the employee is still able to provide notice to his or her manager before the time the absence begins, but the manager is unavailable or due to business needs does not approve the absence. In these situations, except in the event of a confirmed serious health emergency of the employee, the corrective action policies may be applied. An absence may be classified as unscheduled with advance notice for any amount of absence ranging from tardiness up through and including a full-day absence.

Unscheduled Absence without Advance Notice
When an employee does not provide notice to his or her manager before the time the absence begins, the absence may cause a serious disruption to the business of the College. In these situations, except in the event of a confirmed serious health emergency of the employee, the corrective action policy will be applied, which may result in the immediate termination of the employee. An absence may be classified as unscheduled without advance notice for any amount of absence, ranging from tardiness up through and including a full-day absence.

<table>
<thead>
<tr>
<th>Absence Type</th>
<th>Advance Notice Provided by Employee</th>
<th>Manager Approval Given to Employee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Unscheduled with notice</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Unscheduled with no notice</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
Performance Reviews
The College supports an annual performance review for full- and part-time employees. The purpose of a performance review is to promote communication between employee and manager, provide feedback regarding job performance, identify potential professional development needs, and foster career development. The review time is also an opportunity to set goals for the next review period.

In circumstances where an employee transfers from one department to another, the review is be completed by the new manager with input from the previous manager.

Corrective Action Policy
Employees are expected to follow standards of conduct and demonstrate performance and behaviors that protect the interests, safety, and confidentiality of students, faculty, staff, and the College. Corrective action is used to address and resolve performance issues as they arise so that the performance of any employee does not interfere with the mission of and values of the College. Except as may be otherwise stated in an employment agreement, the Corrective Action Policy shall apply to employees who are parties to an employment agreement.

Process for Corrective Action:
Managers should discuss any performance issue(s) with the employee prior to beginning the corrective action process. If performance does not improve following the discussion, the corrective action process may be used. The steps listed below may be deviated from with approval from Human Resources. Reasons for the deviation may include multiple offenses or repeated warnings for the same performance issue.

- Verbal warning
- Written warning.
- Suspension (without pay generally from one to five days), or final warning in lieu of suspension.
- Termination of employment.

Once the corrective action process has begun, the manager generally proceeds to the next step of the process unless twelve months have passed since the last corrective action was issued.

Corrective Action may be cumulative. For example, if a manager has initiated verbal warning for one performance issue and a different issue for corrective action is warranted, the next step could be a written warning.

Immediate corrective action allows immediate action as the result of misconduct or a severe situation in which the normal process is not appropriate. Managers should consult with Human Resources prior to determining any immediate action. These actions may include:
• Suspension (without pay, generally from one to five days) or final warning in lieu of suspension.
• Termination from employment.

Administrative leave allows for the employee to be placed on administrative leave to allow for time to investigate the concern. Administrative leave is without pay unless the investigation reveals the concern is not justified in which event the employee will be returned to work and paid any wages lost during the leave. All documentation regarding the leave will be removed from the employee’s file.

**Employee Grievance**
The College seeks to treat all employees as individuals and to be consistent and fair in its employment practices. Employees can raise concerns with their immediate manager or Human Resources. However, the College recognizes that employees may wish to express concerns and resolve work-related issues through a more formal process. The following grievance mechanism has been established.

Non-management employees may file a grievance through formal grievance channels without jeopardizing employment.

A grievance is defined as a claim by a non-management employee of an improper interpretation, application, or violation of the policies, rules, and regulations, which govern the conduct of each employee. With respect to this grievance policy, the College retains jurisdiction over a number of matters, including the establishment of policies, rules, and regulations, the selection and assignment of managerial staff, the setting and changing of wage rates and wage structures, and the discharge of probationary employees. An employee may appeal a performance review only through the informal process described in this policy.

Employees should discuss the problem with the immediate manager or Human Resources in an effort to determine the need for filing a formal grievance. Every attempt will be made to resolve the problem prior to filing a formal grievance.

Former employees who wish to express a concern about a situation or incident which occurred during employment can do so in writing to Human Resources within five calendar days of the dismissal decision. Human Resources will review the information provided and will make a decision regarding further consideration of any action taken. If policy and procedure was followed, no further review will occur. If policy and procedure was not followed, the appropriate Vice President will review the circumstances and make a decision regarding further consideration of the decision.

If an employee voluntarily resigns or is terminated at any point in the grievance process, the grievance process described below will be discontinued and the process for former employees will be followed.
Informal Grievance Process for Performance Reviews

Employees can request a meeting with the manager to discuss concerns with the performance review. A full discussion of all facets of the problem should take place, with an earnest effort from both to resolve the matter satisfactorily.

If the employee is not satisfied with the manager’s response, the employee may submit a written rebuttal with explanation. The written response will be attached to the performance review form and placed in the official personnel file maintained in Human Resources.

Since this approach is informal, no absolute time frames are required except that the discussion in step one (1) should be initiated within ten (10) working days of the initial performance review discussion.

Formal Grievance

An employee who wants to file a formal grievance concerning issues other than the performance review should submit the grievance in writing to Human Resources. This is considered the first step in the grievance process. The grievance will contain the date of the action grieved, the resolution sought, and the employee’s reason for the proposed resolution. The grievance must be received in Human Resources within five (5) calendar days of the incident or disciplinary action. Mailing is not considered receipt.

Human Resources notifies the immediate manager of the grievance request. The manager has five (5) calendar days to schedule a meeting with the employee. After the meeting, the manager has five (5) calendar days to provide a written response to the employee. If the response is mailed, it will be postmarked within five (5) days of the meeting.

If the employee does not accept the immediate manager’s response, the employee has the option to proceed to the second step of the grievance process. The employee should notify Human Resources in writing of the request. The request will state the reason the employee disagrees with the manager’s response and any further explanation for the proposed resolution. This request must be received in Human Resources within five (5) calendar days of the postmarked delivery date of the response from the manager.

Human Resources notifies the next level of management regarding the request to proceed to the second (2nd) step. The next level manager has five (5) calendar days, from recent of the request, to schedule a meeting with the employee. The manager has five (5) calendar days after the meeting to provide a written response to the employee. If mailed, the response will be postmarked within five (5) days of the meeting.

If the employee does not accept the manager’s response, the employee has the option
to move to the third step of the grievance process. The employee should notify Human Resources in writing. The request will state the reason the employee disagrees with the second step response and any further explanation for the proposed resolution. This request must be received in Human Resources within five (5) calendar days of the postmarked delivery date of the manager’s response. Human Resources notifies the appropriate Vice President regarding the request to proceed to the third step. The Vice President has five (5) calendar days in which to schedule a meeting with the employee. The Vice President has five (5) calendar days after the meeting to provide a written response. If mailed, the response will be postmarked within the five (5) days of the meeting. The decision of the Vice President is considered final and binding.

The employee may not be represented by an attorney or any employee or non-employee third party at any stage of the grievance process.

At any stage of the grievance procedure, the person(s) either filing the grievance or hearing the grievance may be granted a reasonable extension. The person making the request must contact Human Resources to confirm an extension.

Human Resources monitors the established and extended time frame to assure deadlines are met. Failure of either party to adhere to the time limits for filing the grievance or appeal without a request for an extension may result in an adverse decision to that party.

All steps in the formal grievance process may not be utilized. Human Resources determines the number of steps in the grievance process dependent on the levels of management in an employee’s department

**Separation**

The Colleges recognizes there are times when employment may need to discontinue.

**Voluntary**

Employees are encouraged to discuss an impending resignation with their supervisor, department director, or Human Resources to ensure that options have been considered. The College asks that employees give notice of resignation, in writing, to their manager and are encouraged to give an appropriate amount of notice. The following guidelines should be followed when giving notice:

<table>
<thead>
<tr>
<th>Status</th>
<th>Notice Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRN</td>
<td>No notice period required</td>
</tr>
<tr>
<td>Probationary</td>
<td>3 calendar days</td>
</tr>
<tr>
<td>Non-exempt</td>
<td>14 calendar days</td>
</tr>
<tr>
<td>Exempt</td>
<td>21 calendar days</td>
</tr>
<tr>
<td>Management</td>
<td>28 calendar days</td>
</tr>
</tbody>
</table>
The College reserves the right to waive the appropriate notice period. Employees who are on an employment contract will follow the requirements outlined in the contract.

If an employee requests paid time off or time without pay during the notice period, the notice period will be extended by the number of hours of paid time off taken.

Employees leaving their position are responsible for returning all property, keys, and ID badge to the Campus Receptionist and settle any outstanding accounts.

**Involuntary**
Involuntary termination may occur due to unsatisfactory performance or disciplinary reasons. In these situations an employee’s last day of employment is the date of termination.

**Workforce Reduction**
Workforce reduction is the elimination of an existing position when, because of technological change or changes in the ways of doing business including economic considerations, the job function is no longer needed or the function is still performed but fewer staff are needed to perform it.

It is the College’s intent to provide at least a 30 day notice for work force reduction or position elimination.

The following criteria may be used to identify employees who could be impacted:
- Conduct history
- Competencies
- Performance history
- Seniority

If applicable, a job offer for a similar position may be communicated at the time of the reduction. Employees will not be offered positions that would be considered a promotion. Employees with active corrective action plans will not be offered positions. If offered another position, current salary is not guaranteed.

**Termination of Employee Benefits**
Health, Dental, and Vision Insurance will end on the last day of the month in which employment ends. COBRA options will be offered for these benefits. All other benefits will end on the last day of employment. Employees will be offered options of converting to private plans.

Employees fully vested in the CHI Retirement Plan are entitled to receive a benefit from the plan according to plan provisions.
Exit Interview
Employees leaving employment are encouraged to have a personal exit interview with Human Resources. This information is used to assist the College with retention and developing a quality of work atmosphere for employees. The information is retained in Human Resources separate from the employee’s personnel file.

Employment Verification
The College participates in “The Work Number,” a system for employment and income verification. Information regarding this service can be found on Workday.

References
Employees may receive inquiries regarding an employee's work record during or after employment at the College. All reference verification requests should be forwarded to Human Resources.

Student References
Employees may receive requests for references related to current or former students. Before releasing any information, employees should verify with the requestor that a written release has been obtained from the student.

PAYROLL/COMPENSATION (reviewed 06/16)
Human Resources is available for employees who have questions regarding compensation issues, including pay status, exemption status, and appropriate deductions.

Employment Classification
The College has developed uniform guidelines to categorize and define employment status of employees.

Probationary Period
New employees are required to successfully complete a probationary period. During this time, the employee is responsible for evaluating the College as an employer and the College evaluates the employee’s performance to determine if employment should continue. Successful completion of the probationary period should not be construed as creating a contract of employment, guaranteeing employment for any specific duration, or establishing a just cause termination standard.

During the probationary period, employees may voluntarily terminate employment with a three-day notice. Employees with less than satisfactory performance may be terminated. Employees in the probationary period are not covered by the grievance or corrective action policies. This period can be extended beyond six months, if the employee is on an approved leave of absence during the first six months of employment. If this occurs, the probationary period is equal to the length of the approved leave of absence.
Full-time
Employment is considered full-time if the employee agrees to work 72 - 80 hours in a pay period.

Part-time
Employment is considered part-time if the employee agrees to work 40 - 71 hours in a pay period.

PRN
PRN status is a position in which an employee works on an as needed basis. Employees in PRN positions have the option to refuse work when contacted by the College. A PRN employee is not covered by the Corrective Action, Employee Grievance, or workforce reduction policies. Required conditions of employment (i.e., LEARN, maintaining licensure) must be completed. Adjunct faculty are considered PRN employees.

Non-Exempt
Employees in non-exempt positions are eligible for overtime. Overtime is considered hours worked over 40 in a workweek (Sunday through Saturday) and will be paid 1.5 times the hourly rate.

Exempt
Employees in exempt positions are not eligible for overtime pay.

Faculty
Employees in faculty positions are addressed in the faculty section of this manual.

Compensation
The College is committed to paying fair and competitive salaries to all employees. Any change to a salary must be made at the beginning of a pay period and must be approved by the appropriate Vice President and Human Resources prior to communication of a salary adjustment to an employee.

Job Descriptions/Job Titles
Job descriptions and job titles are developed for each position. Human Resources reviews all job descriptions and researches appropriate salary ranges. Managers consult with Human Resources to determine salary ranges and job status. Human Resources makes the final decision for placement of the position in a salary range and position status.

Managers should review job descriptions on an annual basis, with employees, during the performance review process. Any revisions are sent to Human Resources for review.
Salary Ranges
Positions are reviewed for market competitiveness on a regular basis and assigned to a salary range comparable to the market review.

Starting salaries for new employees are determined by reviewing the relative experience and education of the individual, internal equity, and budget.

Salary Adjustments
Salary adjustments are extended to eligible employees and are based on the College’s overall pay structure position in the market and budget. Adjustments may or may not be made every year. Employees who have received a written notice or written notice with suspension within 12 months of the next adjustment period are not eligible to receive the salary adjustment. Employees who have been hired after June 1 or employees who have submitted their resignations will not receive an adjustment.

On rare occasions, an employee’s salary may fall above the maximum of the salary range. In these situations, employees may receive applicable adjustments in a lump sum amount. The lump sum will be paid on one paycheck for employees in exempt positions. Employees in non-exempt positions will receive the amount divided by 26 pay periods and paid over the course of the next 12 months. No adjustments are given to base until the salary range exceeds the employee’s base salary.

Job Changes
A salary adjustment for an employee receiving a promotion (moving from one salary range to a higher salary range) within the College will be determined by utilizing the employees’ applicable experience and job performance to place them appropriately in the new salary range.

Salaries for employees who move from one pay grade to a position in a lower salary grade, depending on circumstances, may or may not receive a reduction in salary.

Salaries should not exceed the maximum of the salary range.

Salary Reviews
Managers may request salary reviews for positions by contacting Human Resources.

Overtime
Under the provisions of the Fair Labor Standards Act, positions classified as non-exempt must receive overtime pay. Under this law, the College compensates employees in non-exempt positions by paying 1.5 times the employee's hourly rate of pay for each hour worked over 40 hours in a work week. A work week is defined as Sunday through Saturday. Managers must approve overtime in advance of the time worked. Failure to obtain advance approval may result in disciplinary action.
Personal, holiday and vacation hours are not considered hours worked for purposes of determining overtime.

**Travel Time for Non-Exempt Positions**
Some non-exempt positions may require travel as part of their responsibilities. Employees in positions classified as non-exempt under the Fair Labor Standards Act may be eligible for compensation for the time they spend traveling if during normal work hours.

**Home to Work Travel**
Time is not compensable for travel from home before the regular workday and returning to home at the end of the workday.

**Normal Work Hours Defined**
“Normal work hours,” are defined as the employee’s normal work hours when not traveling. This definition applies to normal workdays (Monday through Friday) and to weekends (Saturday and Sunday).

**Home to Work on a One Day Assignment in Another City**
An employee who regularly works at a fixed location in one city is given a special one day assignment in another city and returns home the same day. The time spent in traveling to and returning from the other city is work time.

**Travel That is All in a Day’s Work**
Time spent by an employee when travel is part of their principal activity, such as travel from job site to job site during the workday, is work time and is counted as hours worked.

**Travel Away from Home**
Travel that keeps an employee away from home overnight is considered travel away from home. Travel away from home is work time when it cuts across the employee’s normal workday. The time is not only hours worked on regular working days during normal working hours but also during corresponding hours on nonworking days.

Time spent travelling away from home outside of regular working hours as a passenger on an airplane, train, boat, bus, or automobile is not considered work time and will not be compensable.

**Compensatory Time Off**
The College does not provide compensatory time off for employees.

**Off Shift Premiums/Holiday Pay**
The College does not pay employees additional pay for working during off shift hours or on holidays.
Federal, State and Local Taxes
Federal, state, and local taxes are calculated based on the current tax tables/rates published by each tax authority.

If an employee does not provide the proper withholding allowance information, a default rate of single and zero will apply. Employees may change their tax withholding on Inside CHI.

More information regarding the payroll process may be found in Workday.

BENEFITS (reviewed 06/16)
Benefits are integrated with the College pay plan to provide a comprehensive total compensation package. Employee contributions for participation may apply. New employees can enroll in benefits within 30 days of hire or with a qualifying event such as a change in family status or involuntary loss of other benefit coverage or during the annual enrollment period. Verification of dependent status will be required.

The College offers full-time and part-time employees a competitive benefit package, which includes medical, dental, vision, life insurance, short term disability, long term disability, life insurance, and tuition reimbursement. Detailed information regarding the College’s benefit package can be found on Inside CHI.

Community Service Leave Policy
To build upon the legacy of the Sisters of Mercy and promote a culture that values service, the College encourages employees to participate in volunteer and service activities. The College Community Service Leave (CSL) Policy allows voluntary participation, with pay, in community service activities that occur during regularly scheduled work hours, with manager and Vice-President approval.

CSL is a paid time off benefit designed to support community service volunteer activities for non-profit organizations. It includes:

- Volunteer or service work for a non-profit community service organization
- Participation in a Mercy College-sponsored community service activity,

Consideration for this leave will be focused on non-profit organizations that hold 501c3 status or are church and/or ministry-based programs. All programs must be consistent with the College's mission, vision, and values. As a paid benefit, the community involvement cannot involve partisan political activity, which would be prohibited under the College's tax-exempt status.

Community Service Leave does not include any activity for which you would otherwise receive compensation. It also does not include attendance or participation in any activity or event in which no service or work is performed.
Full time staff employees may receive up to eight (8) hours of leave to engage in community service each fiscal year (July 1 – June 30). Part-time staff working 20 or more hours per week may receive up to four (4) hours of leave to engage in community service each fiscal year. These hours do not accrue, do not carry over into subsequent fiscal years, and are not paid out upon separation from the College. Employees working under grant funding may not be able to participate in the Community Service Leave program due to operational needs, grant, and regulatory requirements.

Requests for leave must be made in writing using the Community Service Leave Request Form and approved by the employee’s manager and Vice President. At the completion of each use of leave, employees will also be asked to complete the Community Benefit Inventory for Social Accountability (CBISA6) form to document for not-profit status purposes the activity in the community. Requests for approval of leave should be submitted at least two weeks in advance of the proposed leave. The Community Service Leave Request Form is found online in the community service folder of the share drive.

**Mercy Auxiliary of Central Iowa**
Mercy Auxiliary of Central Iowa is a membership organization consisting of current and retired employees, volunteers and friends of Mercy Medical Center and was established over 60 years ago to help support projects benefiting the patients and families Mercy Medical Center serves. Members receive discounts at Mercy Gift Shops, Salons, and Starbucks (at the medical center). Employees may join on an annual or lifetime basis. Interested employees may contact Mercy Auxiliary for an application and information.

**Tuition Assistance**
Employees are eligible for several tuition assistance programs through Catholic Health Initiatives and Mercy Medical Center.

**Mercy Scholars Tuition Program**
Mercy Medical Center offers assistance for specific academic programs for employees and dependents enrolling at Mercy College. See MercyNet for more information.

**Advanced Degree**
Employees seeking to further their education may apply for the Advanced Degree tuition program offered by Mercy Medical Center. This program provides 100% tuition paid assistance. Specific requirements apply. See MercyNet for more information.

**Tuition Exchange**
The College participates in two tuition exchange programs. The Tuition Exchange program is a national exchange program that allows dependents of eligible College employees to attend a member college at a reduced or no tuition cost. Some limitations may occur as to the number of students a member college can allow per year. Catholic College Cooperative Tuition Exchange (CCCTE) is similar to the Tuition Exchange program; however, the member colleges are Catholic colleges and universities throughout the United States.
Paid Time Off
The College offers full and part-time employees vacation, personal, and holiday hours for rest, relaxation, leisure and holidays as well as to cope with short-term illness, care for dependents or fulfill other personal commitments. Detailed information about the paid time off plan can be found on Inside CHI.

Leaves of Absence
The College extends policies for leaves of absence. An employee’s position is protected if on an approved Family Medical Leave Act (FMLA) leave for a period of 12 weeks. The College does not guarantee the position will remain open after the job protection period is exhausted.

Bereavement Leave
Employees are immediately eligible for bereavement leave. Bereavement leave is pro-rated based on an employee’s standard work schedule. If the employee is currently using vacation, the employee may cancel the vacation and replace it with bereavement time off with pay. If the employee is receiving disability benefits or on a leave of absence, the employee may not substitute bereavement leave.

Employees are eligible to receive bereavement leave with pay in the amount of:
- Three days’ pay per occurrence for the death of an immediate family member
  - “Immediate family” is defined as an employee’s spouse, legally domiciled adult, child(ren) (includes miscarriage or stillbirth), child(ren) of legally domiciled adult, sibling (including half-sisters and half-brothers), step-sibling, parent, step-parent, mother-in-law, father-in-law, daughter-in-law, son-in-law, step-child, legal guardian or ward.

- One day per occurrence for other family members (see Considerations/Reminders).
  - Other covered family members include grandparent, grandchild, grandparent-in-law, grandchild-in-law, siblings-in-law, step-grandparent, step-grandchild, and step-parent-in-law. Special consideration will also be given to any other person whose association with the employee was comparable to that of the relationships listed above.

Bereavement leave is scheduled on consecutively work days (e.g., the day before, the day of, the day after the funeral). Managers may take other factors into consideration, such as funeral locations and the need to make arrangements before or after the funeral, when determining approved days.
**Cellular Phone Discounts**
Employees receive discounts on cell phone plans from Sprint, Verizon and US Cellular. The discount varies by carrier. Employees may contact the carrier directly for more information.

**Office 365**
Microsoft office 365 enables access to Microsoft Office applications (Word, Excel, PowerPoint and OneNote) on the internet. Mercy College employees may subscribe to Office 365 at no charge as long as they are employed by the College. Upon leaving employment from the College, employees will be required to pay the subscription rate.

Office 365 is housed exclusively by Microsoft. Mercy College Information Technology staff are not able to assist with program difficulties.

To participate in this benefit, go to MCHS.edu/staff and review the Office 365 login instructions.

**Personal Computer Purchases**
Employees can receive academic or employee pricing rates for personal computers from the following vendors:
- Applecom/us-hed/shop
- Microsoftstore.com/education
- Dell.com/epp

Use member ID HS31696883

**Wellness**
The College is committed to creating a work environment that places a strong emphasis on employee health and wellness.

**“Working on Wellness 4U” (WOW 4U)**
The College participates in the “WOW 4U” program. This program is designed to provide a variety of health and wellness opportunities for all employees, including educational and behavior modification programs and promotion of healthier lifestyle changes. This program is at no cost to employees.
RECOGNITION (reviewed 06/16/2016)
The College values the work employees perform in support of the College and its mission. The College shows its appreciation through various methods and events throughout the year. A few of those are listed below:

- Annual Employee Recognition Luncheon,
- Cultural Diversity Fair, and
- Reflections/Recognitions/Celebrations at the beginning of each meeting.
- Reward and Recognition Program

SERVICES (reviewed by 06/16)

Facilities/Equipment
Except for the use of office space assigned to an employee and available library services, College facilities, including, with limitation, computers and other equipment, may be used by employees in connection with external activities only after written approval by the appropriate Vice President. The employee, outside employer, or sponsor will pay the rate established by the College for the use of the facility, equipment, or services.

Employees may use certain College-owned property for personal use. Requests must be made to the Facilities Manager at least two days in advance. Employees must ensure the property is in the same condition as it was prior to use. Requests will be evaluated on a case by case basis.

Mercy College of Health Science Name and Seal
The name, seal, and logo are exclusive property of the College and may not be used in connection with goods or services offered by any outside organization without expressed written authorization of the President or designee.
FACULTY SECTION OF EMPLOYEE POLICY MANUAL

INTRODUCTION

This section of the Mercy College of Health Sciences Policy Manual contains the approved policies and procedures for faculty. Other policy sections present information which is important to all employees, including faculty. All policies and procedures identified in the manual are a condition of employment with the College.

Senior Academic Administration
Senior academic administrators of the College include the Vice President for Academic Affairs and Provost (VPAA), the Academic Deans, and the Dean of Institutional Research, Assessment, and Grants.

Faculty Status for Senior Academic Administrators
Faculty status may be awarded to an incoming senior administrator by the Academic Vice President and Provost (AVPP). An administrator not previously employed as a faculty member at the College must interview with the prospective department for a faculty position. Faculty rank may follow a faculty member to an administrative role. Time spent as an administrator does not count toward faculty promotion.

Faculty are those employees who have a written contract with the College who are responsible for curriculum and curriculum development, instruction, assessment of student learning outcomes, student progression, academic advising, increasing knowledge of the profession with educational progress through scholarly work, and service to the College and community.

Faculty are expected to be knowledgeable and professionally competent in their field, evidenced by a defined academic field of study and associated degree of completion, committed to teaching/learning, student development, and student success. Faculty are expected to be committed to the mission, core values, beliefs, purposes and policies of the College; are respectful of students, employees, guests of the College, and participate in the governance of the College by serving on committees.

All faculty appointments are to a specific academic program or department. Dual appointments (to different programs within a School or the College) may be granted to a faculty member. In such cases, the faculty member must possess the appropriate credentials for each program as described herein. The VPAA and the applicable Academic Dean and Program Chair will select one academic unit as the primary academic unit.

Faculty consist of two groups: Ranked and Non-Ranked
The following guidelines for rank, promotion, and duties and responsibilities are non-exhaustive in nature. Academic programs may have additional criteria including: licensure/certificate, demonstrated knowledge and skill as appropriate for the given profession and board certification. All faculty members shall be assured of academic freedom as described in this section of the policy manual.

Faculty Qualifications
Mercy College of Health Sciences is committed to providing high quality education through faculty who have appropriate expertise in the subjects they teach. Accordingly, Mercy College will only employ faculty members who have demonstrated expertise in the subject matter they teach and are able to effectively communicate knowledge in that subject to students.

This policy defines the qualifications required for faculty members to teach at Mercy College.

- Qualifications must be reviewed for each faculty member on a course-by-course basis to determine if a faculty member meets the qualification guidelines set by the Higher Learning Commission, any other applicable state, federal, accrediting agency or industry standards and the College. Faculty refers to all faculty members, lecturers, clinical instructors, adjuncts and all other instructional staff members.
- Qualified faculty members are identified based on their credentials as stated below.
- Qualified faculty may be qualified based on their tested experience as explained below. Tested experience is especially relevant for technical/occupational courses.
- Documentation will be required to demonstrate that a faculty member meets the qualifications.

Using Credentials to Determine Qualified Faculty
Credentials refers to the degrees that faculty have earned and related scholarly and professional engagement. When using credentials to determine faculty qualifications to teach a course, the minimal credentials are:

Associate Programs:
- Faculty teaching in career and technical education college-level certificate and occupational associate’s degree programs must hold a bachelor’s degree in the field and/or a combination of education, training and tested experience.

Undergraduate Programs:
- Faculty teaching in bachelor programs must hold a master’s degree or higher in the discipline or subfield of the course(s) they teach. If a faculty member holds a master’s degree or higher in a discipline or subfield other than that in which he or she is teaching, the faculty member must have a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.
**Graduate Programs:**

- Faculty teaching in graduate programs must hold the highest degree (i.e., a terminal degree) in the discipline they teach. Additionally, faculty members must have evidence of their engagement in the discipline through research, scholarship or achievement appropriate for the graduate program.

**Using Tested Experience to Determine Qualified Faculty**

Tested experience may substitute for earned credential requirements mentioned above. Tested experience refers to in-depth experience outside of the classroom in real-world situations relevant to the discipline in which the faculty is teaching. By itself, teaching experience in the discipline does not equate to tested experience.

Tested experience will be evaluated on a case-by-case basis. When using tested experience to determine qualifications, the following minimum qualifications must be met before tested experience can be considered.

**Minimum Qualifications**

- Certificate and associate degree program faculty must hold the level of education required by the occupation in which they teach.
- Bachelor program faculty must have a Master’s degree.
- Graduate program faculty must have the highest degree (i.e., a terminal degree) in the discipline they teach.
- If teaching in an occupational/professional field that requires licensure or registration, faculty must hold a current license/registration in good standing relevant to the course(s).
- A minimum of two years of full-time professional experience relevant to the course(s) taught.
- All faculty must meet minimum requirements (e.g., clinical and instructional experience and educational experience/credentials) set by applicable programmatic accrediting agencies, state boards or other applicable standards related to the program.

The following may be considered when evaluating tested experience: scholarly publications, presentations, professional engagement, consulting work, honors, awards, continuing education, industry certifications, demonstrated record of research, demonstrated experience that directly correlates with learning outcomes of the course(s), continued documented excellence in teaching, letters of support from past and current employers or colleagues that directly address expertise and other third-party documentation. This is not an exhaustive list.

**RANKED FACULTY**

A “ranked faculty” member is an employee who has been appointed to one of three ranks: Assistant Professor, Associate Professor, or Full Professor. Only faculty holding ranked
positions are allowed to be the instructor of record for teaching didactic courses in academic programs for which an academic degree is awarded.

At the time of initial appointment the VPAA will review recommendations from the Academic Dean and Program Chair regarding rank for the faculty member’s contract using criteria listed herein. Initial rank assignment is based on academic teaching experience, professional experience, service to a college, service to the profession, service to the community, and scholarly work. Academic teaching experience can be determined by a combination of teaching and professional experience.

Years of professional experience equate to academic teaching in a 2:1 ratio of professional experience to teaching experience. Each faculty rank also carries a minimum number of teaching years that cannot be fulfilled by years of professional experience. Individuals whose professional role includes teaching, training, or continuing education will be considered on a case-by-case basis. Credit toward promotion may be granted by the VPAA and must be delineated in writing at the time of appointment.

Credit toward promotion may be granted at the time of initial hiring for professional experience. For every two years of professional experience, one year of academic experience may be granted up to a maximum of three years towards the next available academic rank. No more than 3 years of experience can be applied toward the next appropriate rank. Formal recognition of work experience to be counted as academic experience requires a signed writing from the VPAA at the time of initial appointment.

Promotion in Rank: It is the faculty member’s responsibility to initiate the promotion process and seek assistance from the Program Chair or assigned mentor to help with the promotion process and documentation. The Academic Dean recommends the faculty member to the VPAA and Promotions Committee of the College Senate. Faculty are expected to keep a current vita on file in Human Resources.

All requirements for promotion must have been met prior to submitting the application and portfolio to the Promotions Committee of the College Senate. All dates for the promotion process must be met.

A regionally accredited institution refers to an institution that has received accreditation from an organization approved by the United States Department of Education for the purpose of accrediting educational institutions of higher education.

**Assistant Professor**
Initial rank of Assistant Professor requires an earned Master's degree (e.g. MA, MS, and MFA) or the highest academic degree in the applicable field from a regionally accredited institution.

With permission from the VPAA, the foregoing criteria may be modified or waived at the time of hiring to accommodate extraordinary circumstances or meet the needs of the College. Exceptions are rare and only under unique circumstances.
**Associate Professor**
Initial rank of Associate Professor requires an earned doctorate or the highest academic degree in the applicable field of study from a regionally accredited institution. An Associate Professor must have at least four years of full-time workload, at the rank of assistant professor, from a regionally accredited college or the professional equivalent.

With the permission of the VPAA, the foregoing criteria may be modified or waived at the time of hiring to accommodate extraordinary circumstances or to otherwise meet the needs of the College. Exceptions are rare and only under unique circumstances.

**Full Professor**
Full Professor is a proven academic leader with noteworthy scholastic involvement, academic leadership experience, and a demonstrated collaborative disposition across the College and community. Initial rank of Professor requires an earned terminal academic degree in the applicable field from a regionally accredited institution. A Professor must have at least five years of full-time, ranked-level teaching at the associate degree level from a regionally accredited college or the professional equivalent.

**NON-RANKED FACULTY**
A “non-ranked faculty” member is an employee who has been appointed to one of three ranks: Instructor, Lecturer, or Special Appointment. Such appointments are subject to the conditions of any original appointment.

The guidelines for non-ranked faculty duties and responsibilities are non-exhaustive in nature.

**Instructor**
Instructor requires a completed education from a regionally accredited institution or professional equivalent one level above the degree taught, minimum credential requirement by the licensing and accrediting agencies for the discipline and experience of effective teaching and professional growth. This position is appropriate for new, full time faculty with academic credentials of baccalaureate degree or master’s degree.

An Instructor must have a commitment to teaching and student progression, continued professional growth and service to the College and community on behalf of the College.

**Lecturer**
The position of lecturer requires a completed education one level above the level of the program taught focus mainly on considerable experience in an appropriate technical, artistic or professional field, and requires the expectation for extended contract beyond a guest lecturer or adjunct faculty but for a stated term of full-time or part-time service as specified in the appointment letter.
Adjuncts
Adjunct faculty are individuals who are hired on a temporary basis to teach no more than 24 workload units in an academic year.

Special Appointments
Special appointments do not accrue or apply toward promotion. Individuals with special appointments may be assigned to committees or special projects but do not have voting privileges.

Visiting Faculty
All visiting faculty appointments are term contracts for a limited period of time with no intent of on-going employment. Visiting appointments are reserved for faculty members of other institutions, Professors Emeriti, and persons distinguished in their fields.

Developmental Educators
Developmental educators (teaching assistants), who teach subjects such as writing, reading, mathematics, study skills and special focus areas are critical to the teaching and learning process of the College. The College may employ full or part-time persons who have specialized skills and credentials in these selected academic areas.

Artist/Writer/Scholar-in-Residence
The College may appoint distinguished artists, writers and scholars to the special status of Artist/Writer/Scholar-in-Residence. Such appointments are term contracts and may be full-time or part-time depending on the needs of the College. Ordinarily, the appointment of an Artist/Writer/Scholar-in Residence shall be for one year. Individuals in this position may be appointed to committees or other organized groups as a specialist although without voting rights. They may be responsible for teaching classes, giving presentations, conducting demonstrations, or performing readings.

APPOINTMENTS OF HONOR

Professor Emeritus
The title “Professor Emeritus” may be awarded to faculty with the rank of Full Professor if they have served in a distinguished manner as full-time faculty at Mercy College of Health Sciences. The award of this title is considered an administrative promotion given to fully-retired faculty who have reached the rank of Full Professor and who have worked for the College for at least ten years. Emeritus status is not automatically awarded upon retirement. The President will make the recommendation to the Board of Directors.

No compensation accrues by virtue of this rank except by a mutual agreement (approved by the Board of Directors) between the President of the College and the faculty member. The emeritus faculty member may be offered a term contract to teach or fulfill other duties. In such cases, supplementary benefits, if any, will be specified in the contract.
The emeritus faculty member has access to the library and other areas of the College as appropriate and if availability permits. Other resources will be made available based upon responsibility identified in a contractual arrangement.

Professor with Distinction
The title “Professor with Distinction” may be awarded to faculty with the rank of Full Professor who has obtained some form of exceptional recognition in their field, have rendered extraordinary service to the College, or outstanding service to the community on behalf of the College. The conferring of this title is an administrative promotion recommended by the President and granted by the Board of Directors toward the end of an individual's career.

CONTRACTS

Every appointment, except Appointments of Honor, will be made by a formal written contract signed by the faculty member, Academic Dean and the VPAA. The contract will state the program of assignment, rank, compensation, start date, length of appointment and other conditions of appointment.

Upon acceptance of the contract, faculty are expected to be held to the terms of the contract. Faculty contracts are retained in Human Resources.

Full time and part time faculty contracts are paid over a 12 month period and may receive multiple year contracts. New faculty will be given a 12 month probationary contract.

Faculty are expected to fulfill the entire length of their contract. In cases when it is not feasible to fulfill the contract, faculty must give appropriate notice as described herein and must, at a minimum, complete and fulfill all responsibilities for the academic term that is in progress (i.e. fall term, spring term or summer term).

As part of the contract it is expected that every faculty member participate in College sponsored workshops, convocations, orientations (including LEARN modules, seasonal flu vaccines), Senate meetings and all governance committee assignments, School meetings, graduation ceremonies, and other College events.

Renewal
All renewals of contracts will be issued by the VPAA. Faculty contracts are considered non-renewed until signed by the faculty member and returned to Human Resources.

Type of Contract

Full-Time
Full-time contracts are given to faculty with full-time teaching duties or a combination of teaching and other duties (e.g., department or program chair, research, self-study) equivalent to a full-time teaching load as more fully described below.
**Part-Time**
Faculty with teaching duties less than that of full-time teaching are considered part-time and may teach between 18 and 30 workload units (or the equivalent) per academic year. Faculty with part-time contracts may be considered full-time employees with staff or administrative duties (other than department or program chair).

At the time of hiring it will be determined whether a position combining administration and teaching is a ranked position and eligible for position. Faculty with part-time contracts are considered voting members of College Senate, Academic Council and other assigned College Senate committees.

**Adjunct**
Adjunct faculty receive appointment letters on a per term basis.

**FACULTY ROLES**

Faculty are expected to concentrate their efforts in the following four areas: (1) teaching, (2) scholarship, (3) professional activities, and (4) service. Program Chairs, with support of the Academic Dean, assign annual responsibility and workload to reflect differences in institutional or program need and faculty expertise.

The examples listed below are not exhaustive in nature.

**Teaching**
Teaching is defined as engaging in specifically designed interactions with students that challenge thinking and promotes student learning through the development of critical thinking through inquiry and inference (acquiring new or modifying existing knowledge, behaviors, skills, values, preferences). It is expected that all faculty fulfill the full extent of their instructional obligations. Evaluation of faculty teaching includes five main components.

- **Content Expertise:** formally recognized knowledge, skills and abilities in a chosen field by virtue of advanced training, education or experience.
- **Instructional Delivery Skills:** skills by which faculty creates an intellectually stimulating and supportive learning environment.
- **Instructional Design Skills:** technical skills in designing, sequencing and presenting experiences that promotes progressive student learning, successfully acquires intended student learning outcomes and skills in developing and using tools and procedures for assessing student learning.
- **Course management:** management of organizational and administrative tasks; such as, detailed syllabus development that includes a course calendar, keeping and reporting student attendance as appropriate by college policy, grading, safety, appropriate use of technology, timing in course management, formative and substantive student assessment, ensure that course outcomes remain in alignment with the course objectives and program design.
• Ensure that content, skills, assessments, and essential questions of a course are appropriately linked as key components of the larger curriculum plan.
• Timely calculation and reporting or student grades as designated by College policy.

Scholarship
Scholarship is defined as research or analysis that makes a contribution to the field of study. Contribution occurs when the results of research or an analysis are shared with the discipline in a public forum. Standard examples of scholarship are publication of books or articles with scholarly presses or journals, reading of papers or poster presentations at conferences, or producing the results of research in other media (e.g., video), assuming the results are evaluated by a respected outside source in the discipline.

Research which includes or utilizes any information or data owned by or related to the College or College constituents must receive approval from the Institution’s leadership team, VPAA, and Institutional Review Board prior to the beginning of the project.

Value of Scholarship
Among the objectives and values of scholarship are the following:

• Scholarship helps faculty keep current in their field and contributes to the resources available to them in their teaching.
• Scholarship promotes involvement in a larger community of learners; both for the faculty member and the College.
• As a result of staying current in the field, faculty are able to be better mentors to novice faculty and students preparing to enter the field.
• Peer-reviewed scholarship advances knowledge in the field and enhances the reputation of the faculty and the College as an institution of higher learning.

Faculty are encouraged to seek assistance from department and campus colleagues or committees to review ongoing scholarship, research and analysis intended for publication or public presentation. Peer-reviewed publications and presentations will weigh more heavily in decisions on promotion. Faculty who wish to have unpublished research or analysis considered as scholarly activity or for promotion in rank, must make the case to their colleagues in the discipline, Program Chair, Academic Dean, and to the Promotions Committee of the College Senate.

As part of the application process for promotion, scholarly work and artistic achievement is evaluated by the Program Chair and Academic Dean, in consultation with faculty who may have expertise in the specific area of creative activity.

The weight given to different types of scholarly activity may vary with disciplines. The key distinction is between peer-reviewed or refereed activities and work that is not peer-reviewed.
Examples of scholarship may include the publication of scholarly books, textbooks, chapters in a textbook or scholarly book, presenting a peer-reviewed and artistic display or performance and poster presentations at professional conferences.

- Publication of scholarly books;
- Publication of annotated translations of major works;
- Publication of articles in peer-reviewed (refereed) academic journals;
- Publication in textbooks;
- Editing of published scholarly works;
- Publication of bibliographic work, especially annotated;
- Reading of peer-reviewed papers or poster presentations at professional conferences;
- Publication of scholarly translations in peer-reviewed journals;
- Publication of a comprehensive literature review;
- Co-authorship of articles in peer-reviewed journals (The candidate must make clear the nature and extent of her/his contributions.);
- Publication of a peer-reviewed software program, web-based content or other media;
- Publication of a peer-reviewed audio or video program;
- Publication of a chapter in a scholarly book;
- Public speaking engagement focused on advancement in or content of the faculty’s area of expertise.

Funds to support faculty development may be available. These funds are administered by the Academic Deans or through granting opportunities. The following list of examples is not meant to be exhaustive:

- Publication of a chapter in a textbook book;
- Publication of an essay in a scholarly collection;
- Refereed panel presentation at a professional conference;
- Presenting a peer-reviewed and artistic display or performance

Due to changing technologies and avenues for scholarship, faculty may submit to the Promotions Committee of the College Senate, Academic Dean and VPAA other forms of scholarship to be considered. In such cases, the faculty member applying must have the rationale for the substitution and provide evidence that it meets the College’s criteria for promotion.

Other activities, such as book reviews, academic publications outside one’s field, contributions to non-refereed publications, unpublished manuscripts, or detailed accounts of ongoing research projects may be considered as evidence of scholarly activity, but to a lesser degree and not as a substitute for the kinds of activities listed above.
Regardless of its form, a scholarly work must be peer-reviewed and disseminated.

- Peer-reviewed: Scholarship is peer-reviewed when it is evaluated by appropriate peers outside of the College.
- Disseminated: Scholarship must be communicated to an audience in a manner that is likely to enhance the reputation of the individual scholar and the College. The size and nature of the audience reached by the work is relevant to this determination. In the case of written works, consideration should be given to the prestige of the publisher and the utilization of work by other scholars. Similar considerations apply to the evaluation of non-written works.

**ACADEMIC-FOCUSED LEAVES AND GRANTS**

While academic leaves and internal grants are meant to afford faculty members the means to grow professionally and intellectually, it is an investment by the College in its own future. The availability of academic leaves and internal grants are provided based upon available funds and the focus of each project.

Faculty applying for mini-grants (internal grants) or academic leaves must submit an application and a professional development plan. The documents will enable administration to assess the application in light of the faculty member's larger development goals.

**Sabbatical**

Sabbatical leave provides faculty an opportunity to accomplish a goal that supports professional development related to scholarship in the discipline and reflects the mission and interests of the College. The College promotes an inclusive view of sabbatical projects.

The College is committed to annually funding sabbaticals to qualified applicants. A sabbatical for intellectual improvement is a privilege accorded to qualified members of the faculty by the College and is granted with the clear expectation that the sabbatical will better enable the faculty member to be of service to the College and its students.

Sabbaticals will be granted for one term at the base salary or two terms at 50% of base salary. During the leave, the salary of the faculty member is charged against the department budget the same as if the faculty member were on campus.

Faculty are eligible to apply for sabbatical given the following:

- After a minimum of 21 continuous terms of full time employment at the College
- In a current ranked position
- Worked the previous 3 terms at full faculty workload (less reassigned time for administrative duties)
• Have not been on a corrective action plan for the last 6 terms or is not currently on a corrective action plan
• In an active non-leave employment status.

Academic/educational work at other institutions and/or organizations not sponsored by the College does not count toward the minimum term requirements. All requirements for sabbatical must be met at the time of application. Faculty on sabbatical retain benefits and educational privileges of the College and will be subject to changes made to benefits and educational privileges in their absence.

The number of sabbaticals allowed each year by the College is contingent upon funding available, support required in replacing the faculty member, and the nature of the project.

**Subsequent Sabbaticals**
Eligibility for subsequent sabbaticals require an additional 21 continuous terms of full time employment at the College. The following also applies:

- A leave, other than sabbatical, initiated or sponsored by the College will not interrupt the 21 continuous terms required for sabbatical.
- An approved, non-academic leave from the College shall not cancel the previously accumulated semesters; however, the semesters in which the faculty member has been on such leave shall not apply toward the 12 semesters required for eligibility for a sabbatical leave.

During a sabbatical leave, faculty are not eligible for teaching overloads. In addition, faculty cannot accept compensation for employment or other activities outside of the College during a sabbatical unless the additional funds are approved as a condition of the sabbatical.

In cases where faculty represent programs that cannot be sustained at a quality level with a regular sabbatical, an alternative option may be offered to the VPAA for consideration.

Faculty that are granted sabbatical must return to the College and complete terms of full employment equal to the length of the sabbatical granted.

Faculty are expected to comply with the College mission, values, policies, and the terms of the agreement while on sabbatical. Failure to do so may be grounds for disciplinary action up to and including termination of employment.

**Recommended Timeline**
The year prior to the intended sabbatical, the following timeline for submission must be met:

- October 1 - Submission of completed application to the Promotions Committee. If the sabbatical application is altered after this deadline
Application

Each applicant shall prepare an application describing the sabbatical proposal in complete, clear and specific terms.

Faculty should consider the following points prior to submitting the application:

- Does the application comply with the minimum eligibility and application requirements?
- Is the quality of the proposal adequate, considering specificity, persuasiveness, and thoughtfulness of the project plan?
- Does the application adequately convey the value of the sabbatical project in regards to a faculty member’s workload while on sabbatical, the overall benefit to student learning, and the benefit to the College (e.g., will the project lead to a finished product; will it enhance the individual’s teaching, scholarship in the discipline, and/or service to the College)?
- Faculty seeking assistance with sabbatical applications are advised to consult with their Program Chair, faculty who have written successful applications, former members of the Promotions Committee, and the Director of Teaching and Learning.
- Applications shall be submitted to the Promotions Committee, addressed to the Chair of Promotions Committee.

Every application shall include the following information:

- A statement of eligibility for a sabbatical (see section on Eligibility).
- Copy of the signed IRB documentation approving a research project.
- A description of the project, including:
  - Purpose statement of project for which the sabbatical will be used to support teaching excellence, scholarship in the discipline, or service to the College.
  - Specific activities that will be undertaken
  - Facilities, equipment or other resources needed (note: The College will not provide funding in addition to salary or faculty development funds.)
If permission or support is needed from other institutions, organizations, or agencies, provide letters of support as part of the application.

- Tangible outcomes (for example, course materials, submissions for publication or exhibition, and external grant proposals).
- An in-depth explanation of how the project will benefit the College and the students
- An in-depth explanation of how the project will enhance the faculty’s professional growth
- Timeline for completion
- Financial sheet of proposed expenses and timeline

- A precise description of the program’s plan to staff the applicant’s workload.
- The project plan must include the timing of written reports, no less than on a monthly basis. The reports will address the status of the sabbatical. The reports should be sent to the Program Chair, Academic Dean and the VPAA.

- The Academic Dean must approve the sabbatical application. If the applicant is the Program Chair, the letter of recommendation shall be provided by the Academic Dean.

- A final report must include a section stating how the sabbatical experience contributed to the faculty’s professional development related to student learning, scholarship in the discipline, and/or service to the college. The final report must be submitted within two months after the end of the sabbatical. A copy will be placed in the faculty’s file in Human Resources for use in promotion review as evidence of development.

- Faculty will conduct a presentation to the College community.

Evaluation of Application
The members of the Promotion Committee will review each application based upon the following indicators of quality (an academic dean would follow the same guidelines with specific focus on workload and budget allocations coverage):

- Completeness of the application, ensuring the faculty meets the qualifications for sabbatical.
- Extent to which the project enhances the professional development of the faculty related to teaching, scholarship in the discipline, student learning, and promotion of the College.
- Clarity of purpose, feasibility and cohesiveness of activities, and proposed results and outcomes.
- The availability of resources to cover the faculty duties in their absence.
**Final Recommendation**
The Chair of the Promotions Committee will provide the applications to the VPAA, with the Promotions Committee’s recommendations. The VPAA will consider the purpose, how the project reflects on the College, and effect on program integrity.

Applications that are not approved due to funding may be carried over to the following year.

The Promotions Committee or the VPAA may request additional information and/or supporting documentation as needed for clarification.

**Notification Process**
The VPAA will notify approval or denial to the applicant, with a copy also provided to the Promotions Committee.

**Mercy College Release for Scholarship Program**
Mercy College Release for Scholarship Program (MCRSP) provides a one-semester course release (3 hours) to full time and part-time faculty who are actively engaged in scholarship or in pursuit of an advanced degree that supports their role at the College. The number of course releases granted each year is contingent upon the funding available and the ability of the program to financially support the faculty’s workload reduction. MCRSP is not available for faculty on sabbatical, other faculty release time, faculty teaching overload, or who are on a corrective action plan.

Selection of faculty for this program is based on the quality of the proposal and the faculty member’s record of scholarship. Other factors include the number of years since the faculty member previously received a course release, whether or not the faculty member has previously been granted sabbatical, and academic goals. Priority may be given to new or non-ranked faculty.

Requests for release are submitted to the Promotions Committee six (6) months before the requested release. Applications will include the following:

- Rationale for the release, including an abstract of the nature of the project, the proposed outcome of the project, the plan for dissemination of project outcomes, and how the release fits into the faculty’s professional development.
- Letter by the faculty’s Program Chair (or the Academic Dean in the case of an application from the chair) commenting on the proposal and the program’s ability to support the course release.
- Faculty may include an additional letter of support from a professional colleague commenting on the project’s professional merit.
- Current curriculum vitae.
The Promotions Committee will review the applications and forward the outcome of their review to the VPAA. The VPAA makes the final determination of MCRRP time and notifies all applicants of the decision.

Faculty given MCRRP will be required to provide a written report within eight weeks after the end of the semester in which the MCRRP time was granted. The report should concisely summarize the outcomes or findings of the project completed. The report should be submitted to the Program Chair (or Academic Dean if the applicant is a Program Chair). A presentation to the College may also be appropriate.

**Mini-Grant Program**
The Department of Assessment, Research, and Grants (ARG) reviews applications for mini-grants and makes recommendations to the VPAA.

In both fine arts and written research, the intellectual property under the sponsorship of these grants remains with the writer or artist as indicated in the College policy section. Tools, equipment, and products purchased with the mini-grant funds are the property of the College.

Funds are applied under the following guidelines:

- Mini-grants are available on an annual basis (one grant per faculty member per year per project) to be applied the length of an academic year. For research and other activities taking place during the fiscal year (July 1 – June 30), applications are due to the ARG on the third Monday in September by noon.
- The Department of Assessment, Research, and Grants will complete its recommendations for applications within two weeks following the application deadline.
- ARG forwards the recommendations to the VPAA for approval.
- A higher priority may be given to those projects that expand professional research or creative interests of the faculty.

There is a cap of $1,000 per individual faculty member and per project each fiscal year.

Both full time and part-time faculty are eligible to receive funds; however, a higher priority is given to full-time faculty.

Faculty can apply for and receive three annual mini-grants consecutively within a five year period.

**Application**
Applications should include:

- a detailed description of the project
- a detailed budget - including all expenses and stipends
- a brief explanation of the benefits to the faculty, students, and College
• Projects that include travel and related expenses shall first apply for travel funds from their supervisor. Requests for funds from program budget and its result should be included with the application to the Dean of Assessment, Research, and Grants for mini-grant funds.

• Status with IRB if applicable

Requests to the VPAA’s Office for reimbursement of annual mini-grant funds must be made within the year the grant was funded and no later than April 1 of that year.

In the term following the completion of the mini-grant cycle, a written report will be submitted to the Program Chair, ARG and VPAA. The report should include how the mini-grant has supported the faculty’s research or creative interests. The faculty will be expected to provide feedback to the campus community regarding the outcomes of the project. Faculty will be expected to present their research work during the next Annual Research Conference/Symposium.

**SERVICE**

Service is expected of faculty as one of the integral components expressed in the College mission and value statements. There are three areas of service: internal to the College, external within one’s discipline (professional contribution), and external within the community.

Internal service to the College is required of all faculty. Types of internal service can be participation on College committees and activities, involvement in program curriculum development and assessment, and academic advising.

External service within one’s discipline can be regional or national organizations or through publications within one's discipline.

Service to the community is in keeping with the core values of the Sisters of Mercy and to the core values of the College. As part of the annual performance appraisal process, as well as the consideration for promotion, service is evaluated by the Program Chair, Academic Dean, Promotions Committee of the College Senate, and VPAA.

The following examples are not in any particular order of importance within each category and the lists are not exhaustive. The faculty member must make the case for the value of specific instances of service in the promotion portfolio.

**Service to the College**

Faculty are expected to contribute to the shared operation of the College by participating in service activities such as:

• Active participation on school or college committees;

• Service as providing assistance for the Program Chair in their absence;
• Involvement in program curriculum development and assessment there of;
• Active involvement in faculty development programs (as an organizer or presenter);
• Service as a formative evaluator/teaching mentor for other faculty;
• Active involvement in College required service days;
• Development of grant proposals for external funding in support of College initiatives;
• Other significant service to the School or College; such as, student recruiting.

Service to the Student Body
The quality of education at the College requires faculty members have formative contact with students outside of the classroom, laboratory and clinic. The following are examples of such contact:

• Service as advisor to a student organization;
• Service as moderator of student activities;
• Planning/participation in enrichment activities related to the curriculum but outside normal course offerings;
• Participation by faculty in New Student Orientation.
• Participation by faculty in potential student Information Sessions.
• Judging or participating in student competitions, presentations, and/or trips.

Professional Service
As faculty members become assured in their teaching and have obtained appropriate credentials and degree levels, it is important for them to be involved in their professional community. This professional contribution involves faculty performing activities that use their knowledge and expertise in a format that advances practice, education in their field, and/or professional association activities. Activities that would be considered professional service include, but are not limited to:

• Serving as a referee, reviewer, or editor for a journal or publisher (none paid or modest stipend);
• Serving on local, regional, or national boards or committees in professional organizations;
• Participation as a site visitor for regional or professional organizations;
• Serving as an item writer for national examinations;
• Acting as a consultant to other educational facilities or practice settings;
• Advanced clinical practice experiences.
**Community Service**
The College strongly encourages faculty members to become involved in service to the community and values the work of faculty members who are so involved. Such services may include, but not be limited to:

- Lectures to non-professional community groups;
- Leadership position in political, religious, or community activities;
- Volunteer service in civic, cultural, and charitable organizations which serve the general public.

**FACULTY ORIENTATION**

In addition to the College orientation, Mercy College requires all new faculty (including adjuncts) to attend Faculty Orientation. Faculty orientation will focus on the faculty’s role in the educational setting of the College. Orientation specific to the faculty member’s teaching assignment is the responsibility of the Program Chair.

**PROMOTION**

Faculty should adhere to standards, principles, and values internal to its academic profession. The College affirms the principle of peer review; in that, faculty have the primary responsibility for reviewing, evaluating, and recommending its own members for promotion.

Promotion is based upon careful evaluation of a faculty’s years of academic teaching performance; scholarship; professional development; service to the College, profession, and community, and years at prior rank. Part-time faculty earn credit for promotion at one-half the rate of full-time faculty. These criteria for promotion serve as guidelines for evaluating the overall contribution of a faculty member. Faculty must meet the minimum requirements for promotion outlined in the Promotion Grid in Appendix E.

The Promotions Committee of the College Senate is responsible for administering the promotion process and for recommending qualified faculty for promotion based on the stated process for review and recommendation. A faculty member is solely responsible for making his or her own case for promotion through the Professional Portfolio and the information contained therein. The applicant should not expect the College to look outside the portfolio for evidence that might support the promotion.

**Professional Portfolio**

Faculty are responsible for providing evidence of meeting the criteria for promotion by preparing a professional portfolio. The Promotions Committee maintains a current list of requirements each portfolio must meet. Faculty must meet each of those requirements. Faculty are responsible for providing their own materials for the portfolio.
The promotion in rank will be effective at the beginning of the next pay period immediately following the Board of Directors’ decision.

Promotion may be accompanied by a one-time bonus payment, a change in the applicable salary-range, however may not necessarily be accompanied by an increase in base salary.

It is recognized that there may be justification for considering exceptions as indicated herein. In such instances the candidate, committee, or administrator requesting the exception will be expected to substantively validate the request. Exceptions will be made at the time of application and considered by the VPAA in consultation with the appropriate Academic Dean and the President. Exceptions are rare and only under unique circumstances.

**FACULTY RESPONSIBILITIES**

**Credit Hour Workload**
Workload is the total of teaching, advising committee work and other duties as indicated herein that faculty are assigned for an academic year. A faculty teaching load assignment is determined each year by the Program Chair and verified by the Academic Dean.

**Credit Hour Definition and Teaching Workload**
All assignments are made in accordance with the needs of the College and academic program, the qualifications of faculty, and in a fair and equitable manner.

The teaching load of full-time faculty in all Schools is 34 credits (workload/clock hour) or its equivalent units per academic year and calculated as follows on a clock-hour definition, which includes pre- and post-class (two hours for didactic courses and one hour for labs and clinic) preparation:

- One credit hour of didactic instruction is the equivalent to one hour/workload unit (1:1).
- One credit hour of laboratory instruction and supervision is equivalent to two workload units (1:1).
- One hour of clinical instruction, internship, practicum, or similar courses in which faculty have direct student supervision during patient/client interaction, as well as formative and summative assessment responsibilities in a professional setting, is equivalent to three hour (3:1) Workload units will be calculated using a factor of 0.5 for each clock hour worked per week. Each workload unit calculation is rounded up or down from 0.5 to the closest whole number (0.5 is rounded up).
  - Example: Nursing Medical Surgical course is a five credit hour course: three credits of didactic and two credits of clinical. The workload for the clinical component of the class is determined by
multiplying the number of credit hours (2 credit hours) by the ratio of 3:1 (2 credit hours x 3 clock hours = 6 hours). The clock hours of 6 is multiplied by the factor of 0.5 = 3 workload equivalent units. The total workload for the course is six (3 didactic + 3 clinic = 6).

- One credit hour of clinical instruction, internship, practicum, or similar courses in which faculty have onsite weekly observation in a preceptor/student setting and responsibility for various aspects of formative and summative student assessment is equivalent to three hours (3:1). Workload units will be calculated using a factor of 0.3 for each clock hour worked per week. Each workload unit calculation is rounded up or down from 0.5 to the closest whole number (0.5 is rounded up).
  - Example: Therapeutic Modalities course is a five credit hour course: three credits of didactic and two credits of clinical. The workload for the clinical component of the class is determined by multiplying the number of credit hours (2 credit hours) by the ratio of 3:1 (2 credit hours x 3 clock hours = 6 hours). The clock hours of 6 is multiplied by the factor of 0.3 = 1.8 (rounded up to 2) workload equivalent units. The total workload for the course is five (3 didactic + 2 clinic = 5).

- One credit hour of clinical instruction, internship, practicum, or similar courses in which faculty have infrequent supervision or no direct supervision but responsibility for summative assessments of students in a professional environment is equivalent to three hours (3:1). Workload units will be calculated using a factor of 0.3 for each clock hour worked per week. Each workload unit calculation is rounded up or down from 0.5 to the closest whole number (0.5 is rounded up). The minimal number of students required for this workload is eight per term.
  - Example: a practicum course is five credit hours; one credit in didactic and four credit for the practicum. The workload for the practicum component of the class is determined by multiplying the number of credit hours (4 credit hours) by the ratio of 3:1 (4 credit hours x 3 clock hours = 12 hours). The clock hours of 12 is multiplied by the factor of 0.2 = 2.4 (rounded to 2) workload equivalent units. The total workload for the course is five (1 didactic + 2 practicum = 3).

Clinical or preceptor courses that are based on units other than clock hour (e.g. competency based) must have the workload approved by the Academic Dean.

The standard teaching load per term are 12 fall, 12 spring, and 10 summer, though modifications may occur with approval from the Academic Dean.

**Teaching Overload**

Teaching loads are based on a balance of four conventional focus areas of academe and require a full commitment of working time and effort to these areas. Full-time
faculty are expected to complete their primary assignment regardless of the time required. This work is to be accomplished without overload compensation. However, teaching overload for compensation may be offered in limited and restricted situations of special need, with each case approved on an individual basis by the Academic Dean. Teaching overload may be approved provided these services do not interfere or conflict with the primary assignments. Overload shall not exceed six workload units in any academic term.

**Changes in Schedule**

Deviations from the printed schedule must be agreed upon by all students in the class and approved by the Program Chair, Academic Dean, and the Registrar's Office prior to changes being implemented.

**Absences from Class**

Advance notice of faculty absences from class should be reported to the Program Chair or Academic Dean with details of the arrangements that have been made for covering the class(s). The Program Chair or Academic Dean will approve or disapprove the absence and the plan for covering the class. In order for advance notice to be deemed sufficient, the absence must be reported no less than 24 hours in advance of the start of the class.

In circumstances when it is not feasible to give advance notice, faculty must still notify the Program Chair or Academic Dean as soon as possible and must always strive to give notice before the start of class(s). The Program Chair or Academic Dean will assist in determining if the class(s) should be cancelled, rescheduled, or coverage can be found in other venues. Obligations to meet courses and College work do not interfere with faculty legally protected leave (FMLA).

Cancelling a class session does not relinquish the responsibility of meeting course objectives or to ensure that class, lab, and clinical hours are fulfilled to meet the designated credit hours.

Students are not obligated to wait for a faculty member who is more than 10 minutes late.

**Office Hours**

Faculty are to hold six (6) office hours per week spread through the week at times conducive to student access (or the equivalence). Faculty are obligated to be available to see students during posted office hours. Office hours will be posted on faculty office doors, in all course syllabi, in Outlook calendar, and ELEOS. Additional office hours may be needed during registration and examination periods. Faculty are encouraged to be available to students outside their posted office hours by appointment.
Two office hours per week may be traded for group tutoring hours, non-credit recitation hours, or other organized, consistent student academic support offering equivalency to office hour requirements. These hours must be approved by the Academic Dean through the Program Chair and include more than three students at a time on the same subject areas.

**Student Advising**
All faculty serve as advisors and are assigned students by the Registrar’s Office. Student advising includes, however is not limited to, career counseling, academic counseling, tracking student academic progression, academic tutoring and setting academic development plans. Faculty must become familiar with all College and academic program requirements. Efforts will be made to group advisees by major.

**Student Registration**
Faculty shall be available to help current students during the registration periods and during orientation for new students. Faculty are expected to be familiar with the registration process, College and program requirements (including prerequisite and corequisite requirements), and appropriate documentation required. Enrollment and registration also includes the “add/drop” process and timeframes.

**Committee Work**
Faculty are significant contributors to the College and play a substantial role in fulfilling its mission. Participation in College Senate and College committees provides support to shared governance and to institutional/academic process of the College. Faculty are expected to actively participate on at least two institutional committees per academic year (September 1st through August 31st). Committees are often formed to address a specific need (i.e. ad hoc committee, subcommittee, or taskforce groups). Participation in one of these may be added to the workload and must be approved by the Program Chair and Academic Dean. Special projects can substitute for course work equivalencies conditional to the magnitude of committee work and as approved by the Program Chair and Academic Dean.

**Syllabi**
Faculty are responsible for following the approved College Syllabus Template as written. All course syllabi must be submitted to the Program Chair for approval and forwarded to the Academic Dean three weeks prior to the first day of the course. Syllabi must be uploaded to the learning management system (LMS – ELEOS) the week prior to class.

Faculty are to follow the syllabus as prepared. Consultation and discussion with all students in the course must take place before any changes are made. Students are entitled to ample notification and reasonable time lines before changes go into effect.
**Student Attendance**

According to federal regulation, schools that offer federal student financial aid are required to verify students’ enrollment. Mercy College verifies enrollment by documenting student attendance during the first week of class. Attendance is defined as physically attending the class or having meaningful participation in an online class. At the beginning of each term the Registrar's Office provides faculty the attendance verification process and due dates. This may include an official class roster which the faculty must return to the Registrar's Office by the defined due date clearly identifying who have attended the first week of the class. Faculty must notify the Registrar's Office if an enrolled student does not attend or stops attending during the term.

**Assessment and Evaluation**

Assessment is a College-wide continuous improvement process involving active engagement by all students, faculty, staff, and administrators. In fulfilling the mission, the College evaluates at the course, program, and institutional levels. Faculty are key integral partners in data evaluation, collection, and analysis that provides vital insight on budget, culture of the College, and helps to map its success in future strategic directions. Faculty are expected to support the assessment and evaluation processes within the college.

**Recruitment of Prospective Students**

Faculty are expected to collaborate with the Admissions Office in the recruitment of students, including inviting and visiting students in the classroom or laboratory, writing letters, calling prospective students, or assisting with campus visits when appropriate.

**Collegial Support and Cooperation**

While members of the faculty have a primary responsibility to their own academic program, they are also members of the larger collegial community and are expected to work cooperatively with members of other academic programs, schools and departments. This includes; however not limited to, registration of students, involvement in College and program orientations, involvement in College testing programs, changes in teaching or proctoring duties, catalog and student handbook modification, or institution/program promotion efforts.

All faculty are expected to attend and actively participate in College Senate and Senate committee meetings, College professional development days, graduation and other official College functions. Faculty are expected to participate in student orientation when requested by the Program Chair or Academic Dean.

Since positive relationships with various constituencies of the College are important, faculty are asked to conduct themselves in a professional manner when dealing with colleagues, students, administrators, and the general public. Faculty are expected to maintain collegial relationships with clinical and community partners. In particular, faculty are asked and expected to differentiate clearly between their private views and official stances of the College when dealing with students, colleagues, and the general public.
Faculty Performance Reviews
Faculty will have a performance review no less frequently than on an annual basis in a manner that is consistent with the process applied to all other College employees.

Faculty In-Service Days
The College schedules professional development activities in which faculty are expected to participate. Topics such as teaching, course and program development, assessment of student learning, advising, changes and developments in higher education, or the mission and values of the College may be addressed. Professional development days utilize guest speakers, small group discussions, and a variety of other methods to assist faculty members to reflect upon and improve their performance as teachers, advisors, members of the College community and members of the collegiate teaching profession.

Off Campus Workshops and Conferences
Academic Deans and Program Chairs are responsible for maintaining an expense budget that includes approved amounts for faculty development. Faculty requests to attend a specific conference, seminar or learning opportunity should be submitted to the Program Chair as early as possible. Program chairs should submit the request to their respective academic dean. Each faculty member and program chair is responsible for obtaining all documentation and receipts to enable the filing of expense reports. If adequate supporting documentation is not provided, reimbursement of supported expenses will not occur.

COURSES

Course Offerings and Content
All course offerings, including independent and arranged studies’ courses, must meet the following:
- general requirements of the College
- the needs of the Academic Schools
- the needs of the student body,
- meet the credit hour definition for the type of course offered

Faculty are expected to conduct classes at a level appropriate to the assigned course. All course workloads must be verified that it meets the credit hour definition.

Course Formats
All web-assisted and web-based courses must be reviewed through the Quality Matters Review Process.
The College offers three (3) types of course formats:

- **Face-to-face**
  - Traditional courses meet face-to-face and are web-enhanced. Daytime, evening and weekend programs are classified as traditional courses.

- **Web-assisted**
  - Web-assisted courses are a combination of online and face-to-face learning. At least fifty (50) percent of each web-assisted course is delivered online, with the remainder of the class time delivered face-to-face.

- **Web-based**
  - Online courses are instructor led, online only, and may or may not have synchronous, asynchronous, or virtual meetings. There is no face-to-face time or campus visits required in an online class.

**Class Size**

Class size may vary to best fit the material being delivered, the type of class being offered and the format in which it is offered. Minimum class size is nine (9) students (specialized courses may vary when mandated by national, professional, or clinical organizations). Maximum class size is determined according to the above criteria and with the Academic Dean’s approval.

Web-based courses have a minimum class size of nine (9) students per course and a maximum of thirty (30) students per course, per faculty person. The Program Chair need not wait to have thirty students to open an additional section of a course but must have a minimum of nine students to add into a new section.

Example: if one course has the maximum number of students at 30 and 8 other students would like to add the course, the Program Chair can open a second section and divide the total number of students between the two sections thus having two sections above the minimum number of students for a course offering.

Exceptions to the minimum class size and teaching assignment must be approved by the Academic Dean.

Courses that do not meet minimum class size requirements though students need the course for graduation, may petition to take the course independently with faculty member oversight. These independently offered courses can be approved given the following:

- Chair and Deans approval
- There are no other alternatives for the student
- Student and faculty agree on the arranged course
- The course is offered in an independent format
• The application is filled out and submitted prior to the start of the term for which the credit will be granted
• The goals, student outcomes, grading process, and timeline are clearly indicated on the application
• The course is concluded by the end of the term the credit is granted.

Faculty are reimbursed per credit hour, per student. Faculty can only offer one course per term in an independent format with up to eight (8) students.

**DUTIES AND OBLIGATIONS OF FACULTY**

Faculty have a special obligation to understand and support the nature of being an institution of higher learning and to appreciate its unique characteristics, philosophy, mission and institutional outcomes. The College has certain expectations concerning the conduct of faculty. All faculty members have a responsibility to know and adhere to College mission, core values, compliance, educational standards and regulatory requirements that serve to promote the consistent and effective operation of the institution.

If questions of interpretation arise, clarification should be sought from the Program Chair or Academic Dean. Any exceptions mutually agreed upon should be in writing and signed by the VPAA and all parties concerned. Copies of such an agreement should be sent to the VPAA, Academic Dean and Human Resources.

**RESEARCH AND SCHOLARLY WORK**

**Human and Laboratory Animal Subject Research**

The College is responsible for safeguarding the rights and welfare of human subjects in any research, development of other related activity and for assuring the proper care of laboratory animals used in research and academic activity. In determining policy in related subjects, the College supports and will be guided by:

(a) The “Principles for Use of Human Subjects in Research” and “Principles for Use of Animals in Research” approved by the American Psychological Association and
(b) The Code of Federal Regulations (45 CFR 46) (www.ed.gov/offices/ocfo/humansub.html). It is essential that researchers and Program Chairs be fully familiar with these materials.

To carry out this responsibility, the VPAA and the Dean of Institutional Research, Assessment and Grants require all research be reviewed and approved through the Institutional Review Board (IRB) of Mercy Medical Center in accordance with 45 CFR 46.
All research conducted by faculty and/or students must be approved by Mercy Medical Center’s IRB.

**Scientific Misconduct**
The College's policy on dealing with and reporting instances of scientific misconduct and conflicts of interest are adopted in compliance with Federal Public Health Regulations, 42 CFR Part 50, Subpart A and apply to cases of alleged or apparent misconduct in science in connection with biomedical or behavioral research or research training, applications for support of research or research training, or activities related to such research, which are supported with funds made available under the Federal Public Health Service Act or with other funds. These policies and procedures do not apply to situations involving allegations of fiscal improprieties or criminal violations, or issues concerning the ethical treatment of human or animal subjects.

**FACULTY, OBLIGATIONS, RIGHTS, ACADEMIC FREEDOM AND CODE OF ETHICS**

**General Statement**
Faculty shall conduct themselves in accordance with the mission and values of the College and in fulfilling the institutional outcomes. Membership in the academic profession carries with it responsibilities for the advancement of knowledge, the intellectual growth of students own personal and professional development, and the improvement of society. Faculty must evaluate their activities in terms of their commitment to these values. Faculty have the responsibility to gain and continue expanding expertise regarding curriculum development, teaching and learning, student success and progression, course and program assessment, program budgeting and to give continued application of time and talents to improve knowledge in an academic discipline.

The material in this section summarizes College expectations that pertain directly to faculty and is intended to enhance freedom, stimulate enthusiasm and promote commitment to the College's institutional outcomes. All faculty have a self-evident responsibility to adhere to College standards, which serve to promote the consistent and effective operation of the institution.

The examples listed below are not exhaustive in nature.

**Academic Freedom and Faculty Responsibility**
The College subscribes to the 1990 “Statement of Principles on Academic Freedom” (as revised), endorsed by the American Association of University Professors and the Association of American Colleges and to the requirements held to by organizations for which the College is affiliated for accreditation. [http://www.aaup.org/aaup/pubsres/policydocs/contents/1940statement.htm](http://www.aaup.org/aaup/pubsres/policydocs/contents/1940statement.htm)
• Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research or publication for pecuniary return that utilizes College properties or student information should be based upon an understanding and an agreement with the authorities of the College.

• Teachers are entitled to freedom in the classroom in discussing their subject that is integral to the educational program goals, purpose, and intent. Faculty should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations for academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

• College and university teachers are citizens, members of a learned profession, and members of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educators, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

Freedom to teach and freedom to learn are inseparable facets of academia. All members of the College community share the responsibility to uphold the integrity of the academic community. Faculty and students should encourage free discussion, inquiry and expression and contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

While respecting a student’s right to academic freedom, faculty should make students aware of the accompanying responsibilities inherent in academic freedom and encourage student’s discretion while expressing their views. Students are responsible for maintaining the standards of academic performance established for each course in which they are enrolled. The institution demonstrates the exercise of intellectual inquiry and the acquisition, application and integration of broad learning and skills are integral to its educational programs.

**Code of Professional Ethics**

Although no set of rules or professional code can either guarantee or take the place of the faculty personal integrity, the College believes the "Statement of Professional Ethics" promulgated by the American Association of University Professors in April of 1966 and revised in 2009 may serve as a reminder of the variety of obligations assumed by all members of the academic profession. (http://www(aaup.org/report/statement-professional-ethics)
“As teachers, the professors encourage the free pursuit of learning of their students. They hold before them the best scholarly standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect each student’s true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.” (AAUP Statement, 1966; Revised, 1987, 2009)

The integrity of the faculty-student relationship is the foundation of the College's educational mission. This relationship vests considerable trust in the faculty member, who in turn, bears authority and accountability as mentor, educator, and evaluator. The unequal institutional power inherent in this relationship heightens the vulnerability of the student and the potential for coercion. The pedagogical relationship between faculty member and student must be protected from influences or activities that can interfere with learning consistent with the goals and ideals of the College. Whenever a faculty member is responsible for academic supervision of a student, a personal relationship between them of a romantic or sexual nature, even if consensual, is inappropriate. Any such relationship jeopardizes the integrity of the educational process.

Types of Unacceptable Conduct:

- Failure to meet the responsibilities of instruction, including:
  - arbitrary denial of access to instruction;
  - significant intrusion of material unrelated to the course;
  - significant failure to adhere, without legitimate reason, to the rules of the faculty in the conduct of courses, to meet class, to keep office hours, or to hold examinations as scheduled;
  - evaluation of student work by criteria not directly reflective of course performance;
  - undue and unexcused delay in evaluating student work.

- Discrimination, including harassment, against a student on political grounds, or for reasons of race, color, religion, sex, sexual orientation, gender, gender expression, gender identity, ethnic origin, national origin, ancestry, marital status, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), or service in the uniformed services as defined by the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA), as well as state military and naval service, or, within the limits imposed by law or College regulations, because of age or citizenship or for other arbitrary or personal reasons.

- Violation of the College policy, including the pertinent guidelines, applying to nondiscrimination against students on the basis of disability.
• Use of the position or powers of a faculty member to coerce the judgment or conscience of a student or to cause harm to a student for arbitrary or personal reasons.
• Participating in or deliberately abetting disruption, interference, or intimidation in the classroom.
• Entering into a romantic or sexual relationship with any student for whom a faculty member has, or should reasonably expect to have in the future, academic responsibility (instructional, evaluative, or supervisory).
• Exercising academic responsibility (instructional, evaluative, or supervisory) for any student with whom a faculty member has a romantic or sexual relationship.

“As a member of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of the work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.” (AAUP Statement, 1966; Revised, 1987, and 2009)

Types of Unacceptable Conduct

• Intentional disruption of functions or activities sponsored or authorized by the College.
• Incitement of others to violate College rules when such incitement constitutes a clear and present danger that violence or abuse against persons or property will occur or that the College’s central functions will be significantly impaired.
• Unauthorized use of College resources or facilities on a significant scale for personal, commercial, political, or religious purposes.
• Forcible detention, threats of physical harm to, or harassment of another member of the College community, that interferes with that person’s performance of College activities.
• Discrimination, including harassment, against College employees on political grounds, or for reasons of race, color, religion, sex, sexual orientation, gender, gender expression, gender identity, ethnic origin, national origin, ancestry, marital status, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), or service in the uniformed services as defined by the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA), as well as state military and naval service, or, within the limits imposed by law or University regulations, because of age or citizenship or for other arbitrary or personal reasons.
• Violation of the College policy, including the pertinent guidelines, applying to nondiscrimination against employees on the basis of disability.

• Serious violation of College policies governing the professional conduct of faculty, including but not limited to policies applying to research, outside professional activities, conflicts of commitment, clinical practices, violence in the workplace, and whistleblower protections.

“As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debts and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution." (AAUP Statement, 1966; Revised, 1987, and 2009)

Types of Unacceptable Conduct

• Making evaluations of the professional competence of faculty members by criteria not directly reflective of professional performance.

• Discrimination, including harassment, against faculty on political grounds, or for reasons of race, color, religion, sex, sexual orientation, gender, gender expression, gender identity, ethnic origin, national origin, ancestry, marital status, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), or service in the uniformed services as defined by the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA), as well as state military and naval service, or, within the limits imposed by law or College regulations, because of age or citizenship or for other arbitrary or personal reasons.

• Violation of the College policy, including the pertinent guidelines, applying to nondiscrimination against faculty on the basis of disability.

• Breach of established rules governing confidentiality in personnel procedures.

“Faculty members have the same rights and obligations as all citizens. They are as free as other citizens to express their views and to participate in the political processes of the community. When they act or speak in their personal and private capacities, they should avoid deliberately creating the impression that they represent the University.” (U.C. Academic Council Statement, 1971)
Types of Unacceptable Conduct

- Intentional misrepresentation of personal views as a statement of position of the College or any of its agencies. (An institutional affiliation appended to a faculty member’s name in a public statement or appearance is permissible, if used solely for purposes of identification.)
- Commission of a criminal act which has led to conviction in a court of law and which clearly demonstrates unfitness to continue as a member of the faculty.

Violations of Faculty Rights, Academic Freedom and Professional Ethics

Disputes involving a charge that faculty rights or academic freedom have been abrogated or that professional ethics have not been maintained are to be settled through the established grievance procedures. While affirming academic freedom as a right, the College recognizes, in some circumstances, the questions of academic freedom become enmeshed in questions of professional incompetence or irresponsibility. In the effort to distinguish between these sometimes confused issues, the guiding principle is not to use charges of professional incompetence or irresponsibility to limit academic freedom, nor shall appeals to academic freedom be acceptable as a shield for professional incompetence or irresponsibility.

Plagiarism

For the purpose of this policy, plagiarism is defined as using the ideas, methods, or works of another, without acknowledgment and with the intention that they be taken as the work of the deceiver. Faculty will conduct themselves in accordance with the following regarding plagiarism, discussed by the American Association of University Professors (AAUP) Policy Documents and Reports, the current edition, 9th, 2001 (http://www.aaup.org/report/statement-plagiarism). Every professor should be guided by the following:

- In his or her own work, the professor must scrupulously acknowledge every intellectual debt for ideas, methods and expressions by means appropriate to the form of communication.
- Any discovery of suspected plagiarism should be brought at once to the attention of the affected parties and, as appropriate, to the profession at large through proper and effective channels—typically through reviews in or communications to relevant scholarly journals.
- Professors should work to ensure that their universities and professional societies adopt clear guidelines respecting plagiarism, appropriate to the disciplines involved and should insist that regular procedures be in place to deal with violations of those guidelines. The gravity of a charge of plagiarism, by whomever it is made, must not diminish the diligence exercised in determining whether the accusation is valid. In all cases the most scrupulous procedural fairness must be observed and penalties must be appropriate to the degree of offense.
• Scholars must make clear the respective contributions of colleagues on a collaborative project and professors who have the guidance of students as their responsibility must exercise the greatest care not to appropriate a student's ideas, research, or presentation to the professor's benefit; to do so is to abuse power and trust.

• In dealing with graduate students, professors must demonstrate by precept and example the necessity of rigorous honesty in the use of sources and of utter respect for the work of others. The same expectations apply to the guidance of undergraduate students, with a special obligation to acquaint students new to the world of higher education with its standards and the means of ensuring intellectual honesty.

**Primary Faculty Responsibility**
A full-time faculty member is considered to be primarily employed by the College for the full academic year regardless of the number of hours spent in class, laboratory, clinical, or scholarly work. The primary responsibility of a faculty member is to render to the College the most effective service possible and to devote full working time to the College. Outside employment or other activities shall not conflict, delay or in any manner interfere with instructional, scholarly and/or other services faculty are obligated to render to the College. A faculty's obligation is not only in meeting classes but also requires the individual to be available to students outside the classroom, to carry an appropriate share of College and program committee work, student advising, holding office hours and to spend time preparing classes and doing scholarly work. At the same time, intermediate activities such as consulting and other outside activities of a professional nature are encouraged by the College where such activities give the faculty member experience and knowledge valuable to professional growth and development. These activities may help the faculty member make worthy contributions to knowledge, contribute to instructional programs, or make a positive contribution to the College or the community.

A faculty member's additional employment or other obligations outside of the College shall not conflict with the process, interests, goals, objectives, mission, or values of the College.

**Service to Another Institution**
As a service to another institution, the VPAA may ask a member of the faculty to teach a course or provide service at that institution. This ordinarily will be arranged as part of the faculty member's regular schedule and salary. Such arrangements may be regular in a program of inter-institutional cooperation or for a short time in cases of emergency.

**Prior Authorization**
Full-time faculty may not make arrangements for employment at other organizations unless such arrangements are approved in writing by the Academic Dean and VPAA.
CONSTITUTION OF THE COLLEGE SENATE

INTRODUCTION - College Governance

The College Senate, a shared governance model, is employed at Mercy College of Health Sciences and serves to facilitate campus communications to give voice and provide a vehicle for recommendations resulting in inclusiveness and contributions to constructive dialogue around relevant institutional-making.

The College Senate includes formal Committees assembled from campus-wide representatives from the School of Allied Health, the School of Liberal Arts & Science, the School of Nursing and the Staff Council. Academic Schools are composed of the members or each respective school. The Staff Council is composed of professional and support staff from each department. The Academic Council is composed of all faculty. The College Senate includes all faculty, professional and support staff, and administrators.

Recommendations as covered within the College Senate are introduced by presenting an Action Item (AI) form to the Academic Council, Staff Council, appropriate Committee, and College Senate if required. The Action Item is vetted through the following process that includes the ability to call an Action Item Forum (AIF) to further discuss Action Items as needed. An Action Item Forum is a campus-wide collaboration to enhance the understanding of an Action Item.

Mercy College of Health Sciences recognizes and grants the faculty the primary responsibility for curriculum design and course content, degree and admissions requirements, standards of student academic performance, methods of delivery, and for those areas of student life that relate directly to the educational process. These areas are considered curriculum items. All other policies and procedures are considered non-curriculum items. Based on the assumed practices of the 2012 New Criteria for Accreditation from the Higher Learning Commission (HLC), the faculty will be primary participants in:

1. Oversight of the curriculum – its development and implementation, academic substance, currency, and relevance for internal and external constituencies;
2. Assurance of consistency in the level and quality of instruction and in the expectations of student performance;
3. Establishment of the academic qualifications for instructional personnel;
4. Analysis of data and appropriate action on assessment of student learning and program completion. (HLC, 2012)\(^1\)

Recommendations not supported by the Vice President of Academic Affairs (VPAA/Provost) and/or President will be returned to the petitioner for a potential re-write.

The petitioner may then work with the VPAA/Provost to modify and vet the proposal. Final determination of all matters is made at the sole discretion of the College President and the Board of Directors.

Action Item Terminology
Petitioners may seek counsel from governing groups to generate a proposal. This is not to be confused with the vetting process. Only proposals in the form of an Action Item are eligible for the Action Item Process. These proposals begin the vetting process with the Initial Reading in Academic Council. Petitioners work with the Senate Chairperson and VPAA/Provost to determine whether the change is an Information Item or and Action Item.

Initial Reading – A completed Action Item that is being introduced to Academic Council to be vetted through the Action Item Process

Action Item – Proposal for substantial changes (curriculum and non-curriculum) that is vetted via the Action Item Process

Informational Item – Communique for minor changes (curriculum and non-curriculum) that is presented at College Senate for documentation in the minutes and to facilitate communication of changes

Action Item Process
Following the initial discussions and development of an Action Item, the Petitioner will be responsible for navigating the following governance process to adequately vet the Action Item. The Petitioner must have the support of an appropriate administrator to champion the action requested. Appropriate administrators include Deans and Directors for departments and schools and the VPAA/Provost for committees and councils. Upon approval of the Action Item by VPAA/Provost and President, the Petitioner will also be responsible for overseeing the implementation of the Action Item. A Petitioner may be any individual or an individual representing a body of individuals; such as a school, department, committee, council, or the student government.

The Petitioner will be responsible for maintaining communication with appropriate administrators, presenting the Action Item to the necessary groups as outlined in the following governance process, and communicating feedback during the process. A school or department may request the presence of the petitioner at the school or department meeting to discuss the Action Item.

1. Action Item read in Academic Council (Initial Reading for introduction)
   a) Informational only - No vote of Support

2. Action Item discussed in Staff Council
   a) Supported by Staff Council
      i. Action Item moves to Committee
   b) Not Supported by Staff Council
i. Action Item Forum can be requested (Chair of Staff Council makes request in writing to the Senate Chair)
ii. Action Item moves to appropriate Committee

3. Action Item discussed in appropriate Committee
   a) Supported by appropriate Committee
      i. Action Item moves to Academic Council
   b) Not Supported by appropriate Committee
      i. Action Item Forum can be requested (Chair of Committee makes request in writing to the Senate Chair)
      ii. Action Item moves to Academic Council

4. Action Item discussed in Academic Council (Curriculum Item)
   a) Supported by Academic Council
      i. Action Item goes to Vice President of Academic Affairs (VPAA)/Provost and President for a decision with support
      ii. Outcome reported to College Senate
   b) Not Supported by Academic Council
      i. Action Item Forum can be requested (Chair of Academic Council makes request in writing to the Senate Chair)
      ii. Action Item moves to VPAA/Provost and President for a decision without support
      iii. Outcome reported to College Senate

5. Action Item discussion in Academic Council (Non-Curriculum Item)
   a) Supported by Academic Council
      i. Action Item goes to College Senate
   b) Not Supported by Academic Council
      i. Action Item Forum can be requested (Chair of Academic Council makes request in writing to the Senate Chair)
      ii. Action Item goes to College Senate

6. Action Item (Non-Curriculum Item) discussed in College Senate
   a) Supported by College Senate
      i. Action Item goes to VPAA/Provost and President for decision
   b) Not Supported by College Senate
      i. The Chair of College Senate may call an Action Item Forum can be requested
      ii. Action Item moves to VPAA/Provost and President for decision

7. VPAA/Provost and President discusses Action Item
   a) Decision communicated back to College Senate

The College President will determine Action Items for submission to the Board of Directors.
Action Item Flow Chart
**Governance Structure**

- **College Senate**
  - The membership of the College Senate shall consist of all College faculty, professional and support staff, President’s Council, VPAA/Provost and the President.

- **Academic Council**
  - The membership of the Academic Council shall consist of all faculty, including full-time, part-time and adjunct faculty.

- **Staff Council**
  - The membership of the Staff Council will include all staff except the President’s Cabinet members and those whose primary role is faculty.
Section I – Name
The name of this organization shall be the College Senate of the Mercy College of Health Sciences.

Section II – Purpose and Objectives
The Mercy College of Health Science’s faculty and staff governs through the College Senate, which acts as advisor to the College’s VPAA/Provost and the President on non-curricular issues, forwarding its recommendations to the members of the Provost’s Council and to the President for appropriate action. The purpose of the College Senate Body shall be to:

- Provide a forum for the sharing of information.
- Coordinate studies, projects, and programs to improve institutional effectiveness through College Senate Committees.
- Recommend to VPAA/Provost and President actions that will ensure standards of quality.
- Forward recommendations to the VPAA/Provost for appropriate action.

Section III – Authority
The College Senate shall have the authority to amend the Constitution of the College Senate on such matters as membership, meeting procedures, voting, elections, committees, and other organizational needs of the College Senate. The Constitution of the College Senate may not be in conflict with the Charter or Bylaws of the Board of Directors of the Mercy College of Health Sciences.

Section IV – Amendments
Robert’s Rules of Order will be followed when voting on proposed amendments to the Constitution of the College Senate. Proposals for Amendments shall be distributed to the members at least two weeks prior to the vote.

Section V – Membership and Voting
The membership of the College Senate shall consist of all College faculty, professional and support staff, the VPAA/Provost and the President. All members of the Senate are eligible to vote excluding adjunct faculty and President Cabinet members. Voting processes will follow Robert’s Rules of Order.

Section VI - Quorum
A quorum of the College Senate membership must be present for a vote to be taken on proposals, recommendations and other business. The only vote that may be taken when a quorum is not present is a vote for adjournment. A quorum shall be defined as one more than half of the voting College Senate membership, so long as the count includes one representative from each of the following: the School of Liberal Arts and Sciences, the School of Nursing, the School of Allied Health, and the Staff Council. Electronic voting may be utilized. Electronic voting must have a documented, firm voting window, satisfy the
quorum criteria, and results must be reflected in the minutes that reflect the discussion of the item voted on.

Section VII – Meetings
All Senate meetings will follow Robert’s Rules of Order.

- **Regular Meetings.** The College Senate shall meet the fourth week of the months of January, March, May, August, September and November. The College Senate calendar begins with the meeting during the fourth week of September.
- **Action Item Forums.** The College Senate Chairperson shall call and moderate Action Item Forums per the request of the Academic Schools or Staff Council. The Academic Schools and Staff Council may request the College Senate Chairperson to call an Action Item Forum.
- **Presiding Officer.** The College Senate Chairperson shall preside at all regular and Action Item Forum meetings of the College Senate.
- **Agenda.** The College Senate Chairperson and the VPAA/Provost shall establish the agenda of each meeting of the College Senate.
- **Minutes.** The minutes of the College Senate meetings shall be recorded by the Administrative Assistant of the VPAA/Provost, placed into the permanent record book, and distributed to all Senate members.

Section VIII - Officers and Their Responsibilities

- **College Senate Chairperson.** The College Senate Chairperson shall establish the agenda of all Senate meetings (in concert with the VPAA/Provost), preside at all meetings of the Senate, approve the minutes of College Senate meetings, and appoint members of the Nominating Committee.
- **College Senate Chairperson-elect.** The College Senate Chairperson-elect shall preside at meetings of the College Senate in the absence of the College Senate Chairperson, chair the Nominating Committee, and monitor the College Senate Charter to assure it is current.
- **Secretary.** The Secretary of the College Senate shall be the Administrative Assistant to the VPAA/Provost. The Secretary shall record the minutes of the College Senate meetings and Action Item outcomes and see that they are approved by the College Senate Chairperson, placed into the permanent record book, and distributed to all Senate members.

Section IX - Election of Officers

- **College Senate Chairperson.** A College Senate Chairperson of the College Senate shall be elected by the membership as College Senate Chairperson-elect the year before assuming the office of College Senate Chairperson. The College Senate Chairperson shall hold office for one year.
- **College Senate Chairperson-elect.** A College Senate Chairperson-elect shall be elected by the membership at the last regularly scheduled meeting of the academic year. The College Senate Chairperson-elect shall hold office for one year and become the College Senate Chairperson for the new academic year after the next College Senate Chairperson-elect is elected. In the event the College Senate Chairperson cannot complete their term, the College Senate Chairperson-
elect shall assume the position of Chairperson for the remainder of the term and for the duration of the following term. The College Senate Chairperson-elect will also convene a nominating committee to prepare a ballot to fill the College Senate Chairperson-elect position.

- Nominating Committee. A Nominating Committee consisting of one representative from each academic school and the Staff Council shall be appointed by the College Senate Chairperson at least one month prior to the last regularly scheduled meeting of the academic year. The Nominating Committee will be chaired by the College Senate Chairperson-elect; a general call for nominations will initiate the process of selecting nominees.

- Chaired by the current College Senate Chairperson-elect, the Nominating Committee shall prepare a ballot of a minimum of two names for the office of Chairperson-elect selected from the College Senate voting members. Should the current College Senate Chairperson-elect be unable to assume the office of College Senate Chairperson the following year, the Nominating Committee shall prepare a ballot for the election of a College Senate Chairperson and College Senate Chairperson-elect.

- Election. Election to office shall be by a plurality ballot vote by the last regularly scheduled meeting of the academic year.

**CHARTER OF THE ACADEMIC COUNCIL**

**Section I - Name**
This organization shall be known as the Academic Council of the College Senate of Mercy College of Health Sciences.

**Section II - Purpose and Objectives**
The Academic Council will act in accordance with the Vision, Mission and Value Statements of Mercy College of Health Sciences. The purpose of the Academic Council is to serve as a collegial venue for academic collaboration and provide shared governance determinations related to:

1. Oversight of the curriculum – its development and implementation, academic substance, currency, and relevance for internal and external constituencies;
2. Assurance of consistency in the level and quality of instruction and in the expectations of student performance;
3. Establishment of the academic qualifications for instructional personnel;
4. Analysis of data and appropriate action on assessment of student learning and program completion. (HLC, 2012)

The Academic Council will:

- Develop and meet annual objectives that are congruent with the mission, vision and values of Mercy College of Health Sciences.

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Defend the core value of academic freedom and determine curriculum including, but not limited to, curriculum design, curriculum review, standards and procedures for evaluating teaching, and scholarly production.  
Provide a forum for academic collaboration.

Section III - Functions
- Review and maintain consistency and integrity of academic programs affecting the learning environment.  
- Discuss and vote as appropriate on Action Items.  
- Collaborate with all College committees and Schools.  
- Provide the mechanism for implementation, review, and revision of all policies pertaining to student learning and the progression of students through the curricula.  
- Develop and assess annual objectives for the Academic Council.

Section IV – Meetings
The Academic Council shall meet monthly. Should the scheduled day fall during a vacation period, an alternate date will be announced by the chairperson. Additional meetings may be scheduled by the chairperson as needed. Notices of additional meetings must be made to all members at least 72 hours in advance of the meeting.

Section V - School Responsibilities
The Academic Council fulfills the guardianship of the institutional curriculum. Each school has ownership of and responsibility for their own unique curriculum. Each school and program will seek to collaborate with all other college schools. We affirm that each professional colleague acts in accordance with the best interests of their students’ needs while furthering the vision, mission and values of the College.

Section VI - Voting Membership
Full and part-time faculty as determined by the VPAA/Provost with assistance from the Human Resources office shall have voting privileges.

Section VII - Non-Voting Members
All adjunct faculty are invited to participate and give input on all items but will not have voting privileges. All Deans, Associate Deans, Program Chairs, and Department Chairs (defined as those whose primary responsibility is administrative in nature, such as Program or Department Chair) are invited to participate and give input on all items but will not have voting privileges.

Section VIII - Quorum
A quorum of the Academic Council shall constitute more than one half of the voting membership.

Section IX - Appointment of Officers
Chairperson and Chairperson-elect will be elected by majority vote of the Academic Council voting membership to a one-year term beginning in October. All voting members
may serve as Chairperson or Chairperson-elect. A slate of candidates for Chairperson will be presented by the nominating committee. The nominating committee will consist of one member from each school and the current chairperson.

Section X - Duties of Officers
Chairperson:

- Prepare and distribute the agenda and previous minutes for the Academic Council meetings at least 72 hours prior to the meeting.
- Preside at all Academic Council meetings.
- Appoint all special committees upon the recommendation of the membership.
- Represent the Academic Council within the college community.
- Prepare and deliver the Academic Council year-end presentation to the College Senate.
- Represent the Academic Council at the Provost’s Council

Chairperson-elect:

- Preside at meetings in the absence of the Chairperson.
- Review the Academic Council charter annually and bring proposed changes or revisions to the membership for vote.
- Will assume the role of Chairperson during the next academic year.
- Consult and collaborate with Chairperson on assigned projects.
- Keep minutes in the absence of the secretary.
  - Secretary: (non-member)
- Keep minutes of all meetings and file the approved copy.
- File and preserve all Academic Council reports and other documents of value to the Academic Council.

Section XI - Removal of Officers
Officers may be removed from office based on non-performance of their assigned duties by a three-fourths vote of the voting membership.

Section XII - Filling Vacancies
Vacancies will be filled by special election. Special election shall follow the process outlined in 1.3.4.9 Section IX.

Section XIII - Agenda Item Requests
Requests for agenda items must be made to the Academic Council Chairperson at least one week prior to the meeting.

Section XIV - Amendments
The Charter of the Academic Council may be amended by a three-fourths majority vote of the voting membership of the Academic Council. Proposals for Amendments shall be distributed to the members at least two weeks prior to the vote.
CHARTER OF THE STAFF COUNCIL

Section I - Name
This organization shall be known as the Staff Council of the College Senate of Mercy College of Health Sciences.

Section II - Purpose and Objectives
The purpose of the Staff Council is to provide support for student learning and to foster staff relations within the College. The objective of the Staff Council is to enhance the Vision, Mission and Value of Mercy College of Health Sciences by supporting student learning.

Section III - Functions
The functions of this council will be to:
- Provide a forum for communicating, collaborating and advising on but not limited to the following items:
  - Department Updates
  - Curricular/action items
  - Collaborating on policies/procedures
  - Technology
  - Catalog/Handbook updates/changes
- Provide personal and professional development of staff.
- Provide representation on College Senate Committees

Section IV - Meetings
The staff council will meet monthly. Meeting minutes will be recorded and posted to the share drive under the Staff Council folder. Should the scheduled day fall during a holiday period, an alternate date will be announced by the chairperson. Additional meetings may be scheduled by the chairperson as needed.

Section V - Membership
Membership of the staff council will include all staff except the President’s Cabinet members and those whose primary role is faculty.

Section VI - Voting
All full and part time staff identified in 1.3.5.5 Section V shall have full voting privileges for staff council items.

Section VII - Quorum
A quorum of the Staff Council shall constitute more than half of the voting membership.

Section VIII – Officers
Chairs will be elected from volunteer candidates by the Staff Council, as supported by his/her superior, at the end of the academic year.
Qualifications:
- Staff council members who are full time employees
- Chairperson and Chairperson Elect cannot be from the same areas such as Academic Affairs/President’s Office, External Affairs and Business and Regulatory Affairs
- President’s Council members are not eligible to be Staff Council Chairs

Section IX - Duties of Officers
Chairperson
- Prepare agenda for Staff Council meetings
- Preside at all Staff Council meetings
- Direct staff activities in accordance with the Charter of the Staff Council and established policies of Mercy College

Chairperson-Elect
- Preside at meetings in the absence of the Chairperson
- Review and revise Staff Council Charter annually
- Will assume the role of Chairperson during the next academic year (and for the remainder of the term in the event the Chairperson is unable to complete their term)
- Consult and collaborate with Chairperson on assigned projects

Section X - Amendments
The Charter of the Staff Council may be amended by a three quarter majority vote of the Staff Council membership. Proposal for amendments shall be distributed to the members at least two weeks prior to the vote.

CHARTER OF THE COLLEGE SENATE

Section I - General Provisions
- Chairperson. The Chairperson will preside over committee meetings and construct meeting agendas with the Chairperson-elect. The Chairperson-elect of each committee will assume the position of Chairperson the following College Senate calendar year or in the event the Chairperson cannot complete their term.
- Chairperson-elect. The Chairperson-elect shall preside over meetings in the absence of the Chairperson. The Chairperson-elect of each committee shall be elected by the members of the committee prior to the first meeting of the committee for the College Senate calendar. To be eligible to be elected as Chairperson-elect of a standing committee, the person must have served on any College Senate Committee for at least one year.
- Chairperson-elect position will be filled for the remainder of the term by the committee should either the Chairperson or Chairperson-elect become unavailable before their term has ended.
- Committee Minutes. The original minutes of each committee meeting shall be filed by the committee’s Chairperson to the common electronic repository. The Chairperson shall also provide copies to each member of the committee.
Frequency of Meeting. Each committee is expected to achieve its objectives and shall determine the frequency of meeting that will enable it to do so.

Reporting. Each committee shall report its activities and recommendations at regularly scheduled meetings of the Academic Council and College Senate.

The College President and the VPAA/Provost are ex-officio members of all standing committees without vote.

Section II - Membership
The membership of College Senate standing committees shall be determined as follows:

The Academic Schools and Staff Council of the College shall select faculty and staff representation for standing committees each spring semester.

Section III - College Senate Committees, Membership, and Purpose

Curriculum Committee

Membership. The membership of the Curriculum Committee will be appointed for staggered three-year terms and shall consist of a maximum of eight (8) members. A maximum of two at-large members will be appointed by each school: the School of Allied Health, the School of Liberal Arts and Sciences, and the School of Nursing. A maximum of two members will be appointed by the Staff Council; one member from the Registrar's Office, and one at-large member.

Purpose. This committee will act in accordance with the vision, mission and values statement of Mercy College. It is the purpose of the Curriculum Committee to review and advise, regarding the consistency, integrity, and rigor of the College curriculum. Curriculum issues are those that impact college catalog changes and/or those that impact pedagogy.

- This may include but is not limited to review and advising on grading scales, course numbering, changes in programmatic or course offerings, and prerequisites.

Promotions Committee

Membership. The membership of the Promotions Committee will be appointed for staggered three-year terms and shall consist of a maximum of six (6) members. A maximum of two senior faculty appointed by each school: the School of Allied Health, the School of Liberal Arts and Sciences, and the School of Nursing. Senior faculty are those holding the rank of Assistant Professor or higher.

Purpose. This committee will act in accordance with the vision, mission and values statement of Mercy College. It is the purpose of the Promotions Committee to recommend rank and promotion at the petition of faculty and to review, develop, and recommend policies and procedures for the evaluation of faculty. The committee members will also independently and collectively evaluate each new faculty member and recommend rank to the Vice President of Academic Affairs/Provost.
Student Life Committee

Membership. The membership of the Student Life Committee will be appointed for staggered three-year terms and shall consist of a maximum of nine (9) members. A maximum of two at-large members will be appointed by each school: the School of Allied Health, the School of Liberal Arts and Sciences, and the School of Nursing. A maximum of two members will be appointed by the Staff Council; one member from Student Services, and one at-large member. One Student Senate Officer will be appointed by the Student Senate.

Purpose. This committee will act in accordance with the vision, mission and values statement of Mercy College. It is the purpose of the Student Life Committee to serve as a body in which students and college personnel can present student issues to enrich student experiences on campus.

Institutional & Academic Assessment Committee

Membership. The membership of the Institutional and Academic Assessment Committee will be appointed for staggered three-year terms and shall consist of a maximum of eight (8) members. A maximum of two at-large members will be appointed by each school: the School of Allied Health, the School of Liberal Arts and Sciences, and the School of Nursing. A maximum of two members will be appointed by the Staff Council; one member from the Assessment Office, and one at-large position.

Purpose. This committee will act in accordance with the vision, mission and values statement of Mercy College. It is the purpose of the Institutional and Academic Assessment Committee to monitor institutional effectiveness with student learning as the primary focus. Evaluation of institutional effectiveness is conducted within the context of the College-wide Assessment Program to provide evidence-based recommendations for improvement.

Student Academic Progression Committee

Membership. The membership of the Student Academic Progression Committee will be appointed for staggered three-year terms and shall consist of a maximum of nine (9) members. The Vice-President of Enrollment Management and Student Affairs, the Director of Student Success, and one Academic Dean (who will also represent the respective school) will be appointed as standing members. The School of Allied Health, the School of Liberal Arts and Sciences, the School of Nursing, and the Staff Council will each appoint a maximum of two members, which will include the standing members.

Purpose. This committee will act in accordance with the vision, mission and values statement of Mercy College. It is the purpose of the Student Academic Progression Committee to review and make recommendations regarding academic policies. This committee will review academic policies including but not limited to re-admission, academic progression, graduation, and appeals to academic policy. This committee is also responsible for assessing and reporting student retention and completion data.
Distance Education Committee
☐ Membership. The membership of the Distance Education Committee will be appointed for staggered three-year terms and shall consist of a maximum of nine (9) members. A maximum of two at-large members will be appointed by each school: the School of Allied Health, the School of Liberal Arts and Sciences, and the School of Nursing. Three members will be appointed by the Staff Council; one member from the Technology Office, one member from the Admissions Office, and the Online Teaching and Learning Coordinator will be a standing member.
☐ Purpose. This committee will act in accordance with the vision, mission and values statement of Mercy College. It is the purpose of the Distance Education Committee to plan for and to support the implementation and assessment of Distance Education opportunities for faculty and students. This includes but is not limited to issues surrounding enrollment, instruction, hardware and software technology, and curriculum.

Professional Development Committee
☐ Membership. The membership of the Professional Development Committee will be appointed for staggered three-year terms and shall consist of a maximum of eight (8) members. A maximum of two at-large members will be appointed by each school/association: the School of Allied Health, the School of Liberal Arts and Sciences, the School of Nursing, and the Staff Council.
☐ Purpose: This committee will act in accordance with the vision, mission and values statement of Mercy College. It is the purpose of the Professional Development Committee to develop, implement, and evaluate programs for the enhancement of the personal, instructional, and organizational needs of the College personnel.

Institutional Review Committee (non-Senate Committee)
College personnel or students wishing to conduct research involving human subjects are to inform the Dean of Institutional Research, Assessment, and Distance Education, who will determine if approval from the Institutional Review Committee (IRC) of Mercy Medical Center is required. It is the policy of Mercy Medical Center and Mercy College that in all research involving the participation of human subjects:
☐ The rights and welfare of the human subjects at risk are adequately protected.
☐ The participation of human subjects is based upon uncoerced and otherwise legally effective informed consent.
☐ The risks to human subjects participating are so outweighed by the sum benefit to general human subjects and the importance of the knowledge to be gained as to warrant a decision to allow human subjects to accept these risks.

Section IV – Task Force
A task force with a defined focus and limited duration may be appointed by the College Senate Chairperson as needed. A task force shall function until it has reached its specifically stated purpose.
Section V – Recommendations Given By College Senate Committees
Recommendations of the College Senate standing committees, when their recommendations have been passed through the Academic Council and/or College Senate, are then forwarded to the Vice President of Academic Affairs/Provost.

Section VI – Parliamentary Procedures
All meetings of the College Senate shall be conducted according to the provisions contained in Robert’s Rules of Order (revised).

Section VII – Voting
All committee members shall have voting privileges.

Section VIII – Amendments
The Charter of the College Senate Committees may be amended at any meeting of the College Senate at which a quorum is present, by a two-thirds vote of the members present. The proposed amendment(s) shall have been announced in writing to all members at least two weeks prior to the meeting at which the vote is to be taken. An amended Charter shall be distributed to all College Senate members.
Mercy College of Health Sciences  
Institutional Assessment Plan

“Acknowledging that it takes all players to create an excellent learning environment and outstanding learning outcomes is at the core of a vision for assessment efforts that matter.”

Purpose of This Document  
To define college-wide stakeholder commitment to quality assessment that functions to improve institutional quality through the conduct and management of a timely, purposeful systematic assessment framework focused on the Mercy College of Health Sciences Mission, Vision, and Institutional Outcomes.

12/19/2013 Last Update
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</table>
Section 1: Institutional Commitment to Teaching and Learning

1.1 History of Assessment
Mercy College of Health Sciences was established in 1995. The Higher Learning Commission (HLC) granted initial accreditation on July 9, 1999. Following the 2004 site visit, HLC granted 10-year accreditation to the College through 2014. HLC recommended a focused visit 2006-2007 for this action: *Address implementation of the assessment plans specifically in relation to feedback loops in program improvement*. From 2007-2012, the College focused its assessment processes at the academic program level with participation from an administrative department: Library, Media, and Instructional Technology. The program-level processes have included Systematic Evaluation Plans (SEP) and Academic Program Reviews. The College continued to build on these processes by revising its college-wide goals/objectives and transitioning to an integrated, college-wide approach to assessment.

An Institutional Outcomes Task Force began the college-wide, collaborative process to develop new Institutional Outcomes during the 2011-2012 academic year for the following reasons:
- To align Institutional Outcomes with the College’s new mission/vision.
- To enhance a culture of student success.
- To define college-wide essential expectations for all students and employees.

The Institutional Assessment Program aligns assessment policies, guidelines, annual commitments to excellence, and continuous improvement processes to the new Institutional Outcomes with participation at every organizational level:
- Institution
- School
- Academic Program
- Administrative Department
- Course
- Individual

1.2 Mission
The College demonstrates a commitment to teaching and learning through its mission. Methods and processes in the Institutional Assessment Plan measure how well the College meets its mission through a continuous process of raising and answering significant questions about student performance and institutional effectiveness with institutional outcomes, profession-specific knowledge/skills, and general education.

Mercy College of Health Sciences prepares graduates for service and leadership in the healthcare community by integrating its core values with a professional and liberal arts and sciences education.
1.3 Vision
The College demonstrates a commitment to teaching and learning through its vision. Since the Institutional Outcomes (aligned with this vision) apply to students and to College employees, the subsequent performance expectations, actions, and assessment are intended to make today’s vision tomorrow’s reality.

To be a national leader for excellence in the delivery and innovation of health sciences education

1.4 Core Values
The College demonstrates a commitment to teaching and learning through its Core Values. Mercy College of Health Sciences is a Catholic institution of higher education, rooted in the heritage of the Sisters of Mercy, guided by the core values of knowledge, reverence, integrity, compassion, and excellence.

- **Knowledge** – The ability to instill in our college community a thirst to continually study, observe, and investigate the world for facts and ideas that can improve the health and well-being of humankind, as well as create a love for learning.
- **Reverence** – Profound spirit of awe and respect for all creation, shaping relationships to self, to one another, and to God, as well as acknowledging that we hold in trust all that has been given to us.
- **Integrity** – Moral wholeness, soundness, uprightness, honesty and sincerity as the basis of trustworthiness
- **Compassion** – Feeling with others, being one with others in their sorrows and joy, rooted in the sense of solidarity as members of the human community.
- **Excellence** – Outstanding achievement, merit and virtue; continually surpassing standards to achieve and maintain quality.
**1.5 Institutional Outcomes**

The College demonstrates a commitment to teaching and learning through its Institutional Outcomes. Mercy College of Health Sciences, guided by its core values, supports the following Institutional Outcomes for all students and employees from diverse backgrounds to achieve success in the changing healthcare environment. The Institutional Assessment Program contains assessment methods and processes that inform the College about the degree to which students achieve the institutional outcomes during their academic studies and upon graduation.

<table>
<thead>
<tr>
<th>Knowledge Acquisition, Construction, Integration, and Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gains core knowledge and skills to build capacity for life-long learning.</td>
</tr>
<tr>
<td>2. Applies knowledge to a new situation or setting.</td>
</tr>
<tr>
<td>3. Demonstrates critical thinking.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
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<tbody>
<tr>
<td>4. Writes effectively in a variety of forms and settings.</td>
</tr>
<tr>
<td>5. Speaks effectively in a variety of forms and settings.</td>
</tr>
<tr>
<td>6. Listens to comprehend.</td>
</tr>
<tr>
<td>7. Reads to comprehend.</td>
</tr>
<tr>
<td>8. Collaborates respectfully with others to accomplish a common goal.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Servant Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Exhibits personal accountability as a servant leader.</td>
</tr>
<tr>
<td>10. Exhibits social accountability as a servant leader.</td>
</tr>
<tr>
<td>11. Addresses community, national, and global needs through service</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence-Based Continuous Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Gains insights through assessment data.</td>
</tr>
<tr>
<td>14. Attains purposeful change to improve outcomes</td>
</tr>
<tr>
<td>15. Monitors outcomes progress.</td>
</tr>
</tbody>
</table>
1.6 Philosophy of General Education

Latest Philosophy of General Education Update 2013
The College demonstrates a commitment to teaching and learning through its Philosophy of General Education.

The General Education Curriculum reflects the educational and ethical beliefs of the core values intrinsic to Mercy College. The Mercy College Core Values of knowledge, reverence, integrity, compassion, and excellence underlie our work, how we interact with each other, and which strategies we employ to fulfill our mission, rooted in the heritage of the Sisters of Mercy.

General Education challenges students to think critically and independently, increases social and global consciousness, embrace change and make informed decisions. General Education provides a broad foundational basis of knowledge which serves to develop within students’ intellectual and cognitive capabilities, cultural and moral awareness and integrative abilities to connect bodies of knowledge.

General Education, alone or when teamed with program specific curricula, provides the foundation for Mercy College students to become productive global citizens and future industry leaders.

Institutional Outcomes and General Education Outcomes Alignment

Vision: To be a national leader for excellence in the delivery and innovation of health sciences education

Mission: Mercy College of Health Sciences prepares graduates for service and leadership in the healthcare community by integrating its core values with a professional and liberal arts and sciences education.

<table>
<thead>
<tr>
<th>Institutional Outcomes</th>
<th>Institutional Outcomes Success Criteria</th>
<th>General Education Outcomes</th>
<th>General Education Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Acquisition, Construction, Integration, and Application</td>
<td>Gains core knowledge and skills to build capacity for life-long learning.</td>
<td>Applies scientific knowledge, methods and theories to personal and professional decision making through the evaluation of empirical evidence.</td>
<td>Natural Science and Math</td>
</tr>
<tr>
<td></td>
<td>Applies knowledge to a new situation or setting.</td>
<td>Demonstrates an ability to appreciate an expression of individual human values within diverse historical and cultural context.</td>
<td>Social Science</td>
</tr>
<tr>
<td></td>
<td>Demonstrates critical thinking.</td>
<td>Demonstrates holistic, fair-minded critical thinking in evaluating causal arguments, analyzing major assertions, background assumptions, and explanatory evidence.</td>
<td>Humanities</td>
</tr>
<tr>
<td>Communication</td>
<td>Writes effectively in a variety of forms and settings.</td>
<td>Demonstrates the fundamentals of persuasion as these are adapted to a variety of special situations and audiences in academic writing.</td>
<td>Communication</td>
</tr>
</tbody>
</table>
### Institutional Outcomes and General Education Outcomes Alignment

**Vision:** To be a national leader for excellence in the delivery and innovation of health sciences education

**Mission:** Mercy College of Health Sciences prepares graduates for service and leadership in the healthcare community by integrating its core values with a professional and liberal arts and sciences education.

<table>
<thead>
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<th>Institutional Outcomes</th>
<th>Institutional Outcomes Success Criteria</th>
<th>General Education Outcomes</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Designs logical and concise methods of college-level written communication including strategies of persuasion and analysis, research, and method of documentation.</td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Designs logical and concise methods of college-level written communication including strategies of persuasion and analysis, research, and method of documentation.</td>
<td>Humanities</td>
</tr>
<tr>
<td></td>
<td>Speak effectively in a variety of forms and settings.</td>
<td>Demonstrate an understanding of the role of oral or interpersonal communication in academic, social, and professional endeavors.</td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td>Listen to comprehend.</td>
<td>Demonstrate skills of dialogue and ability to listen appropriately.</td>
<td>Communication</td>
</tr>
<tr>
<td>Read to comprehend.</td>
<td>Analyzes readings from a variety of sources to apply learning to academic, personal, and professional contexts.</td>
<td>Collaborates respectfully with others to accomplish a common goal.</td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collaborates respectfully with others to accomplish a common goal.</td>
<td>Humanities</td>
</tr>
<tr>
<td>Collaborates respectfully with others to accomplish a common goal.</td>
<td>Collaborates respectfully with others to accomplish a common goal.</td>
<td>Collaborates respectfully with others to accomplish a common goal.</td>
<td>Communication</td>
</tr>
<tr>
<td><strong>Servant Leadership</strong></td>
<td></td>
<td>Evaluates knowledge, skills, and attitudes personally needed to become an innovative leader who inspires trust, confidence, and shared values in today’s diverse environment.</td>
<td>Servant Leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Articulates the roles, responsibilities, and characteristics of culturally competent leaders who are engaged in service to their organizations, communities, and profession.</td>
<td>Servant Leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Selflessly leads and encourages others, especially to develop their knowledge, skills, and talents to improve the common good.</td>
<td>Servant Leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrates the ability to work in teams by utilizing the principles of combining individual strengths, team dynamics, and emotional intelligence.</td>
<td>Servant Leadership</td>
</tr>
<tr>
<td>Evidence-Based Continuous Improvement</td>
<td>Gains insight through assessment data.</td>
<td>Demonstrates how to quantitatively reason, analyze, and evaluate while applying mathematical logic to solve real-world problems.</td>
<td>Natural Science and Math</td>
</tr>
</tbody>
</table>
Institutional Outcomes and General Education Outcomes Alignment

**Vision:** To be a national leader for excellence in the delivery and innovation of health sciences education

**Mission:** Mercy College of Health Sciences prepares graduates for service and leadership in the healthcare community by integrating its core values with a professional and liberal arts and sciences education.

<table>
<thead>
<tr>
<th>Institutional Outcomes</th>
<th>Institutional Outcomes Success Criteria</th>
<th>General Education Outcomes</th>
<th>General Education Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes data-informed decisions to improve outcomes</td>
<td>Demonstrates how to quantitatively reason, analyze, and evaluate while applying mathematical logic to solve real world problems.</td>
<td>Natural Science and Math</td>
<td></td>
</tr>
<tr>
<td>Attains purposeful change to improve outcomes.</td>
<td>Selflessly leads and encourages others. Especially to develop their knowledge, skills, and talents to improve the common good.</td>
<td>Servant Leadership</td>
<td></td>
</tr>
<tr>
<td>Monitors outcomes progress.</td>
<td>Evaluates knowledge, skills, and attitudes personally needed to become an innovative leader who inspires trust, confidence, and shared values in today’s diverse environment.</td>
<td>Servant Leadership</td>
<td></td>
</tr>
</tbody>
</table>

1.7 Institutional Strategic Plan Goals (2011-2014)

The College demonstrates a commitment to teaching and learning through its Strategic Plan goals.

**Fostering Mission and Community**
1. Articulate a distinctive Catholic campus ministry that aligns with the College’s mission and embraces all faiths and backgrounds.
2. Demonstrate the growing importance of diversity to the future of Mercy College’s success.

**Advancing a Collaborative Learning Community**
3. Foster a learning community that embodies the spirit of life-long learning, intellectual engagement, spiritual development, and collaborative scholarship.

**Engaging the Community**
4. Gain recognition by local, regional, and national communities of interest as a leader in the delivery and innovation of health sciences education.

**Stewarding Resources**
5. Strengthen the financial status of the College to enhance long-term value.
6. Maximize the use of technology and data analysis to enhance the operational performance of the College.

**Preparing for the Future**
7. Develop a methodology that will be used to determine the optimal enrollment of the College.
8. Enhance the Campus Master Plan to ensure that physical resources are aligned with future needs that optimize student and teacher interaction and learning.
9. Explore opportunities to create or partner in developing additional undergraduate and/or graduate programs.
10. Assess the timing for a Comprehensive Fundraising Campaign to meet annual, capital, and endowment needs of the College.
Section 2: Institutional Continuous Improvement Process Model

Assessment is essential to continuous improvement and therefore a commitment to assessment should be deeply embedded in an institution’s activities. Assessment applies not only to student learning and educational outcomes but to an institution’s approach to improvement of institutional effectiveness (HLC, 2012, p. 3). Institutions of higher education have a responsibility to make improvements based on evidence using a continuous process. Involvement in assessment and improvement is widespread throughout the institution, and those to whom educators are accountable have a role and obligation in the continuous improvement process to support improvement efforts in a collaborative manner (AAHE, 1996).

To build a culture of assessment, the College has developed a college-wide model of continuous improvement. The model is grounded in best-practices literature to encourage intentional innovation, experimentation, and risk-taking with new pedagogical approaches and new policies (Kramer, Swing, & Ewell, 2010). The model is one of many meaningful beginnings (Maki, 2010) at the College to initiate purposeful, targeted improvement at both the institution and program levels.

To have a culture of career-embedded learning, striving, and assessing the model implies that Mercy College actively engages in the following activities (Kramer, Swing, & Ewell, 2010):

- Campus-wide, collaborative involvement in assessment
- Infrastructure that supports and sustains assessment
- Adequate resources to support assessment
- Linking assessment to decisions and communicating both
- Celebrating successes in assessment.

During the 2011-2012 academic year, the Institutional and Academic Assessment Committee (IAAC) identified nine recursive improvement process components from the literature to provide a framework for change that, if implemented with fidelity, will further enhance institutional effectiveness. These nine components became the Mercy College Continuous Improvement Model illustrated in Figure 1. Brief literature reviews of each continuous improvement component and supporting College practice appear in the following subsections.
2.1 Define expected outcomes.

Supporting Literature

Valid and reliable assessment works best when programs seek to improve have clearly defined, explicitly stated (American Association for Higher Education, 1996), attainable, and meaningfully educational goals and desired student outcomes (The National Association of Student Personnel Administrators and The American College Personnel Association, 2004). There is a general agreement about the desired outcomes of undergraduate education learning goals. These vary according to an institution’s mission, resources, student population and setting. Each institution must articulate its specific goals, including academic goals that are aligned with the broader institutional aims for student learning and make them transparent to stakeholders and the public (New Leadership Alliance, 2012). Broad goals of education are to produce “intentional learners who can adapt to new environments, integrate knowledge from different sources and continue learning throughout their lives” (American Association of Colleges & Universities, 2002, p. xi).

Faculty, staff, and administrators should understand the relationship of their work to these learning goals. Students should also understand and be able to articulate the relationship of their coursework and co-curricular experiences to the learning goals. “When accountability is owned by those involved, and when it focuses on a few priority goals within each domain of responsibility, it acquires power to motivate and guide better performance” (National Commission on Accountability in Higher Education, 2005, p. 13).

Guidelines for developing ambitious goals:

- Statements of learning outcomes clearly articulate what students should be able to do, achieve, demonstrate or know upon the completion of each undergraduate degree.
- Outcomes reflect appropriate higher education goals and are stated in a way that allows levels of achievement to be assessed against an externally informed or benchmarked level of achievement.
- Institutional practices, such as program review, are in place to ensure that curricular and co-curricular goals are aligned with intended learning outcomes.
- Learning outcomes statements are presented in prominent locations and easily understood by interested audiences (New Leadership Alliance, 2012, p. 6).

“Committing to quality means setting clear goals for student achievement, regularly measuring performance against those goals, reporting evidence of success, and continuously working to improve results” (New Leadership Alliance, 2012, p. 4).

Mercy College Practice

- Institutional outcomes define achievement expectations for all students and employees.
- Institutional outcomes align with the College mission and values.
- Academic programs and administrative departments have discipline-specific aligned outcomes with the institutional outcomes.
- Institutional outcomes are posted on the College website.
2.2 Gather evidence.

Supporting Literature
Data gathering is used to effect change, create transparency in the college’s commitment to continuous improvement and to assure accountability (Learning Reconsidered, 2004), and to ensure equality in student learning (New Leadership Alliance, 2012).

“Systematic processes for gathering evidence allow colleges and universities to discover how well students are progressing toward the institution’s overall and programmatic learning outcomes. Evidence-gathering efforts that are ongoing, sustainable, and integrated into the work of faculty and staff can suggest where the institution is succeeding and where improvement is needed” (New Leadership Alliance, 2012, p. 6).

Systematic evidence should be gathered through a variety of methodologies, both qualitative and quantitative, and using direct and indirect methods. Student learning measured includes learning outcomes in the domains of knowledge, skills, attitudes, and values (Jankowski, 2012). Assessment tools include formative and summative measures from experiences both in and outside the classroom and co-curricular areas. Follow-up assessments that may include exit, graduate, employer, and alumni surveys provide information on how well students have retained and applied what they have learned after graduation (Keeling, 2006).

Gathering evidence is best accomplished and most successful as a college-wide endeavor. “Five key principles of organizational collaboration are that (a) partnerships form around a shared purpose, (b) collaboration is an nested and networked phenomenon, (c) collaboration involves predictable stages of development, (d) collaboration exists at varying levels or degrees of integration, and (e) collaboration between people entails cycles of inquiry” (Woodland and Hutton, 2012, p. 7).

Swearingen (2002) describes five conditions for designing good summative assessments:
1. Authenticity. Summative assessment design reflects both the content students learned and the way students learned the content.
2. Variety. Summative assignment design includes more than just paper/pencil tests.
4. Validity. The content of the assessment must match what the instructor teaches. Validity does not apply directly to the test itself but what we do with the resulting scores. For example, a student may know the content the instructor taught, but the test content is about something else, and/or the format of the test may be a constraint to success.
5. Reliability. How trustworthy are results from the assessment? Answers deemed correct must in fact be correct. Assessments based on rubrics must have a degree of inter-rater reliability, meaning that raters score items similarly. (Fisher & Frey, 2008)

Mercy College Practice
- The College collects direct performance data through, but not limited to, tests, observations, projects, and performances. The College collects indirect performance data through, but not limited to, employees surveys, student surveys, graduate surveys, employer surveys, focus groups, retention rates, and graduation rates.
- The College uses a combination of vendor-developed and College-developed data collection tools.
2.3 Analyze evidence.

Supporting Literature
“For student learning, a commitment to assessment would mean assessment at the program level that proceeds from clear goals, involves faculty at all points in the process, and analyzes the assessment results; it would also mean that the institution improves its programs or ancillary services or other operations (e.g., student support services, financial aid, and business affairs) on the basis of those analyses” (Higher Learning Commission, 2012, p. 3).

After data is collected, it must be converted to usable information through the process of analysis (New Leadership Alliance, 2012). Using evidence effectively requires a purposeful plan embedded in institutional strategic planning and program review processes. Steps for analysis of program outcome data include:

- Calculate overall outcomes for all clients
- Compare the latest overall outcomes with outcomes from previous time periods
- Compare the latest overall outcomes with pre-established targets
- Compare the latest overall outcomes with clients in other, similar programs—and to any outside standards
- Breakout and compare client outcomes by demographic group
- Breakout and compare outcomes by service characteristics
- Compare the latest outcomes for each breakout group with the outcomes from previous reporting periods and with targets
- Examine findings across outcome indicators
- Identify which numbers should be highlighted
- Seek explanations and communicate the findings

(The Urban Institute, 2004, p. x)

Use of a standard model for institutional analysis of data provides an opportunity for discussion about evidence leading to recommendations for institutional improvement and taking action when appropriate and feasible. Furthermore, a cycle of making systematic and evidence-based changes in programs and practices promotes continuous review, evaluation, and reporting of institutional action and improvement (New Leadership Alliance, 2012).

Mercy College Practice
The College will engage in systemic data analysis through a process that will be known as the College-wide Annual Commitment to Excellence framework:

- College leadership groups will dialogue and discuss insights and trends from “converged” institutional datasets (triangulated from multiple data sources).
- Academic program chairs and department heads will dialogue and discuss insights and trends from “converged” discipline/work-specific datasets (triangulated from multiple data sources).

Based upon themes identified across multiple data sources, the College will prioritize performance areas as most in need of improvement and performance areas of greatest success in need of replication.
2.4 Define the real problem to solve.

Supporting Literature

Root Cause Analysis (RCA) is a process of analysis to define the problem, understand the causal mechanism underlying transition from desirable to undesirable condition, and to identify the root cause of problem in order to keep the problem from recurring by using a structured procedure (Okes, 2005). Not identifying the root cause of a problem is the most basic reason why a problem occurs (Wilson, Dell, and Anderson, 1993). RCA helps to guide the efforts of instructional leaders as they make decisions about where to take action (Ward, Frey, & Fisher, 2012). RCA should be used on a continual basis, not just when a problem occurs (Wilson, Dell, & Anderson, 1993). Factors within the purview of educators to influence student learning outcomes include student factors, external factors, organizational structure, organizational culture, instruction, and curriculum (Ward, Frey, & Fisher, 2012).

Preuss (2003, p. 1 & 2) describes five reasons that RCA is important for institutional effectiveness:

1. Helps dissolve the problem, not just the symptoms
2. Eliminates patching and wasted effort
3. Conservesscarceresources
4. Induces discussion and reflection
5. Provides rational for strategy selection.

Mercy College Practice

- Prior to implementation of their Annual Commitments to Excellence, each academic program and administrative department will identify the specific needs area on which it will focus, including the specific changes in practice each program and department expects their employees to implement to solve the real performance problem (not just addressing the “symptom” of the problem).
- Participation in the Annual Commitment to Excellence framework implies that, overtime, the institutional will, through root cause analysis, foresee potential problems and prevent their occurrence in the first place.
2.5 Set performance targets.

Supporting Literature
Comparison of an institution’s evidence of how well students are achieving learning outcomes against externally benchmarked assessments or against similar colleges and universities provides useful information (New Leadership Alliance, 2012). Institutions committed to improvement follow a continuous process of program review and seek external judgment, advice, or benchmarks in their assessments for the purpose of improvement (Higher Learning Commission, 2012; NewLeadershipAlliance, 2012).

Setting clear goals for the institution, derived from the institution’s mission, enhances the ability for faculty to set clear expectations for student learning outcome achievement and offers a starting point for faculty to know where to aim their expectations (American Association for Higher Education, 1996).

Mercy College Practice

- Benchmarks.
  - The College compares student performance in critical thinking against a national group through the Health Sciences Reasoning Test (HSRT). The vendor-developed tool provides comparative data for two-year and four-year degree students.
  - The College compares students’ perceptions of teacher effectiveness against a national group through the Student Rating of Instruction (SRI) End-of-Course Survey. The vendor-developed tool provides national group comparative data on progress with objectives and instructional approaches to improve practices.

- Performance Targets.
  - During the 2013-2014 academic year, the College will develop long-range performance targets and benchmarks (acceptable levels of performance against an external standard) on selected institutional measures.

2.6 Implement evidence-based activities.

Supporting Literature
"Assessment and the processes an institution learns from should be well-grounded in evidence" (Higher Learning Commission, 2012, p. 4). Practices rooted in evidence are able to show strategies and methodologies were used to maintain credible results, and when methods are described in detail others can easily understand, interpret, and critique their work (American Association for Higher Education, 1994). In addition, communication of evidence should clearly outline any limitations of findings, and describe in a contextual manner those values, assumptions, theories, methods, results, and analyses that significantly affect the interpretation of findings (American Evaluation Association, 2004).

Mercy College Practice

- The performance expectations defined in the Institutional Outcomes and General Education Core Curriculum are grounded in the literature.
- Staff and faculty are accountable through the Annual Commitment to Excellence framework and curriculum mapping, to demonstrate how the literature supports the processes, practices, and activities they use.
2.7 Monitor implementation of activities.

Supporting Literature
Culture of Trust. Monitoring the implementation of activities while the campus community delivers them is vital to ensure that specific activities are accomplishing that which the College intends. Monitoring that occurs during implementation requires a culture of trust among members of the campus community. “Outcomes assessment can be sustained only if planning and implementation take place in an atmosphere of trust and within a culture that encourages the use of evidence in decision making” (Banta, Jones, & Black, 2009, p. 8). People work best in a climate that creates high expectations but mitigates against (lessens) personal threat (Schmoker, 1999).

Collaborative, On-going Feedback. Teaching and learning occur across the campus and involve all employees, not just the faculty (Kramer, Swing, & Ewell, 2010). “When faculty members and administrators make public their course and program learning outcomes and assessments, collaborate effort can focus on ensuring that the outcomes and assessments are worthwhile, aligned, and feasible” (Kramer, Swing, & Ewell, 2010, p. 131).

Mercy College Practice
Monitoring implementation of continuous improvement activities engages a broad range of stakeholders:
- President’s Cabinet and Operations Team. The President’s Cabinet and Operations Team champions continuous improvement activities with the College community and external stakeholders.
- Annual Commitment to Excellence (ACE) Pilot Team. The Annual Commitment to Excellence Pilot Team designs technical assistance, monitors implementation, and evaluates the effectiveness of the Annual Commitment to Excellence framework.
- Deans. The Academic Deans, Vice President of Enrollment Management and Student Affairs, Vice President of External Affairs, and Vice President of Business Operations and Regulatory Affairs periodically complete progress checks with their respective programs/work units during the Annual Commitment to Excellence action plan implementation.
- Academic Programs and Departments. Programs and departments report the status of action plan activities at College Senate meetings mid-way through the implementation process, including but not limited to, data-based adjustments made during implementation so far.
- Faculty and Staff. During Academic Council and Staff Council meetings, employees review summaries of Annual Commitment to Excellence action plans, vet new institutional assessment policies/practices, review aggregated student performance results, and review assessment results of the Annual Commitment to Excellence.
2.8 Report results of actions.

Supporting Literature
Higher education institutions have a responsibility to students and to the public to report evidence and results of student learning (Higher Learning Commission, 2012; The New Leadership Alliance, 2012). Transparency and accountability to students and to the public is established by communicating assessment outcomes on websites in locations that are highly visible and easily accessible (The New Leadership Alliance, 2012). Results should be presented in a variety of meaningful and user-friendly ways to facilitate public use of the evidence (Jankowski, 2012). Results should also communicate the institution’s commitment to the achievement of student outcomes and continuous improvement of student learning (The New Leadership Alliance, 2012). To help facilitate use of evidence of student learning, results are presented in a variety of meaningful and user-friendly ways.

Mercy College Practice
The College reports indirect measures of student graduation, retention, and job placement rates on academic program-specific websites that are easily accessible to stakeholders. When a student program N is too low for public reporting, the College follows student confidentiality policies/procedures.

2.9 Use results to attain purposeful change.

Supporting Literature
Successful use of assessment results is shown when purposeful change is very focused on the use of assessment results and utilizes evidence of student learning in a variety of ways including the improvement of student learning, strategic planning, and accreditation initiatives (Jankowski, 2012).

Continuous improvement is an end goal of assessment, and results should be connected to issues or questions that are important to the public. Evidence that is used for purposeful change must be viewed as credible, suggestive, and useful to inform decisions. For this type of change to occur, forethought on the use of information is required regarding how the information will be used, and by whom. Producing data is not a purpose of assessment; rather, it informs and helps guide continuous improvement (American Association of Higher Education, 1996).

Improvement occurs when assessment is embedded in the organization’s processes to promote change and when assessment is valued by leadership as a vital role. “On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution’s planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making and avidly sought” (American Association of Higher Education, 1996). Institutions that seek to be successful at attaining purposeful change should not only determine and specify its intended student outcomes, but also should commit resources “to measuring, assessing, and documenting students’ achievement of those outcomes” (Learning Reconsidered, 2004, p. 33).

Mercy College Practice
• The President’s Cabinet uses Pilot Team recommendations from the Annual Commitment to Excellence results and reviews of academic programs and administrative departments to allocate existing resources and generate new resource or revenues.
• Academic programs and administrative departments report the impact of improvements they have made through their Annual Commitment to Excellence and Annual Learning Outcomes and Effectiveness Report. [See Appendix F: Sample Action Plan Results Report Template.] These changes across the College are collectively intended to improve performance results.
Section 3: Institutional Accountability for Continuous Improvement


3.1 Institutional Strategic Plan

The institutional 2011-2014 Strategic Plan contains goals and objectives that focus College-wide stakeholderson institutional improvements needed in the short-term future. Results from measures in the Institutional Assessment Plan contribute to measuring progress for Strategic Plan Pillar #1: Fostering Mission and Community and Pillar #2: Advancing a Collaborative Learning Community.

3.2 Annual Commitment to Excellence


Use of the Annual Commitment to Excellence framework serves several purposes/ functions:

- Focuses academic programs and administrative departments on one or two priority areas in need of improvement.
- Generates comprehensive information for institutional review of the effectiveness of academic programs and administrative departments.
- Embeds scheduled dialogue and discussion feedback loops about data-informed continuous improvement into existing organizational structures.

Action plans in the Annual Commitment to Excellence focus academic programs and administrative departments on institutional improvements needed in the short-term. This process keeps the College focused on improving what matters most through the following accountability components:

- Annual identification of College-wide focus areas for improvement in the Institutional Outcomes based upon results from multiple institutional assessment sources.
- Annual action plans by individual academic programs and administrative departments that are aligned with College-wide improvement areas but tailored to their program/department-specific needs. (See Appendix D: Commitment to Excellence—Annual Action Plan Template.)
- Annual action plan feedback from the Campus leadership prioritized for implementation.
- Annual action plan results reporting. (academic program and administrative department review information) (See Appendix E: Annual Commitment to Excellence—Annual Progress Report Template.)
- Annual reporting of effectiveness data (academic program and administrative department review information) (See Appendix F: Commitment to Excellence—Annual Discipline/Work-Specific Effectiveness Data Report Template.)
- Academic program curriculum mapping (academic program review information).
Section 4: Institutional Commitment to Assessment

4.1 Philosophy of Assessment

4.1.a Assessment Purpose Statement
Mercy College has a commitment to embed in its culture meaningful, manageable, and sustainable assessment practices to enhance institutional quality. The College implements a systematic, continuous process of improvement aligned with its vision, mission, and values. Institutional assessment guidelines ensure systematic assessment translates into steps that result in the collection, analysis, and use of data to enhance all student learning, department processes, and employee development. Using a balanced approach to assessment, it takes all people who are involved in or affected by Mercy College to continuously improve the outcomes of the learning and working environment.

4.1.b Accountability for Results
Accountability is a process of using assessment results to demonstrate and document achievement of quality standards to both internal and external constituents. Guided by leadership that understands the importance of assessment and is dedicated to data-driven decision making, all Mercy College employees will be held accountable for assessment results. The College’s deeper obligation—to itself, its students, and the public good—is to improve the learning/working environment for all students and employees. Mercy College is responsible to its communities of interest to provide accurate and transparent information about the ways in which its students and employees meet stated expectations.

4.1.c Accountability for Quality Assessments
Employees and students are accountable for ensuring that the assessment program supports the best learning and working environment. Data collected must be meaningful, valid, and accurate. Employees select or develop assessments based upon quality criteria and use multiple methods to assess learning and development. Vendor-purchased or college-developed institutional assessments of student learning must be reliable and valid.

4.1.d Purpose of Outcomes Assessment
1. The fundamental purpose of outcomes assessment is improvement of the education program.
2. Assessment of students’ learning and development is a collaborative process.
3. Assessment is aligned with the institutional mission.
4. Assessment is not used for faculty evaluation.
5. Assessment is an ongoing process.
6. Assessment is a process that is continually evaluated.
7. Assessment is related to the curriculum and the faculty members own the curriculum.

(Plomba and Banta, 1999)
4.1.e Institutional Assessment Principles of Good Practice: Quality Implementation


To ensure quality implementation of its Institutional Assessment Plan, the College adheres to ten assessment principles of good practice. The College has adapted principles #1-#9 from the American Association for Higher Education (AAHE, 1997) and #10 from Banta, Lund, Black, and Oblander (1996). *Assessment in Practice*, San Francisco, CA: Jossey-Bass.

<table>
<thead>
<tr>
<th>Institutional Principles of Good Practice</th>
<th>Mercy College applies assessment principles of good practice by . . .</th>
</tr>
</thead>
</table>
| 1. The assessment of student learning and employee performance begins with **educational values**. (AAHE, 1997) | a) **Sustaining a shared understanding of its priorities.** The College community (board members, administrators, faculty, staff, students, and outside publics) shares an understanding of what it values most and what it aspires to become.  
   b) **Asking significant questions.** The College board, cabinet, councils, committees, and program/departments embed dialogue and discussion related to the following questions into their meetings:  
   - How well are we preparing students for service in the healthcare community?  
   - How well are we preparing students for leadership in the healthcare community?  
   - How well are we integrating core values with a professional education?  
   - How well are we integrating core values with a liberal arts and sciences education?  
   - How are we becoming a national leader for excellence in the delivery of health sciences education?  
   - How are we becoming a national leader for innovation in the delivery of health sciences education? |
| 2. Assessment works best when it reflects an understanding of learning as multi-dimensional, integrated, and revealed in performance over time. (AAHE, 1997) | a) **Using a variety of assessment methods.** The institution and the faculty use a balance of both direct and indirect measures of student learning. Students have opportunities to demonstrate their learning through multiple assessment techniques and assessment methodologies.  
   b) **Changes over time.** The institution and faculty gain insights about a student’s (or group of students) performance throughout the course of a single class, series of classes, a profession-specific program, and/or the Mercy experience in total to inform decision making about the complexity of the learning process and its improvement to increase student achievement. |
| 3. Assessment works best when the programs it seeks to improve have **clear, explicitly stated purposes**. (AAHE, 1997) | a) **Assessing programs and departments with clear purposes.** Assessment measures performance with clearly stated, attainable expectations.  
   - Academic Program Outcomes  
   - Course Objectives  
   - Administrative Department Outcomes |
| 4. Assessment requires attention to outcomes but also to the experiences that lead to those outcomes. (AAHE, 1997) | a) **Assessing educational processes.** The College community gathers information to determine the quality of the processes that impact outcomes success.  
   b) **Assessing experiences that impact performance.** Processes include the level of quality in any experiences that impact performance (e.g., communications, policy, supports, processes, curriculum, pedagogy, resources, facilities, technology, and clinical settings). |
<table>
<thead>
<tr>
<th>5. Assessment works best when it is <strong>ongoing</strong> not episodic. (AAHE, 1997)</th>
<th><strong>Mercy College applies assessment principles of good practice by . . .</strong></th>
</tr>
</thead>
</table>
| a) **Assessing cumulative impact.** Assessment processes have a cumulative, positive impact on performance.  
b) **Being proactive.** The college community engages in a proactive approach to assessment.  
c) **Using assessment information in formative and summative ways.** Assessment processes are both formative and summative. | |
| 6. Assessment fosters wider improvement when representatives from across the **educational community** are involved. (AAHE, 1997) | a) **Aligning assessment with outcomes.** The college community collaborates to ensure that assessment methods and data analysis interpretations align with outcomes.  
b) **Using data for multiple purposes.** The college community collaborates to use assessment results and insights for multiple purposes. |
| 7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about. (AAHE, 1997) | a) **Identifying questions in need of answers.** Assessment starts with the question the college community seeks to answer.  
b) **Connecting pieces of information.** The college community collects and analyzes data from different sources to provide purposeful direction. |
| 8. Assessment is most likely to lead to improvement when it is part of a **larger set of conditions that promote change.** (AAHE, 1997) | a) **Ensuring a safe assessment environment.** The college community conducts assessment in a safe environment which fosters continuous improvement.  
b) **Valuing teaching and learning.** The college community visibly values quality teaching and learning.  
c) **Seeking outcomes information.** The college community seeks information about learning outcomes as an integral part of planning, facilities, budgeting, personnel, and resource allocation. |
| 9. Through assessment, educators meet **responsibilities to students and to the public.** (AAHE, 1997) | a) **Demonstrating integrity.** Assessment processes, results, and insights are accurate, transparent, and clear to the college community.  
b) **Embracing improvement.** Assessment results and insights guide the organizational and educational changes needed to meet student and partnership needs. |
| 10. Assessment is most effective when undertaken in an environment that is **receptive, supportive, and enabling.** (Banta, Lund, Black, & Oblander, 1996). | a) **Responding to potential barriers.** The college community addresses potential institutional barriers to successful assessment: knowledge & skill complexity, professional & political sensitivity, and sustained, organized implementation.  
b) **Dedicating resources.** The college supplies the necessary resources to implement a successful comprehensive assessment program.  
c) **Using results.** The college community implements recommendations and decisions which are guided by assessment insights. |
4.2 Institutional and Academic Assessment Committee

4.2.a Purpose Statement
This Committee will act in accordance with the vision, mission, and values statement of Mercy College. It is the purpose of the Institutional and Academic Assessment Committee to monitor institutional effectiveness with student learning as the primary focus. Evaluation of institutional effectiveness is conducted within the context of the College-Wide Assessment Program to provide evidence-based recommendations for improvement.

4.2.b Membership
The membership of the Institutional and Academic Assessment Committee will be appointed for staggered three-year terms and shall consist of a maximum of eight (8) members. A maximum of two at-large members will be appointed by each school: the School of Allied Health, the School of Liberal Arts and Sciences, and the School of Nursing. A maximum of two members will be appointed by the Staff Council: one member from the Assessment Office and one at-large position.

4.3 Assessment Ethics
The Institutional Assessment Plan supports the College core value of integrity by ensuring the College educational community applies assessment ethics to all components of a continuous improvement process:

• 4.3.a Assessment Methods Aligned with Outcomes. Assessment results inform the degree to which students achieve their learning outcomes and the College achieves its goals.
• 4.3.b Confidentiality. The Institutional Assessment Office follows FERPA guidelines for release of individual student performance data and maintains individual employee confidentiality.
• 4.3.c Reporting Assessment Results. Assessment reports disclose accurate results—both strengths and opportunities for improvement relative to achieving outcomes. Assessment reports are shared with those who are in a position to impact program and department quality and processes (Borden & Kernel, 2012).
• 4.3.d Security and Accuracy of Data/Information. Mercy College secures assessment data/information by applying the following principles (Styles, 2012) within its scope of responsibility:
  1. The existence of all institutional assessment recordkeeping systems is known and transparent.
  2. The specific information contained in institutional assessment recordkeeping systems, users of that information, and the purposes for use are transparent.
  3. Institutional assessment information obtained for one purpose will not be used for another purpose if that purpose violates student FERPA guidelines or employee confidentiality.
  4. Roles, responsibilities, and processes for correcting inaccurate institutional assessment records are transparent.
  5. Institutional assessment records are reliable.
• 4.3.e Transparency. Mercy College shares its assessment methods, processes, summary results, data insights, actions, and results of actions with the College community.
4.4 Assessment Phases for Institutional Outcomes

To accommodate transition to a new student learning management system, the College will implement reporting of institutional outcomes, general education outcomes, program outcomes, and course objectives in the following phases:

<table>
<thead>
<tr>
<th>Phase</th>
<th>Academic Year</th>
<th>Institutional Outcome (IO)</th>
</tr>
</thead>
</table>
| Phase I | 2013-2014     | Select Institutional Outcome Levels  
Each academic program selects appropriate program performance levels for each of the 22 institutional success criteria. [See Appendix H: Institutional Outcomes Rubric.]  
Curriculum Alignment  
Each academic program aligns its program outcomes and course objectives with the new Institutional Outcomes and Core Curriculum. [See Appendix I: Curriculum Mapping] |
| Phase II| 2014-2015     | Gather Baseline  
- Knowledge Acquisition, Construction, Integration, and Application  
- Servant Leadership |
| Phase III| 2015-2016    | Gather Baseline  
- Evidence-Based, Continuous Improvement |
| Phase IV| 2016-2017     | Gather Institutional Outcomes Baseline  
- Communication |

4.4 Assessment of General Education Program

The College is in the process of developing a new General Education Committee that will design and implement assessment of the core curriculum with support from the Assessment Office. The committee will explore a variety of options to measure student achievement in the outcomes identified in the Core Curriculum for the Bachelor, Associate, and Certificate levels.
Section 5: Institutional Assessment Policies and Procedures

[Note: During the 2013-2014 academic year, the College leadership will develop institutional assessment policies and procedures for implementation in the fall of 2014 in areas not already addressed in College student and faculty handbooks. Development will involve input and collaboration with the College community.]

Staff Council and Academic Council members indicated interest in having the College develop institutional assessment policies in the following areas:

- Assessment Ethics
- Assessment Results and Individual Employee Performance Evaluation
- Confidentiality of Assessment Data
- Distance Education and Assessment
- Employee Participation in Institutional Assessment
- Inclusive and Equitable Assessment
- Institutional and Academic Assessment Committee (IAAC)
- Reporting Assessment Results
- Security of Assessment Data
- Student Participation in Institutional Assessment
### Section 6: Institutional Assessments

**Mercy College Institutional Effectiveness Measures**

How do we assess the quality of our inputs, processes, and outcomes?

<table>
<thead>
<tr>
<th>Institutional Outcomes (IO) or Strategic Plan Goals (SPG)</th>
<th>Current Institutional Measures (Metrics)</th>
<th>What does the measure mean?</th>
<th>Each measure answers what significant question(s)?</th>
<th>College-Wide Key Performance Indicators</th>
<th>What entities need data from these measures? **</th>
<th>What is the frequency of tool use?</th>
<th>College-Wide Long-Term Performance Targets &amp; Benchmark Comparisons</th>
</tr>
</thead>
</table>
| Knowledge (IO) • Fostera collaborative learning community that embodies the spirit of lifelong learning, intellectual engagement, spiritual development, and collaborative leadership. (SPG) | Health Sciences Reasoning Test (HSRT) *Vendor: Insight Assessment* | X | Does Mercy College prepare its graduates to make accurate critical judgments in healthcare settings? | • Degree-seeking graduates TOTAL score for health care critical thinking:  
  o Superior: (N)  
  o Strong: (N)  
  o Moderate: (N)  
  o Not Manifested: —(N)  
 • Degree-seeking graduates CATEGORICAL scores for health care critical thinking:  
  Analysis  
  o Strong: (N)  
  o Moderate: (N)  
  o Not Manifested: (N)  
  Inference  
  o Strong: (N)  
  o Moderate: (N)  
  o Not Manifested: (N)  
  Evaluation  
  o Strong: (N)  
  o Moderate: (N)  
  o Not Manifested: (N)  
  Induction  
  o Strong: (N)  
  o Moderate: (N)  
  o Not Manifested: (N)  
  Deduction  
  o Strong: (N)  
  o Moderate: (N)  
  o Not Manifested: (N)  | FED | State of IA | MC | ACCR | Long-Term Performance Target: TBD | Benchmark Comparison: TBD | SEM | 1yr. | 2yr. | 3yr. |
## Mercy College Institutional Effectiveness Measures

How do we assess the quality of our inputs, processes, and outcomes?

<table>
<thead>
<tr>
<th>institutional outcomes (io) or strategic plan goals (spg)</th>
<th>current institutional measures (metrics)</th>
<th>what the measure answers what significant question(s)?</th>
<th>college-wide key performance indicators</th>
<th>what entities need data from these measures? **</th>
<th>what is the frequency of tool use?</th>
<th>college-wide long-term performance targets &amp; benchmark comparisons</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. knowledge (io) • foster a collaborative learning community that embodies the spirit of lifelong learning, intellectual engagement, spiritual development, and collaborative leadership. (spg)</td>
<td>student rating of instruction (sri) end-of-course surveys Vendor: The IDEA Center</td>
<td>☐ Are students satisfied with the quality of their courses and their learning? ☐ How can instructors improve their teaching?</td>
<td>Percentage of classes at or above the IDEA database average on raw scores: ☐ Progression Relevant Objectives: ☐ # Classes Participating: ☐ Average Responderate: %</td>
<td></td>
<td></td>
<td>Long-Term Performance Target: TBD</td>
</tr>
<tr>
<td>3. communication (io) • foster a learning community that embodies the spirit of lifelong learning, intellectual engagement, spiritual development, and collaborative leadership. (spg)</td>
<td>communication competency: writing college-developed</td>
<td>Does Mercy College prepare its graduates to write effectively in a variety of forms and settings?</td>
<td>% of degree-seeking graduates who meet all collegial writing standard on the writing competency First draft % Second draft % After remediation %</td>
<td></td>
<td></td>
<td>Benchmark Comparison: TBD</td>
</tr>
</tbody>
</table>
### Mercy College Institutional Effectiveness Measures

How do we assess the quality of our inputs, processes, and outcomes?

<table>
<thead>
<tr>
<th>Institutional Outcomes (IO) or Strategic Plan Goals (SPG)</th>
<th>Current Institutional Measures (Metrics)</th>
<th>What does the measure mean?</th>
<th>Each measure answers what significant question(s)?</th>
<th>College-Wide Key Performance Indicators</th>
<th>What entities need data from these measures? **</th>
<th>What is the frequency of tool use?</th>
<th>College-Wide Long-Term Performance Targets &amp; Benchmark Comparisons</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Servant Leadership (IO)</td>
<td>Communication Competency: Speaking</td>
<td>X</td>
<td>Does Mercy College prepare its graduates to speak effectively in a variety of forms and settings?</td>
<td>% of degree-seeking graduates who “exceed” or “meet” the five criteria on the speech competency rubric . . .</td>
<td>FED State of IA</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>College-Developed</td>
<td></td>
<td></td>
<td>Content</td>
<td></td>
<td></td>
<td>Benchmark Comparison: TBD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Exceeds Criteria</td>
<td>Meets Criteria</td>
<td>Exceeds Criteria</td>
<td>Meets Criteria</td>
<td>Exceeds Criteria</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Organization Exceeds Criteria</td>
<td>Meets Criteria</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Style Exceeds Criteria</td>
<td>Meets Criteria</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Use of Language Exceeds Criteria</td>
<td>Meets Criteria</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bias Exceeds Criteria</td>
<td>Meets Criteria</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Servant Leadership (IO)</td>
<td>Service Learning</td>
<td>X</td>
<td>Does Mercy College prepare its graduates to exhibit personal and social accountability through service?</td>
<td>TBD</td>
<td>FED State of IA</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>College-Developed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Benchmark Comparison: TBD</td>
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</table>
### Mercy College Institutional Effectiveness Measures

**How do we assess the quality of our inputs, processes, and outcomes?**

<table>
<thead>
<tr>
<th>Institutional Outcomes (IO) or Strategic Plan Goals (SPG)</th>
<th>Current Institutional Measures (Metrics)</th>
<th>What does the measure answer?</th>
<th>Each measure answers what significant question(s)?</th>
<th>College-Wide Key Performance Indicators</th>
<th>College-Wide Long-Term Performance Targets &amp; Benchmark Comparisons</th>
</tr>
</thead>
</table>
| **6.** | **Institutional Needs Assessment**  
*College-Developed* | X | What support do employees need to help Mercy College meet its mission and to make its vision a reality? | TBD | Long-Term Performance Target: TBD |

**State**  
**MC**  
**ACCR**  
**SEM**  
**1yr.**  
**2yr.**  
**3yr.**  
**Benchmark Comparison:** NA
# Mercy College Institutional Effectiveness Measures

## How do we assess the quality of our inputs, processes, and outcomes?

### Institutional Outcomes (IO) or Strategic Plan Goals (SPG)

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>Current Institutional Measures (Metrics)</th>
<th>What does the measure answer what significant question(s)?</th>
<th>College-Wide Key Performance Indicators</th>
<th>College-Wide Long-Term Performance Targets &amp; Benchmark Comparisons</th>
</tr>
</thead>
</table>
| 7 | • Foster a learning community that embodies the spirit of lifelong learning, intellectual engagement, spiritual development, and collaborative leadership. (SPG) • Mercy College Mission | Adult Student Priorities Survey (ASPS) Vendor: Noel-Levitz | Does Mercy College meet its mission? | Mean difference between Mercy students’ satisfaction vs. the national adult comparison group for the following survey items:  
+ The content of courses within my major is valuable.  
+ My classes provide opportunities to improve my technology skills.  
+ The quality of the instruction I receive in my program is excellent.  
+ Major requirements are clear and reasonable.  
+ There are sufficient options within my program of study.  
+ So far, how has your college experience met your expectations?  
+ Rate your overall satisfaction with your experience here thus far.  
+ All in all, if you had it to do over again, would you enroll here again? | FED | State of IA | MC | ACCR | Long-Term Performance Target: TBD |
| | | | | | SEM | 1yr. | 2yr. | 3yr. | Benchmark Comparison: TBD |
| 8 | Evidence-Based Continuous Improvement (IO) | Continuous Improvement Process Survey College-Developed | Does Mercy College engage in an effective, ongoing process of continuous improvement? | TBD | FED | State of IA | MC | ACCR | Long-Term Performance Target: TBD |
| | | | | | SEM | 1yr. | 2yr. | 3yr. | Benchmark Comparison: TBD |
# Mercy College Institutional Effectiveness Measures

How do we assess the quality of our inputs, processes, and outcomes?

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</tr>
</thead>
<tbody>
<tr>
<td>9. Vision • Mission • Strategic Plan</td>
<td>Performance Culture Assessment (PCA) Vendor: CHI</td>
<td>X</td>
<td>Does Mercy College have a high performance culture that leads to successful implementation of strategic and operational priorities?</td>
<td>TBD</td>
<td>X X X X X X X X X Benchmark Comparison: TBD</td>
</tr>
<tr>
<td>10. Vision • Mission • Strategic Plan • Institutional Outcomes</td>
<td>Budget</td>
<td>X</td>
<td>Does Mercy College support its mission with adequate resources?</td>
<td>TBD</td>
<td>X X X X X X X X X Benchmark Comparison: TBD</td>
</tr>
<tr>
<td>11. Vision • Mission • Strategic Plan • Institutional Outcomes</td>
<td>Graduation Rates</td>
<td>X</td>
<td>Does Mercy College help all students be successful?</td>
<td>TBD</td>
<td>X X X X X X X X X Benchmark Comparison: TBD</td>
</tr>
<tr>
<td>12. Vision • Mission • Strategic Plan • Institutional Outcomes</td>
<td>Retention Rates</td>
<td>X</td>
<td>Does Mercy College retain students once they enroll?</td>
<td>TBD</td>
<td>X X X X X X X X X Benchmark Comparison: TBD</td>
</tr>
</tbody>
</table>
# Mercy College Institutional Effectiveness Measures

## How do we assess the quality of our inputs, processes, and outcomes?

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<th>College-Wide Long-Term Performance Targets &amp; Benchmark Comparisons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision ✔️ Mission ✔️ Strategic Plan ✔️ Institutional Outcomes ✔️</td>
<td>Graduate Surveys</td>
<td>X X Are employers satisfied with the quality of Mercy College graduates?</td>
<td>TBD</td>
<td>Long-Term Performance Target: TBD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Benchmark Comparison: TBD</td>
</tr>
<tr>
<td></td>
<td>Enrollment</td>
<td>X</td>
<td>Does Mercy College meet enrollment expectations?</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Benchmark Comparison: TBD</td>
</tr>
<tr>
<td></td>
<td>Job Placement Rates</td>
<td>X</td>
<td>Are Mercy College graduates able to be competitive in today's job markets?</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Benchmark Comparison: TBD</td>
</tr>
</tbody>
</table>

*I=*Inputs(personal qualities student brings to the educational experience), *E=*Environment (students' actual experience at Mercy College—materials, instruction, facilities, technology, learning supports, policies, processes), *O=*Outcomes (important/essential abilities that students should be able to demonstrate, represent, or produce as a result of participating in the learning experience)

**FED=Federal Government, STATE of IA=Iowa Professional Accreditors, MC=Mercy College of Health Sciences, ACCR=Accreditation (Institution or Program)
### Additional Information about Institutional Assessments for

<table>
<thead>
<tr>
<th>Institutional Assessments</th>
<th>Participants</th>
<th>Use of Data</th>
<th>History</th>
</tr>
</thead>
</table>
| **STUDENT RATING OF INSTRUCTION (SRI)** END-OF-COURSE SURVEY | - All Students  
- Degree-seeking Students  
- Certificate Graduates  
- Specialty Certificate Students  
- Students in Clinical Settings  
- Students in Classroom Setting (face-to-face or online) | - Formative Use  
To make instructional/program adjustments to meet current students’ needs (students who are taking the course now) | First Tool Use: Fall Term 2011  
_X_ Continued  
- Status TBD  
- Discontinued  |

### Description
- The Student Rating of Instruction (SRI) system factors out extraneous circumstances and focuses on student learning of 12 specific objectives.
- The IDEA Center tailors each report to the instructor’s selected learning objectives and offers recommendations for improvement.
- Students provide feedback on their own learning progress, effort, and motivation. As well as their perceptions of the instructor’s use of instructional strategies and teaching methods.
- The IDEA Student Ratings system looks at instruction in terms of its purpose—student learning.

### Reliability
The data pool used for the fall 1975 IDEA system was based upon 3,663 classes at Kansas State University. To estimate reliabilities, data were examined for 184 medium-sized classes enrolling 30-49 students. For each measure, two average scores were obtained for each class, one for odd-numbered students and one for even-numbered students. These two “scores” were correlated for the 184 classes. The results were taken as an estimate of the reliability of the various measures when the number of observers was half the average number in these medium-sized classes. Estimated reliabilities ranged from .81 to .94 and averaged .866. Standard error of measurement were calculated on a number of sample items and averaged approximated 0.3.

### Validity
- **Students’ Reports of Progress:** N = 606 classes for which 10 or more student ratings were available. Correlations of .11 are significant at the .01 level of confidence.
- **Relationships Between Methods and Objectives:** N = 606 classes for which 10 or more student ratings were available. Correlations of .11 are significant at the .01 level of confidence.

### Productive Uses of This Measure
- Instructors use results as an additional source of information to continue instructional practices that work and improve those that are not as effective.
- Instructors communicate to students the course improvements made based upon recommendations from previous students.
- The College uses results as an additional source of information to inform campus-wide professional development.

### Potential Unproductive Uses of This Measure
- Supervisors over-emphasize SRI results during a faculty member’s performance review.
- The focus of using SRI results shifts from decision making for continuous improvement to evaluating a faculty member’s measure value or worth.
## Additional Information about Institutional Assessments for

<table>
<thead>
<tr>
<th>HEALTH SCIENCE REASONING (HSRT)</th>
<th>Participants</th>
<th>Use of Data</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Source:</strong> HSRT Test Manual (2013). Millbrae, CA: California Academic Press. (Vendor-Developed: Insight Assessment) <strong>Description</strong></td>
<td>____ All Students</td>
<td>- Formative Use Tomake instructional/program adjustmentstometeach current students' needs (students who are taking the course now)</td>
<td>First Tool Use: Fall Term 2011</td>
</tr>
<tr>
<td>The Health Science Reasoning Test (HSRT) measures high-stakes reasoning and decision-making processes. The HSRT is the instrument specifically calibrated for trainees in health sciences educational programs (undergraduate and graduate) and for professional health science practitioners. It is the instrument of choice for educational research projects, hiring, and staff development programs in all health science settings. The item pool for the California Critical Thinking Skills Tests has been growing for more than 40 years and continues to evolve, categorized to match the constructs of the APA Delphi Consensus Definition of Critical Thinking. Professional-specific versions, which include the HSRT, are the result of instrument development projects conducted in collaboration with health science educators and employers inside and outside the United States. After extensive testing with health sciences educational programs among health science practitioners in the United States, Asia, Europe and the Middle East, the HSRT now has percentile norms available for use in a variety of test populations. If the APA Delphi definition of critical thinking describes the reasoning skills you plan to assess in candidates, trainees, students, or working professionals, and this is the educational range of your testing population, the HSRT will be an effective measure of critical thinking for your project.</td>
<td><strong>X</strong> Degree-seeking Students</td>
<td><strong>X</strong> Summative Use Tomake instructional/program adjustmentstometeach future students' needs (students who will take the course at some time in the future), to determine if program is doing what it is intended to do</td>
<td><em>X</em> Continued</td>
</tr>
<tr>
<td></td>
<td>- Certificate Graduates</td>
<td></td>
<td>Status TBD</td>
</tr>
<tr>
<td></td>
<td>- Specialty Certificate Students</td>
<td></td>
<td>Discontinued Reason:</td>
</tr>
<tr>
<td></td>
<td>- Students in Clinical Settings</td>
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<tr>
<td></td>
<td>- Students in Classroom Setting (face-to-face or online)</td>
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</tbody>
</table>

The information in this section of the test manual applies to all the reasoning skills instruments offered by Insight Assessment, which currently includes the CCTST, CCTST-G835, BCTST, HSRT, TER, BRT, CCTSTM-Series and the part 2 tests in the MDCTI, LSRP, and INSIGHT series.

**Validity**

Content Validity refers to the ability of a test to capture a measure of the intended domain. Identification of the pertinent domain, and obtaining agreement on it, are of primary importance to content validation. A second criterion of content validity is assuring that “sensible” methods of test construction are employed. In the case of the CCTST, the specified domain is critical thinking as defined by the Delphi group and discussed in Sections 2 and 8. Critical thinking, as defined by the APA Delphi study, is a construct which integrates a number of cognitive maneuvers known to be a component of this type of human reasoning process. These maneuvers are included in the APA Delphi study report as embedded concepts. Analysis, inference and evaluation, are examples. Each version of the CCTST is designed as an holistic measure of the construct Critical Thinking, with embedded scales that can be used to examine the embedded concepts as well.

Construct Validity is typically demonstrated by correlational studies where critical thinking scores are correlated with other measures that purport to include the construct. Forms of the CCTST have demonstrated strong correlations with other instruments that purport to include a measure of critical thinking or higher-order reasoning as a component of their scores or ratings. High correlations with standardized tests of college-level preparedness in higher-order reasoning have been demonstrated (GRE Total Score: Pearson \( r = .719, p < .001 \); GRE Analytic \( r = .708, p < .001 \); GRE Verbal \( r = .716, p < .001 \); GRE Quantitative, \( r = .582, p < .001 \)). A number of these relationships were reported in a large multi-site research study involving 50 programs of health science education assessing students’ critical thinking.16
Additional Information about Institutional Assessments for

<table>
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</table>

**Criterion Validity** is the most important consideration in the validity of a test. Criterion validity refers to the ability of the test to predict some criterion behavior external to the test itself. For instance, in the case of the CCTST, one might want to know that it could predict some meaningful measure demonstrating the achievement of designated learning outcomes or the successful preparation and licensure of key professionals in society, or the successful transition to the workplace. Scores on the various versions of the CCTST have been demonstrated to provide this type of predictive value in peer-reviewed independent published research, some of which are referenced here.

Many additional reports are presented in the form of dissertations studies, web-published self-study reports, and industry-specific professional documents. The California Critical Thinking family of tests has been used in many independent research studies that have demonstrated these measures’ validity to measure higher-order thinking ability and predict success in educational programs and workplace positions. The CCTST is cited in a large and growing literature, reflecting findings in both the United States and other nations around the world. Included in this research are doctoral dissertation studies examining critical thinking in relationship to disciplinary training in a wide variety of disciplines.

**Reliability**

The data from ongoing validation studies produces internal consistency estimates (Kuder-Richardson - 20) ranging from .68-.80. The Kuder-Richardson-20 is the comparable statistic to Cronbach’s alpha used for dichotomously scored instruments and scales. For an instrument with multidimensional scales, a KR-20 above .70 indicates a high level of internal consistency.

Current aggregated KR-20 estimates for some of the varying forms of the CCTST are:

- Versions of Forms A and B = .70 -.75 (These forms are no longer in general use)
- Other versions of the CCTST (CCTST College-level, CCTSTM-Series, HSRT, BCTST) = .78 -.82
- CCTG835 = .82

These coefficients demonstrate more than sufficient evidence to inspire confidence in the internal consistency. These scales have fewer items than the instrument as a whole, and yet their internal consistency reliability remains strong. KR-20’s for the scales consistently range from .52 to .77. Factor loadings for items in each sub scale range from .300 to .770.

**Productive Uses of This Measure**

- Programs use results as an additional source of information to guide improvements in content, process, or environment to increase student performance in critical thinking.
- Programs communicate to students how participating in their program will increase their ability to think critically, a needed skill in healthcare settings.
- The institution uses results as an additional source of information to inform campus-wide professional development.

**Potential Unproductive Uses of This Measure**

- The College uses HSRT scores to make changes in curriculum, instruction, processes, or policies without analyzing other sources of related information to determine if the data reflect actual levels of performance and/or to determine the root causes of critical thinking performance.
### Additional Information about Institutional Assessments for

#### COMMUNICATION COMPETENCY: WRITING

(College Developed)

**Description**
Writing competency is a graduation requirement for all degree-seeking students. Instructors within each program determine the writing competency demonstration appropriate to their discipline. Instructors measure students’ writing competency within a program course on a selected writing assignment using an internally developed Collegial Writing Standards checklist and an APA Scoring Rubric. Components of the writing competency are the following:

- Introduction
- Grammar and Spelling
- Format (APA)
- Flow and Organization
- Academic Integrity

#### Participants

<table>
<thead>
<tr>
<th>Use of Data</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Use</td>
<td>First Tool Use: (August 2011 — revised scoring tools)</td>
</tr>
<tr>
<td>Summative Use</td>
<td><em>X</em> Continued</td>
</tr>
</tbody>
</table>

<table>
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</tr>
<tr>
<td>Summative Use</td>
<td><em>X</em> Continued</td>
</tr>
</tbody>
</table>

#### Validity

Procedures to determine validity needed.

#### Reliability

Procedures to determine reliability needed.

#### Productive Uses of This Measure

- Programs use the information as an additional source of information to make improvements in curriculum content, course sequencing, and student activities related to writing effectively in a variety of forms and settings.

#### Potential Unproductive Uses of This Measure

- Programs use results to change program/course content, processes, or outcomes without ensuring that the tool measures the institutional outcome: COMMUNICATION in the focus area of writing effectively in a variety of forms and settings.

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### Additional Information about Institutional Assessments for Communication Competency: Speaking

**College Developed**

**Description**
Speech competency is a graduation requirement for all degree-seeking students. Instructors within each program determine the kind of speech demonstration appropriate to the discipline. Instructors measure student’s speech competency within a program course on a selected assignment using an internally developed Speech Competency Rubric. Components of the speech competency are the following:

- Content
- Organization
- Style
- Use of Language
- Bias

<table>
<thead>
<tr>
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<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMMUNICATION COMPETENCY: SPEAKING</strong></td>
<td>All Students</td>
<td>Formative Use</td>
<td>First Tool Use: (August 2011—date of rubric version)</td>
</tr>
<tr>
<td></td>
<td>Degree-seeking Students</td>
<td>To make instructional/program adjustments to meet current students’ needs (students who are taking the course now)</td>
<td>X Continued</td>
</tr>
<tr>
<td></td>
<td>Certificate Graduates</td>
<td></td>
<td>Status TBD</td>
</tr>
<tr>
<td></td>
<td>Specialty Certificate Students</td>
<td>Summative Use</td>
<td>Discontinued Reason:</td>
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<tr>
<td></td>
<td>Students in Classroom Setting (face-to-face or online)</td>
<td></td>
<td></td>
</tr>
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</table>

**Validity**
Procedures to determine validity needed.

**Reliability**
Procedures to determine reliability needed.

**Productive Uses of This Measure**
- Programs use the information as an additional source of information to make improvements in curriculum content, course sequencing, and student activities related to speaking effectively in a variety of forms and settings.

**Potential Unproductive Uses of This Measure**
- Programs use results to change program/course content, processes, or outcomes without ensuring that the tool measures the institutional outcome: COMMUNICATION in the focus area of speaking effectively in a variety of forms and settings.
### Performance Culture Assessment (PCA)

**Source:** Catholic Health Initiatives at [http://www.catholichealth.net/default.cfm](http://www.catholichealth.net/default.cfm)

(Developed by Catholic Health Initiatives—CHI)

**Description:**

The PCA survey was designed to measure key components driving a high performance culture that lead to successful implementation of strategic and operational priorities. The PCA contains three indices, which are defined by specific survey items:

1. **Leadership Effectiveness**
2. **Employee Engagement**
3. **High Performance Culture**

All Catholic Healthcare Initiatives (CHI) market-based organizations (MBOs), including the Mercy Healthcare Network in Des Moines, IA, (of which Mercy College of Health Sciences is a part) participate at the same time in this annual, web-based employee satisfaction survey. Individual employee responses are confidential. HealthStream provides a report for Mercy College as a whole and for groups (programs or departments) of five or greater survey respondents.

<table>
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<th>Use of Data</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERFORMANCE CULTURE ASSESSMENT (PCA)</strong></td>
<td>X All Employees</td>
<td><em>X</em> Formative Use Tomake workplace adjustments during the course of an initiative, project, term.</td>
<td><em>X</em> Continued</td>
</tr>
<tr>
<td>Source: Catholic Health Initiatives at <a href="http://www.catholichealth.net/default.cfm">http://www.catholichealth.net/default.cfm</a> (Developed by Catholic Health Initiatives—CHI)</td>
<td>- Faculty</td>
<td><em>X</em> Summative Use Tomake workplace adjustments after an initiative, project, or term is over.</td>
<td><em>X</em> Status TBD</td>
</tr>
<tr>
<td>Description: The PCA survey was designed to measure key components driving a high performance culture that lead to successful implementation of strategic and operational priorities. The PCA contains three indices, which are defined by specific survey items:</td>
<td>___ Staff</td>
<td></td>
<td>_Discontinued Reason:</td>
</tr>
<tr>
<td>1. Leadership Effectiveness</td>
<td>___ Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Employee Engagement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. High Performance Culture</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>All Catholic Healthcare Initiatives (CHI) market-based organizations (MBOs), including the Mercy Healthcare Network in Des Moines, IA, (of which Mercy College of Health Sciences is a part) participate at the same time in this annual, web-based employee satisfaction survey. Individual employee responses are confidential. HealthStream provides a report for Mercy College as a whole and for groups (programs or departments) of five or greater survey respondents.</td>
<td></td>
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</tr>
</tbody>
</table>
# Additional Information for Institutional Assessments for Institutional Assessments Participants Use of Data History

## Institutional Needs Assessment

### (College-Developed)

#### Description

During the spring 2011, the Institutional Assessment Office developed a web-based institutional assessment grounded in two needs:

1. Need for more information about student concerns and working/learning issues identified in results from other measures.
2. Need to support Strategic Plan Goal #2 (Demonstrate the growing importance of diversity to the future of Mercy College’s success, Objective 1 (Administer a cultural competency assessment for College employees to establish a baseline for future growth in their understanding and preparation of students to meet the growing awareness of diversity of the patient population in order to better prepare students to meet these demands.)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Participants</th>
<th>Use of Data</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTITUTIONAL NEEDS ASSESSMENT</td>
<td>X All Employees</td>
<td>X Formative Use</td>
<td>X First Use 2013-2014</td>
</tr>
<tr>
<td></td>
<td>- Faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Staff</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Administration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Validity

The Institutional Assessment Office completed a casual face validity examination of survey content with a representative from each subgroup (the entire campus community) asked to participate in the needs assessment. The Academic and Institutional Effectiveness Coordinator revised the needs assessment survey content based upon feedback from content vetting participants; however, reliance on face validity alone is not adequate to have a strong degree of justification that conclusions the College might draw from employee ratings have a high degree of validity. The College must use additional data to support the accuracy of conclusions.

- Adjunct Faculty
- Full/Part-Time Faculty
- Support Staff
- Specialist Staff
- Manager/Supervisor
- Administration

### Reliability

Procedures to determine reliability needed.

### Productive Uses of This Measure

- The College engages in root cause analysis to determine why employees in each role group feel the way they do.
- The College makes improvements based upon employee feedback.

### Possible Unproductive Uses of This Measure

- The College does not use the evidence to continue doing what works and/or to improve the working/learning experience.
Additional Information for Institutional Assessments for

### Continuous Improvement Survey

**Description**
During the 2011-2012 academic year, the Institutional and Academic Assessment Committee (IAAC) developed an employee survey focused on critical components of effective continuous improvement processes found in the literature. The survey will ask respondents to rate the degree to which their a) program/department and b) the College as a whole are engaging in the following processes:

1. Defining expected outcomes
2. Gathering evidence
3. Analyzing evidence
4. Defining the real problems to solve
5. Setting performance targets
6. Implementing evidence-based actions
7. Monitoring implementation of actions
8. Reporting results of actions
9. Using results to attain purposeful change.

<table>
<thead>
<tr>
<th>Institutional Assessments</th>
<th>Participants</th>
<th>Use of Data</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(College-Developed)</strong></td>
<td><em>X</em> All Employees</td>
<td><em>X</em> Formative Use</td>
<td>First Tool Use: 2013-2014 academic year</td>
</tr>
<tr>
<td></td>
<td>- Faculty</td>
<td><em>X</em> Summative Use</td>
<td>- Continued</td>
</tr>
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<td></td>
<td>- Staff</td>
<td></td>
<td><em>X</em> Status TBD</td>
</tr>
<tr>
<td></td>
<td>- Administration</td>
<td></td>
<td>- Discontinued Reason:</td>
</tr>
</tbody>
</table>

**Validity**
The Academic and Institutional Effectiveness Coordinator completed a casual face validity examination of survey content with Academic Program Chairs and Department Heads. The IAAC made revisions to content based upon that feedback.

**Reliability**
Procedures to determine reliability needed.

**Possible Productive Uses of This Measure**
- The College engages in root cause analysis to determine why employees in each program or department feel the way they do.
- The College provides professional development focused on the greatest continuous improvement process need areas identified by employees.

**Possible Unproductive Uses of This Measure**
- The College does not provide employee professional development to address the continuous improvement needs they identify.
## Section 7: Institutional Assessment Annual Calendar—Student Measures

### Institutional Assessment Calendar—Student Measures  
**2013-2014 Academic Year**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Opens</th>
<th>Closes</th>
<th>Participants</th>
<th>Delivery</th>
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<tbody>
<tr>
<td><strong>Fall Term 2013</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Rating of Instruction End-of-Course Survey (SRI)</td>
<td>November 18</td>
<td>December 8</td>
<td>All students in participating courses</td>
<td>Web-based through E-LEOS Course Task Link or course mail</td>
</tr>
<tr>
<td>Health Sciences Reasoning Test (HSRT)</td>
<td>November 18</td>
<td>December 8</td>
<td>All degree-seeking graduates</td>
<td>Web-based through E-LEOS Course Task Link or course mail</td>
</tr>
<tr>
<td>Writing Competency</td>
<td>On-going</td>
<td>Prior to graduation</td>
<td>All degree-seeking graduates</td>
<td>Embedded as course requirement</td>
</tr>
<tr>
<td>Speaking Competency</td>
<td>On-going</td>
<td>Prior to graduation</td>
<td>All degree-seeking graduates</td>
<td>Embedded as course requirement</td>
</tr>
<tr>
<td>Service Learning Project</td>
<td>On-going</td>
<td>Prior to graduation</td>
<td>All degree-seeking graduates</td>
<td>Embedded as course requirement</td>
</tr>
<tr>
<td><strong>Winter/Spring Term 2014</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Rating of Instruction End-of-Course Survey (SRI)</td>
<td>March 24</td>
<td>April 20</td>
<td>All students in participating courses</td>
<td>Web-based through E-LEOS Course Task Link or course mail</td>
</tr>
<tr>
<td>Health Sciences Reasoning Test (HSRT)</td>
<td>March 24</td>
<td>April 20</td>
<td>All degree-seeking graduates</td>
<td>Web-based through E-LEOS Course Task Link or course mail</td>
</tr>
<tr>
<td>Writing Competency</td>
<td>On-going</td>
<td>Prior to graduation</td>
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</tr>
<tr>
<td>Service Learning Project</td>
<td>On-going</td>
<td>Prior to graduation</td>
<td>All degree-seeking graduates</td>
<td>Embedded as course requirement</td>
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<tr>
<td><strong>Summer Term 2014</strong></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Student Rating of Instruction End-of-Course Survey (SRI)</td>
<td>July 14</td>
<td>August 10</td>
<td>All students in participating courses</td>
<td>Web-based through E-LEOS Course Task Link or course mail</td>
</tr>
<tr>
<td>Health Sciences Reasoning Test (HSRT)</td>
<td>July 14</td>
<td>August 10</td>
<td>All degree-seeking graduates</td>
<td>Web-based through E-LEOS Course Task Link or course mail</td>
</tr>
<tr>
<td>Writing Competency</td>
<td>On-going</td>
<td>Prior to graduation</td>
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</tr>
</tbody>
</table>
Section 8: References

MercyCollegeInstitutionalAssessmentProgramgroups (e.g., InstitutionalOutcomesTaskForce, InstitutionalOutcomesRubricDevelopmentTeams, and the InstitutionalandAcademicAssessmentCommittee) that contributed to the evolution of the InstitutionalAssessmentPlan components used the following references to guidetheir work.


APPENDIX C

Title IX/Non-Discrimination and Anti-Harassment Policy
Frequently Asked Questions

1. **What are examples of sexual harassment?**
   Sexual harassment is a form of prohibited sex discrimination. The College’s policy protects men and women equally from sexual harassment, including harassment by members of the same sex. Employees are protected from sexual harassment by any other employee, student, or contractor. Examples of conduct that constitute sexual harassment include, but are not limited to:

   - Engaging in unwelcome sexual advances.
   - Leering or staring at someone in a sexual way, such as staring at a person’s breasts or groin.
   - Sending sexually explicit emails or text messages.
   - Telling unwelcome, sexually-explicit jokes.
   - Displaying sexually suggestive or lewd photographs, videos, or graffiti.
   - Making unwelcome and unwanted physical contact, such as rubbing, touching, pinching, or patting.
   - Making unwelcome and suggestive sounds, such as “cat calls” or whistling.
   - Commenting on a person’s dress in a sexual manner.
   - Making sexual gestures.
   - Repeatedly asking someone for a date after the person has expressed disinterest.
   - Giving unwelcome personal gifts such as flowers, chocolates, or lingerie that suggest the desire for a romantic relationship.
   - Telling another person of one’s sexual fantasies, sexual preferences, or sexual activities.
   - Commenting on a person’s body, gender, sexual relationships, or sexual activities.
   - Using sexually explicit profanity.

2. **What should employees do if they have been sexually harassed?**
   The College encourages employees to report sexual harassment as soon as possible. Ignoring sexual harassment does not make it go away. Delayed reporting may limit the College’s ability to investigate and remedy the sexual harassment.

   Sexual harassment or sexual discrimination should be reported to the Title IX Coordinator. If an employee is a victim of sexual harassment that constitutes a crime, the College encourages employees to file a complaint with local law enforcement.
Employees always have the option to directly confront the individual doing the harassment. Sometimes, individuals are not aware that their behavior is offensive and quickly apologize and change their behavior once it is brought to their attention. However, employees are not required or expected to confront the harasser prior to filing a complaint.

3. **What are examples of sexual violence?**

   Sexual violence is a form of prohibited sexual harassment. Sexual violence includes physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to use of drugs and/or alcohol or to an intellectual or other disability. Examples of kinds of conduct that constitute sexual violence include, but are not limited to:

   - The use of force or coercion to effect sexual intercourse or some other form of sexual contact with a person who has not given consent.
   - Having sexual intercourse with a person who is unconscious because of drug or alcohol use.
   - Hazing that involves penetrating a person’s vagina or anus with an object.
   - Use of the “date rape drug” to effect sexual intercourse or some other form of sexual contact with a person.
   - One partner in a romantic relationship forcing the other to have sexual intercourse without the partner’s consent.
   - Exceeding the scope of consent by engaging in a different form of sexual activity than a person has agreed upon.
   - Groping a person’s breasts or groin on the dance floor or at a bar.
   - Knowingly transmitting a sexually transmitted disease such as HIV to another person through sexual activity.
   - Coercing someone into having sexual intercourse by threatening to expose their secrets.
   - Secretly videotaping sexual activity where the other party has not consented.

4. **What constitutes “consent” for purposes of sexual violence?**

   Lack of consent is the critical factor in determining whether sexual violence has occurred. Consent is informed, freely given, and mutually understood. Consent requires an affirmative act or statement by each participant. Consent is not passive.

   - If coercion, intimidation, threats, and/or physical force are used, there is no consent.
   - If a person is mentally or physically incapacitated or impaired by alcohol or drugs such that the person cannot understand the fact, nature, or extent of the sexual situation, there is no consent.
   - If a person is asleep or unconscious, there is no consent.
• Consent to one form of sexual activity does not imply consent to other forms of sexual activity.
• Consent can be withdrawn. A person who initially consents to sexual activity is deemed not to have consented to any sexual activity that occurs after he or she withdraws consent.

5. **What should I do if I am a victim of sexual violence?**
Sexual violence is never the victim’s fault. Employees should contact the Title IX Coordinator as soon as possible for information on options and resources available. Employees may also wish to call local law enforcement (911 if an emergency), or the National Sexual Assault Hotline at 800-656-HOPE.

Additional College and community resources include:

Mercy College Title IX Coordinator 515-643-6640
Mercy Medical Center Employee Health and Wellness Department 515-247-3097
Polk County Victim Services 515-286-3600
Polk County Victim Services (Rape Crisis #) 515-286-3535
Iowa Sexual Abuse Hotline 800-284-7821
Employee Assistance Program 877-679-3819

If an employee is the victim of sexual violence, everything possible should be done to preserve evidence by making certain that the crime scene is not disturbed. Victims of sexual violence should not bathe, urinate, douche, brush teeth, or drink liquids until after they are examined and, if necessary, a rape examination is completed. Clothes should not be changed. When necessary, immediate medical attention should be sought at a local hospital.

6. **Can complaints of sexual violence be made against a spouse, boyfriend or girlfriend?**
Anyone can commit sexual violence, even if in a romantic relationship. The critical factor is consent. If a spouse, boyfriend or girlfriend perpetrates a sexual act against without an employee’s consent, such conduct constitutes sexual violence, and a complaint can be made.

7. **What should employees do if sexually harassed by someone who is not a College employee or student?**
The College’s policy protects employees from sexual harassment by vendors, contractors, and other third parties encountered in the college working environment. If an employee believes they have been subject to conduct that violates the policy, employees should report the sexual harassment just as if it were committed by a College student or employee.
8. **What should employees do if sexually harassed by an employee or student off campus?**
   It is possible for off-campus conduct between College employees or students to contribute to a hostile working or academic environment or otherwise violate the College's policy. Employees may make a complaint of sexual harassment even if the conduct occurred off-campus.

9. **What should employees do if they observe sex discrimination or sexual harassment?**
   Anyone that witnesses sex discrimination or sexual harassment, even if it is directed at someone else, can still feel uncomfortable and harassed. Employees that witness conduct that is believed to constitute sex discrimination or sexual harassment, should file a complaint in the same manner as if the conduct was directed against the employee. It is an employee’s duty to report conduct that constitutes sex discrimination or sexual harassment.

10. **What is the role of the Title IX Coordinator?**
    The Title IX Coordinator oversees the College’s compliance with Title IX and receives inquiries regarding Title IX, including complaints of sex discrimination and sexual harassment. The Title IX Coordinator has received special training on the College’s policy and procedure pertaining to sexual harassment and sexual violence, and is available to answer questions about them, respond to complaints, and assist in identifying other resources to aid in the situation.

11. **Will a complaint of sex discrimination or sexual harassment be treated confidentially?**
    The College will take reasonable and appropriate steps to preserve the confidentiality of the parties to the complaint and to protect the confidentiality of information gathered during the investigation. However, the College has an obligation to provide a safe and non-discriminatory environment for all employees and students. Therefore, no promises of confidentiality can be provided.

12. **Who is typically involved in investigating a complaint of sex discrimination or sexual harassment?**
    The College’s Title IX Coordinator or designee will be involved in investigating complaints of sexual harassment or sexual discrimination. The Title IX Coordinator may appoint another member of the staff to investigate and resolve the complaint. The process of gathering evidence will require the involvement of the complainant, the respondent, and any witnesses to the incident that gave rise to the complaint. It will involve those persons necessary to fairly and completely investigate the complaint and resolve it.

13. **What are the possible outcomes of an investigation into a complaint?**
    The outcomes will be determined based on review of the evidence. If the evidence does not support a finding that the incident occurred, then the complaint is resolved in favor of the accused. If, however, the evidence supports
that sex discrimination or sexual harassment occurred, the actions taken by the College will include those necessary to maintain an environment free from discrimination and harassment and to protect the safety and well-being of the complainant and other members of the College community. Such actions include reasonable steps to correct the effects of such conduct on the complainant and others and to prevent the recurrence of discrimination, harassment, and retaliation. Examples of such action include: no-contact orders, work reassignment, the provision of counseling or other support services, training, and discipline for the perpetrator, including up to termination, or other appropriate institutional sanctions.

14. Can employees have a support person in the investigation process? During the investigation process, both a complainant and a respondent may ask a non-attorney support person to accompany him or her to meetings with the investigator. In cases involving multiple complainants or respondents, the non-attorney support person cannot be another complainant or respondent. The non-attorney support person does not serve as an advocate on behalf of the complainant or respondent, and must agree to maintain the confidentiality of the process.

15. What should an employee do if retaliated against for making a complaint of sex discrimination or sexual harassment? The College’s Title IX: Non-Discrimination and Anti-Harassment Policy prohibits retaliation against any person for making a good faith complaint of sex discrimination or sexual harassment and/or cooperating in the investigation of (including testifying as a witness to) the complaint. Retaliation is a serious violation that can subject the offender to sanctions independent of the merits of the underlying allegation of sex discrimination or sexual harassment. Employees that feel they are the victim of retaliation in violation of the policy should report the retaliation.

16. How does the College handle a bad faith allegation of sex discrimination and sexual harassment? A bad faith allegation of sex discrimination or sexual harassment occurs when the accuser intentionally reports information or incidents that he or she knows to be untrue. Failure to prove a complaint of sex discrimination or sexual harassment is not equivalent to a bad faith allegation. The College may impose sanctions against an individual who knowingly makes false allegations of sex discrimination or sexual harassment.
APPENDIX D

Chemical Hygiene Plan

Mercy College of Health Sciences is committed to providing a safe working environment and believes employees have a right to know about health hazards associated with their work. So that employees can make knowledgeable decisions about any personal risks of employment, the College has established a chemical hygiene plan which includes policies and procedures to develop an awareness of potentially hazardous chemicals in the workplace and to train employees to safely work with all chemicals.

**Standard Operating Procedure**

Because few laboratory chemicals are without hazards, general precautions for handling all laboratory chemicals should be adopted to include minimizing exposure and assuming that any mixture of hazardous chemicals is more toxic than the most toxic component.

The following procedures are used when working with chemicals:

**Accident and Spills**

- **Eye contact:** Remove contact lenses if applicable. (Soft contact lenses can melt onto the eye during chemical exposure – if wearing contact lenses safety goggles should be worn). Immediately flush eyes with running water for a prolonged period (15 minutes). Pull upper and lower lids away from eye while you are flushing. Seek Emergency Medical Assistance immediately.
- **Ingestion:** Seek Emergency Medical Assistance immediately for proper treatment.
- **Skin contact:** Promptly flush the affected area with water for at least 15 minutes using a safety shower when contact is extensive. Remove affected clothing immediately upon significant chemical contamination. Refer to Material Safety Data Sheets (MSDS) to determine the hazards of the chemical(s) and in consultation with a manager or Chemical Hygiene Officer determine the safest and most appropriate action to be taken to decontaminate or dispose of the clothing. If skin has been exposed to a chemical, refer to Mercy’s Employee Health for further instructions. If skin has been burned, seek Emergency Medical Assistance immediately.
- **Inhalation:** Remove individual to fresh air ASAP. Seek Emergency Medical Assistance immediately.
Suggested methods of seeking Emergency Medical Assistance include calling the Mercy Medical Center (MMC) Emergency Department (515-247-3211) or 911.

Clean-up: PROMPTLY CLEAN UP SPILLS

- If the spill is a small chemical spill and involves a chemical not listed in Appendix E, using Personal Protective Equipment gloves, place paper towels over the spill, wipe up and dispose of it as waste in red biohazard bags. Rinse the area with water. (It is not necessary to document this type of spill).
- If the spill is a small chemical spill and involves a chemical listed in Appendix E, using Personal Protective Equipment gloves, place paper towels over the spill, wipe up, place in a zip lock bag, label it and transport to a Mercy CHEMICAL WASTE ROOM. Rinse the area with water. Include an MSDS upon delivery. (If a Mercy CHEMICAL WASTE ROOM is not accessible, temporarily retain waste in Department)
- If it is a large spill with a known or unknown chemical, you should evacuate the area and call Mercy’s Public Safety for assistance with cleaning up the spill. Public Safety may need to inspect lower levels for possible leak through and/or fume contamination.
- If it is a biohazard and chemical mixed spill, clean up as a chemical spill and refer to MMC BLOODBORNE PATHOGEN STANDARD for decontamination procedures. Dispose of in red biohazard bags.
- All mercury spills will be cleaned up by MMC’s Public Safety personnel.
- Also notify your Chemical Hygiene Officer for all mercury, extremely flammable, corrosive or toxic spills.
- NOTIFICATION OF SPILL: All personnel in the immediate area should be notified verbally of any and all spills.
- EVACUATION: If any spill creates an immediate and significant health hazard, that room will be evacuated. Individuals should evacuate to the designated relocation site according to the College Disaster Plan and call MMC’s Public Safety. Evaluation will continue until the area is deemed safe by the Spill Clean-up management personnel.

To prevent chemical spills from spreading use the Think C.L.E.A.N. Plan:

- Contain the spill (to prevent spreading).
- Leave the area.
- Emergency: eye wash, shower, medical care.
- Access MSDS.
- Notify a manager and any other persons in the area.
Note: MMC’s Public Safety should be notified if there are any injuries, if the spill is greater than can be cleaned up with a couple of paper towels, if the spill occurs in a public area or if the individual feels that clean up of the spill is beyond their skill and expertise. If MMC’s Public Safety is called, a CHEMICAL SPILL NOTIFICATION FORM must be processed by a College employee (Refer to Appendix A for a copy of this form).

All SUBSTANTIAL spills are contained according to OSHA guidelines coordinated by MMC’s Public Safety. A SUBSTANTIAL spill is one where clean-up requires assistance from outside the College. MMC’s Public Safety will determine if the spill requires a Spill Response Team (Des Moines Fire Department HAZMAT Team) to perform aggressive spill control. All SUBSTANTIAL spills require that a CHEMICAL SPILL NOTIFICATION FORM be processed by a College employee.

For INCIDENTAL spills refer to the CLEAN UP criteria of this standard. An INCIDENTAL spill is one which involves one chemical and is cleaned up by the College without outside assistance.

INHALATION agent spills refer to a spill where respiratory issues are a concern. Evaluation of the area will be performed by the Spill Clean-up management personnel.

If there are any questions refer to the MSDS and use manufacturer recommended protective apparel and equipment and dispose of properly accordance with EPA guidelines.

Employees who are exposed to or have the potential to be exposed to hazardous substances will receive the necessary training as outlined in OSHA guidelines.

All of the above accidents and SUBSTANTIAL spills should be documented/reported on the appropriate forms. Refer to the STANDARD FOR DOCUMENTING/REPORTING for further details.

Avoiding Unnecessary Exposure to Chemicals
To avoid unnecessary exposure to chemicals, employees should follow the directions below.

- Do not smell or taste chemicals.
- Always add acids to water to prevent boiling over and splashing. Slowly mix corrosives or solvents.
- Do not allow release of toxic substances in walk-in refrigerators, since these have contained, re-circulating atmospheres.
- Use only those chemicals for which the quality of the available ventilation system is appropriate.
• Eating, drinking, smoking, or applying cosmetics or lip balm or manipulating contact lens in restricted areas is prohibited.
• Do not store food or beverages in chemical storage areas or chemical storage refrigerators. Do not use drinking glassware or food utensils for chemical laboratory operations.
• Handle and store laboratory glassware with care to avoid damage; do not use damaged glassware.
• Wash area of exposed skin thoroughly before leaving the laboratory in case of chemical exposure.
• Avoid practical jokes or other behavior that might confuse, startle or distract another worker causing accidents.
• Do not use mouth suction for pipetting or starting a siphon.
• Confine long hair and loose clothing.
• Wear shoes at all times in the laboratory. Do not wear sandals, perforated shoes, sneakers, or any shoes made of canvas when handling chemicals.
• Keep work area clean and uncluttered at all times, with chemicals and equipment properly labeled and stored.
• Ensure that appropriate eye protection, when necessary, is worn by all persons, including visitors, in areas where hazardous chemicals are handled. Personnel should be advised not to wear contact lenses in hazardous areas of the laboratory unless protective goggles or face shields are also worn.
• Wear appropriate gloves when the potential for contact with toxic materials exists; inspect the gloves before each use.
• Become familiar with location and use of all Chemical Personal Protective and emergency gear/equipment as appropriate. These may include chemical splash goggles, safety gloves, splash aprons, or any combination of the above.
• Seek information and advice about hazards, plan appropriate protective procedures, and plan positioning of equipment before beginning any new procedure.
• Use a hood for procedures that might result in release of toxic chemical vapors or dust. As a rule of thumb, use a hood or other local ventilation device when working with any appreciable volatile substance with a threshold limit value (TLV) of less than 50ppm. Confirm adequate hood performance before use; keep hood closed at all times except when adjustments within the hood are being made. Keep materials stored in hoods to a minimum, and do not allow materials to block vents or air flow. Leave the hood "on" when it is not in active use if toxic substances are stored in it or if it is uncertain whether adequate general laboratory ventilation will be maintained when it is "off".
• Be aware of unsafe conditions, see that they are corrected and contact a manager, Chemical Hygiene Officer, MMC's Public Safety, or the College Safety Committee.
Material Safety Data Sheets (MSDS)
The College is responsible for obtaining hard copies of current Material Safety Data Sheets (MSDS) for all hazardous chemicals utilized by the institution, exceptions being chemicals with less than 1% of a hazard substance in it, or is only present in a testing kit (these two items no longer need to be listed on the chemical inventory and no longer require a MSDS). The consumer products exemption applies when a product is defined as a “consumer product” by the Consumer Safety Act and “the employer can show that it is used in the workplace for the purpose intended by the chemical manufacturer or importer of the product and its use results in a duration and frequency of exposure which is not greater than the range of exposures that could reasonably be experienced by consumers when used for the purpose intended.” OSHA considers office chemicals such as White Out, cleaning chemicals and copier chemicals to be exempt under the provisions of the role as a consumer product. The College relies on the chemical manufacturer's information to ascertain whether or not the chemical is hazardous. MSDS on retired chemicals are kept for 3 years.

Employees requesting a copy of an MSDS for their own personal use must be provided within 15 days of the request.

Location of MSDS

- Campus Receptionist (full hard-copies of MSDS)

- Lab Specific File of MSDS:
  - Chemistry: Building 2, Room 254
  - Biology/Anatomy/Physiology: Sullivan Center
  - Medical Assisting: Building 1
  - Nuclear Medicine: Building 1
  - Radiology: Building 1
  - Surgical Tech: Building 1
  - Nursing: Sullivan Center

Chemical Inventory
A chemical inventory is performed annually by the College, listing all the chemicals in the College and identifying any hazards. The MSDS must be updated for those chemicals being added or deleted from the list.

NFPA/Hazard Labeling
A manufacturer’s label must be present on all hazardous chemical bottles received into the College designating the chemical identity of the material, name and address of the manufacturer, hazards associated with its use and targeted organs.
Whenever transferring chemicals from their original container to a secondary container, chemical hazard labels should be attached to the secondary container clearly listing the hazards of each chemical present. If an accidental contact occurs, the individual should refer to the MSDS for specific medical/clean-up requirements for that particular chemical.

![Chemical Hazard Labels Diagram]

**Chemical Storage**

Chemical storage is kept at a volume that is appropriate for day to day usage not allowing for extra amounts to sit at the bench area. Working supplies of chemicals should be limited to one gallon per 100 square feet. Inert chemicals can be stored higher than eye level. Storage on bench tops and in hoods may cause potential exposure to fire and spills.

Flammable liquids (flash point below 100˚ F; 38˚ C) and combustible liquids (flash point at or above 100˚ F; 38˚ C but below 140˚ F; 60˚ C) are stored in flammable storage cabinets according to NFPA standards. No more than 5 gallons should be contained in a safety can. Safety cans should be used instead of glass bottles for storage of flammable solvents with volumes larger than one quart or larger than one pint for solvents that are highly volatile such as ether or pentene if the purity required does not mandate glass storage. In each laboratory area, up to one gallon of Class I, II, and, III A liquids may be stored on open shelving for each 100 square feet. Up to two gallons of Class I, II, and, III A liquids may be stored in safety cans and safety cabinets for each 100 square feet. These amounts may be doubled if there is an automatic sprinkler system. No more than 55 gallons of flammables should be stored in a safety cabinet. Safety cabinets may be unvented or vented to the outside. If unvented, the bung caps must be in the venting ports. If vented to the outdoors, ventilation ducts must be explosion proof.
• Class IA: flash point less than 73˚ (22˚C) and boiling point less than 100˚ F (38˚C)
• Class IB: flash point less than 73˚ (22˚C) and boiling point more than 100˚ F (38˚C)
• Class IC: flash point more than 73˚ (21˚C) and less than 100˚ F (38˚C)
• Class IIIA: flash point more than 140˚ (60˚C) and less than 200˚ F (94˚C)
• Class IIIB: flash point more than 200˚ (94˚C)

Heavy containers of chemicals and/or corrosives are stored on lower shelves to reduce chances of tipping or spillage. Care should be taken not to store mutually incompatible chemicals in the same area. For example, organic acids, such as acetic acid or acetic anhydride, should be stored separately from strong oxidizers, such as sulfuric, nitric or perchloric acid. Bottle carriers are provided for transporting all glass containers larger than 500 ml that contain hazardous chemicals.

Toxic chemicals, including carcinogens, are stored in ventilated storage areas. Highly toxic or other chemicals whose containers have been opened should be in unbreakable chemical-resistant secondary containers. A separate inventory list of carcinogens and suspected carcinogens, acute toxins, and reproductive toxins is maintained by the Chemical Hygiene Officer according to federal and state regulations. (Refer to Appendix F)

Cylinders of compressed gases are strapped or chained to a wall or bench top and are capped when not in use. No more than one extra cylinder of compressed gas can sit at any one working station (other than those actually connected for use). The proper regulators must be used for each type of gas tank. Empty and full tanks must be kept separated.

Labels on incoming chemical containers should not be removed or defaced. If a label is missing, immediately tell your manager who will find out what the chemical is and label it appropriately. Labels should include such information as chemical name, manufacturers name and all hazards. When transferring chemicals from their original containers the secondary containers must be labeled with appropriate information; such as, chemical name, concentration and all hazards.

Chemicals noted for ACUTE TOXICITY, REPRODUCTIVE TOXICITY or CARCINOGENS are listed in Appendix F. Some chemicals are incompatible – please refer to Appendix G.

Engineering Controls
All fume hoods are inspected annually and certified by Systems Management and Balancing, Inc., 925 S.E. Olson Drive, Waukee, Iowa 50263; Phone: 515-987-2825; Fax: 515-987-5036. In accordance with guidelines established by the National Sanitation Foundation and CAP Commission of Laboratory Accreditation, any hood
not passing inspection is taken out of service immediately and not used until the hood has passed inspection. It is the responsibility of the employer to purchase the parts and to replace the unit in a timely fashion so as not to endanger the health and well-being of an employee or place the facility at risk.

- Fume hoods are inspected annually and records maintained by the College Facility Manager.
- Eyewash fountains must be operational with one handed movement and within 10 seconds on an injury site in areas with hazardous chemicals. Temperatures of the water should be tepid. Desirable pressure per square inch is 22 pounds. Eyewash fountains and faucet-mounted eye washes, will be tested and documented every week by the department in which they are located. Protective eyepiece caps should be cleaned weekly and should be used to cover the two eye wash spigots. The College will test eyewashes monthly.
- Handwashing sinks should be located within 100 feet of hazardous chemicals.
- Safety showers are tested and flushed weekly and records maintained by the College. They must provide a minimum of 55 gallons of water when activated.
- Fire extinguishers are inspected monthly by MMC’s Plant Operations.
- Spill management supplies are inspected monthly for adequacy of supplies.

**Personal Protective Equipment (PPE)**

Regardless of whether the chemical is or is not a known hazard, Personal Protective Equipment (PPE) should be worn whenever handling chemicals with this warning -- **AVOID SKIN CONTACT**. These chemicals can harm the skin or be absorbed through the skin. In areas where the chance of a chemical splash is great, **PPE** goggles, face shield, apron and gloves should be worn. When pouring large amounts of any hazardous chemical, **PPE** goggles, face shield, apron, and gloves should be worn. Pouring should be done in an appropriate hood.

The College has available reusable **PPE** goggles. To clean goggles between use, rinse with water, and wipe with a soft dry cloth or tissue taking care not to scratch lens. **PPE** gloves and gowns are disposable but may be reused until noticeably contaminated. All **PPE** equipment should be visually inspected for holes, tears or contamination before each use. If any deterioration is seen, it should be immediately discarded.

The **PPE** below is recommended for the following classes of chemicals:

- **ACUTE or REPRODUCTIVE TOXINS/CARCINOGENS (Substance that can induce a malignant tumor)**
  - **PPE**: goggles, face shield, apron and appropriate hood usage (Personnel should wash hands and forearms after the completion of any procedure in which a chemical carcinogen is used. Following gross
contact with carcinogenic material, thorough showering and a clothes change is mandatory. Also seek medical assistance.)
EXAMPLES: 30% or greater formaldehyde; mercury

- **CORROSIVES** (Substance that causes visible destruction or irreversible alterations in human tissue at the site of contact; pH <2.1 or >12.4)
PPE: goggles, face shield, apron and gloves
EXAMPLES: Concentrated forms of Sulfuric Acid, Acetic Acid, Sulfosalicylic Acid, Iodine, Ethyl Acetate, Hydrochloric Acid, Potassium Hydroxide, Ammonium Hydroxide.
Liquid Nitrogen and Dry Ice must also be handled with thermal protective gloves. Corrosives with vapors that represent a health hazard should be handled in a chemical fume hood.

- **COMBUSTIBLES** (Substance that can burn)
PPE: goggles, face shield, apron and gloves when pouring; avoid source of flame or hot surfaces, avoid inhalation or skin contact
EXAMPLES: 30% or greater formaldehyde.

- **EXPLOSIVES** (Substance that are reactive and unstable and that undergo violent chemical changes)
PPE: goggles, face shield, gloves and gowns; avoid heat, shock or pressure
EXAMPLES: Pure Sodium Azide, Crystallized Picric Acid.

- **FLAMMABLES** (Substance that can burn)
PPE: face shield, gloves and gown
EXAMPLES: Toluene, Methanol, Rubbing Alcohol, Acetone, Ethanol, Xylene, Wright's Stain.

- **IRRITANTS**
PPE: face shield, gloves and gown; avoid inhalation
EXAMPLES: Toluene, Cyanide, Rubbing Alcohol, Low % Sodium Azide, Low % Formaldehyde, Xylene.

- **OXIDIZERS**
PPE: face shield, gloves and gown; avoid inhalation
EXAMPLES: LYSE III DIFF, Bleach, Potassium Permanganate, Hydrogen Peroxide.

- **REACTIVES**
PPE: goggles, face shield, gloves and gown; avoid heat, shock or pressure
EXAMPLES: Acetylene, Sodium, Acetyl Peroxide.
• **SENSITIZERS**  
PPE: face shield, gloves and gown; avoid ingestion and inhalation  
EXAMPLES: Ethyl Acetate.

• **TOXINS (Substance causing serious biological effects if inhaled, ingested or contacted with skin in small amounts)**  
PPE: face shield, gloves and gowns; avoid ingestion and inhalation  
EXAMPLES: Toluene, Low % Formaldehyde, Wright's Stain, Methanol, Ethanol, Acetone, Low % Sulfosalicylic Acid, Low % Sodium Azide, Xylene, Clinitest Tablets, blood or excreta from patients who have received hazardous drugs in the last 48 hours.

• **CYTOTOXIC DRUGS** (Antineoplastic or anticancer drugs – present in body fluids up to 48 hours after transfusing).  
PPE: face shield, gloves and gown;

• **CHEMICAL**  
PPE is available in all laboratory areas that handle hazardous chemicals.

• **MERCURY**  
It is the on-going responsibility of the College to continue to eliminate the usage of Mercury from all of its sites.

### Hazardous Waste Volume
Attempts should be made within the laboratory to minimize hazardous waste. This includes any activity that reduces the volume of hazardous waste generated or the degree of hazard that is posed by that waste to the environment. In general, these are five methods for a laboratory to consider:

- **Source Reduction** (purchasing reagents in small quantities).
- **Process changes** (substitute less hazardous reagents for more hazardous ones, adopt techniques that require smaller reagent volumes).
- **Recovering** (silver recovery from darkroom fluids, heat recovery from the combustion of waste solvent).
- **Recycling** (distillation and reuse of xylene or alcohol).
- **Redistribution** (relocating surplus or unwanted chemicals to laboratories that can use them).

### Contaminated Waste Removal and Disposal
The Resource Conservation and Recovery Act (RCRA) creates a “cradle-to-grave” tracking system for hazardous waste. To assure minimal harm to people, other organisms, and the environment, laboratory waste is disposed of in accordance with MMC’s Infectious Waste Management and Hazardous Waste Management Corporate Policy. These specify how waste is to be collected, segregated, stored, and transported and includes consideration of what materials can be incinerated. All disposals are done in accordance
with the Department of Natural Resources in Iowa. At no time can a septic tank system be used for chemical disposal. Only those chemicals reasonably soluble in water are suitable for drain disposal. These compounds are flushed with at least 100 volumes of water.

Employees should not mix different waste types. Mixing makes all of it hazardous. Mixing incompatible waste can create additional hazards.

Large quantity generators produce >1000 kg/month or >1kg/month of acute hazardous waste. Small quantity generators produce <1000 kg/month but >100 kg/month and < 1kg/month of acute hazardous waste. No one can store more than 6,000 kg in any 180 day period. (Transporting hazardous waste on public roads must have an EPA Transportation ID number)

**Disposal Procedure**

Liquid waste containing the following substances is removed from the laboratory by the College to barrels in the MMC’s chemical waste room. College employees are responsible for dumping chemical waste directly into these barrels. Chemical waste should be removed from the College in a timely fashion. MMC’s chemical waste room is located on the west side of the dock on the southeast corner of Mercy Medical Center.

- High % / High Volume Alcohols (including ethanol, methanol, isopropanol)
- Ethyl Acetate
- Acetone
- Xylene
- Hexane
- Hexane
- Acetonitrile
- Chloroform
- Ethylene Glycol

Formalin and formaldehyde are mixed with a neutralizing compound prior to disposal in the sanitary sewer. This is performed by Histology following specific instruction of neutralizing substance.

Special permission has been obtained from the Des Moines Water Works to dispose of low concentrated chemicals such as azides through the sewer system. This permission is renewed yearly.

Disposal of any amount of hazardous waste in the normal trash or as a solid waste is strictly forbidden.

Controls and calibrators from biological sources used in the same manner as patient samples are to be disposed of in red bags along with patient samples as biohazard waste.
Chemicals other than those mentioned in #1 and #2 above are disposed of through the sewer system if they have not been mixed with any biological material during the analytical process.

A reagent bottle is considered empty if at least 97% of the original volume has been used in the analytical process.

Excess reagents or chemicals which have not been in contact with biological material can be sewer ed if none of the components are listed in Appendix E of this plan.

If a reagent has a component listed in Appendix E and has not been in contact with biological material, the reagent must be transported to Mercy Medical Center's chemical waste room for removal from the premises by Rollins Chempack.

NOTE: The mixing of a hazardous waste with biological material except during the analytical process is a violation of Federal Law. EXAMPLE: 50 ml of a reagent are left over from a 100 ml bottle. The reagent contains potassium cyanide. By Federal Law you cannot add a drop of serum to it and then dump it down the drain. It must be hauled away.

Waste Labeling
For Hazardous Waste that is to be discarded in its original container, the original label must be intact and the words "Hazardous Waste" must be written in large letters above the label. When the container is placed in the MMC chemical waste room, the date of entry into the MMC Center chemical waste room must be written on the label.

If a Hazardous Waste cannot be returned to its original container (i.e. a mixture has been made), the waste should be placed in an appropriate container. As a rule of thumb, if it came to us in glass dispose of it in glass, plastic in plastic, etc. All old labels must be removed or obliterated from the container. The container must then be labeled with the words Hazardous Waste, a list of the components of the mixture with approximate percentages and the NFPA Diamond. When the waste is placed in the MMC chemical waste room, the date of entry into the chemical waste room must be placed on the label.

Containers from which waste is poured into barrels in the MMC chemical waste room must be labeled in accordance with this policy while being stored in the Department or transported to the chemical waste room.
Administrative Controls
Managers are responsible for the safe operation of the area.

College air quality monitoring is conducted by a licensed environmental testing laboratory as arranged through MMC’s Safety Office. Monitoring can be accomplished by use of Diffusion Tubes, Vapor Monitor Badges, Air Sampling Pump, Detector Tube and Pump System or Continuous Handheld Monitor.

Monitoring employee exposure to chemical contamination would only become necessary when there is reason to believe employees may be exposed to excessive concentrations. Symptoms of this would be: dizziness, weakness, nausea, difficulty in breathing, vision difficulty, headache, and heart palpitations. If these symptoms occur, employees should:

- Call for help
- Go to fresh air
- Seek Emergency Medical Assistance immediately.

Environmental monitoring is required in all laboratories for the chemicals listed in 29 CFR 1910 Subpart Z which are stored or used 3 times/week. The only chemical in use in the College listed in 29 CFR 1910 Subpart Z is formaldehyde.

In addition, the College monitors for the following chemicals:

- Xylene
- Methanol
- Acetone
- Ethyl Acetate
- Toluene
- Gluteraldehyde

Employees who are exposed to or have the potential to be exposed to hazardous substances will receive training as outlined in OSHA guidelines.

Assessment of the significant risks involved in each procedure is the responsibility of the manager in consultation with MMC’s Safety Coordinator or a Chemical Hygiene Officer. Each written MCHS procedure includes significant hazards involved in performing the procedure.

Appendix C lists the important telephone numbers for the College.

Medical Consultations and Examinations
Employees needing medical attention use Mercy’s Employee Health and Wellness Services (EHWS) during its hours of operation or seek Emergency Medical Assistance immediately when EHWS is closed and must follow up with EHWS at the next business day that EHWS is open.
All medical examinations and consultations are performed by or under the direct supervision of a licensed physician without cost to the employee, without loss of pay, and at a reasonable time and place. A physician board certified in occupational medicine is used whenever possible.

Employees are sent for medical evaluation:
- Whenever signs and symptoms associated with a hazardous chemical develop.
- When environmental monitoring reveals an exposure level routinely above the Federal mandated action level.
- Whenever an event takes place in the work area such as an OPERATIONAL spill, leak, or explosion resulting in hazardous chemical exposure. The laboratory provides the following information to the physician:
  - Identity of the hazardous chemical(s) to which the employee may have been exposed.
  - A description of the conditions under which the exposure occurred—including quantitative exposure data (if available).
  - A description of the signs and symptoms of exposure.
  - A copy of the MSDS for the chemical(s) involved.

The physician provides a written opinion that will not reveal specific findings of diagnosis unrelated to the exposure but will include:
- Any recommendation for further medical follow-up.
- Results of the medical examination and any associated tests.
- Any medical conditions that may be revealed in the course of the examination that may place the employee at increased risk as a result of exposure to a hazardous chemical found in the workplace.
- A statement by the physician that the employee has been informed of the consultation/examination results and any medical condition that may require further examination or treatment.

Chemical Hygiene Officer
The chemical hygiene responsibilities rest with the Chemical Hygiene Officer. The Chemical Hygiene Officer shall work with Faculty, the Facility Manager and the Vice President of Business and Regulatory discuss and address safety and chemical hygiene issues.

The Chemical Hygiene Officer is responsible for:
- Working with administrators, and employees to develop and implement appropriate chemical hygiene policies and practices.
- Monitoring and disposing of chemicals used at the College.
- Assisting managers with developing precautions and adequate facilities.
- Knowing the current legal requirements concerning regulated substances.
- Seeking ways to improve the chemical hygiene program.
- Providing regular, formal chemical hygiene and environmental inspection forms.

Manager (For example, Truc is the manager for Chemistry, Bob for Nuclear Med, etc.)
Managers of the individual laboratories are responsible for:

- Ensuring workers know and follow the chemical hygiene rules, that Chemical Personal Protective gear is available and in working order, and that appropriate training has been provided and documented.
- Conducting hygiene and environmental inspection and returning forms to the Safety Office for follow-up.
- Knowing the current legal requirements concerning regulated substances.
- Determining the required levels of protective apparel and equipment.
- Ensuring that facilities and training for use of any material being ordered are adequate.

**College Employees**

Employees using the laboratories are responsible for:

- Planning and conducting each procedure in accordance with the CHEMICAL HYGIENE PLAN.
- Developing good safe personal chemical hygiene habits.
- Knowing the location and proper usage of emergency equipment and PPE.

**DOT Training**

Employees who engage in activities relating to shipment of regulated forms of waste must participate in training every 3 years. This includes packaging and/or signing for release. New employees will have 90 days to complete the training.

**Training**

Training is a necessary and important part of the CHEMICAL HYGIENE PLAN. All employees are trained at the time of the employee’s initial assignment to a work area where hazardous chemicals are present and before assignments involving new exposure situations. Refresher information and retraining sessions are held periodically - no less than annually. All training is documented in writing by attendance records. Upon completion of the Chemical Hygiene Training Program, the employee will be able to:

- Locate the potentially hazardous chemicals in the workplace.
- Recognize the chemical labeling and its meaning.
- Locate the MSDS file in the workplace.
- Locate the health hazard, physical hazard, environmental protection, and special protection sections of the MSDS and explain their use.
- Identify the MCHS Chemical Hygiene Officer by name and title.
- Identify and locate the appropriate PPE and emergency equipment for the area and demonstrate its use.
- Demonstrate emergency procedures in the event of a hazardous chemical spill.
- Describe the environmental monitoring that is conducted in MCHS.

**Training Outline**

The training will include:

- Location and content of the Chemical Hygiene Plan.
• Identification of hazardous chemicals.
  o Location of Chemical Inventory List.
  o Location of MSDS.
  o Labeling information.
    • Hazard warnings.
    • Carcinogen warnings.
    • Location in workplace.
• Procedures for handling hazardous chemicals.
  o Work practices.
  o Proper moving, storing, and use.
  o PEL, TLV, short term exposure limits, and ceiling limits for specific chemicals used by the employee.
  o Recognition of the presence or release of a chemical by appearance, odor, or color.
  o Environmental monitoring required.
  o Signs and symptoms of exposure.
  o Location of Target Organ poster (Appendix D).
  o PPE used to prevent overexposure.
  o Conditions to avoid.
• Environmental protection
  o Emergency procedures
  o Spill containment (Think C.L.E.A.N. protocol)
  o Medical consultation procedures
• Documentation of initial and annual training

Facilities Management
Facilities Management is responsible for maintaining College cleanliness. Employees of the department are formally trained in the risks associated with working with hazardous chemicals in accordance with Hazardous Communication Corporate Policy.

Record Keeping
Chemical injury records are written and retained by EHWS. Spill and accident records are written and retained by MMC’s Public Safety.

The College’s Chemical Inventory List is maintained by the College Safety Committee. This list will be at the MSDS location, MMC’s Public Safety and in the College Safety Manual.

Medical consultation records are maintained by EHWS.

All records are kept, transferred, and made available in accordance with 29 CFR 1910.20
References:
1. OSHA 2008 Compliance & Training for Medical & Dental. Cross Country Education
10. Gile, Terry Jo; A Model Chemical Hygiene Plan for Laboratories; Clinical Laboratory Management Association, Inc. PA, 1990

Glossary
The following terms are used as part of the Chemical Hygiene Plan:

**ACUTE TOXICITY** The adverse effects resulting from a single dose of, or exposure to a substance.

**CARCINOGEN** A substance capable of causing cancer.

**HAZARDOUS CHEMICAL** A wide variety of SUBSTANCES that have a high potential for body entry by various means. Some are more toxic than others and require special measures of control for safety and environmental reasons.

**CHRONIC TOXICITY** Adverse effects resulting from repeated doses or exposure to a substance over a relatively long period of time.

**COMBUSTIBLE** Able to catch fire and burn.

**CORROSION** Destroys living tissue

**DOT** Department of Transportation

**EPA** Environmental Protection Agency

**EXPLOSIVE** Generates a sudden release of pressure, gas and heat when subjected to sudden shock, pressure or high temps.

**FLAMMABLE** Capable of being easily ignited and of burning with extreme rapidity.

**INFECTIOUS AGENTS** Sources that cause infections either by inhalation, ingestion, or direct contact with the host material.

**IRRITANT** Causes a reversible inflammatory effect on living tissue at the site of contact.
LABORATORY SCALE Work with chemicals that can easily and safely be manipulated by one person.

LABORATORY USE A workplace where relatively small quantities of hazardous chemicals are used on a non-production basis.

LC 50 The concentration of a substance in air that causes death in 50% of the animals exposed by inhalation. A measure of acute toxicity.

LD 50 The dose that causes death in 50% of the animals exposed by swallowing a substance. A measure of acute toxicity.

MSDS Material Safety Data Sheets which are printed information concerning hazardous chemicals that identified critical information on the potential health hazards, first aid, toxicity data, storage, handling and disposal recommendations.

MUTAGEN Capable of changing cells in such a way that future cell generations are affected. Mutagenic substances are usually considered suspect carcinogens.

OSHA Occupational Safety and Health Administration, the regulatory branch of the Department of Labor concerned with employee safety and health.

OXIDIZER Initiates or promotes combustion of other substances.

PEL Permissible Exposure Limit. This is the legally allowed concentration in the workplace that is considered a safe level of exposure for an 8-hour shift, 40 hours per week.

pH A measure of how acidic a substance is on a scale of 1 to 14. A pH of less than 7 indicates that a substance is acidic; and a pH of greater than 7 indicates that a substance is basic.

PHYSICAL AGENTS Workplace sources recognized for their potential effect on the body. Heat exposure or excessive noise levels are examples of this risk group.

RADIOACTIVE Emits alpha, beta or gamma radiation; may cause mutation, disruption of normal cell function and tissue impairment or destruction.

REACTIVE Will vigorously polymerize, decompose, condense or become self-reactive under conditions of shock.

SENSITIZERS Agents to repeated exposure over time creating an allergic reaction at some point in time.

STERILITY Changes made in male or female reproductive systems resulting in inability to reproduce.

TARGET ORGAN EFFORT Toxic to a particular organ.

TERATOGENS A substance that causes a deformity in newborns if a significant exposure exists during pregnancy.

TLV Threshold Limit Value. The amount of exposure allowable for an employee in an 8-hour day.

TOXIC Lethal if ingested, absorbed through the skin or inhaled adequately to produce a specific concentration in the body.
APPENDIX C: TELEPHONE DIRECTORY

Mercy College of Health Sciences
928 6th Avenue
Des Moines, Iowa 50309-1239
(800) 637-2994
(515) 643-3180

Mercy Safety Coordinator 515-247-4219
EHWS 515-247-3097
MMC Emergency Department 515-247-3211
College Facility Manager D. Steenhoek 515-643-6680
(Cell: 515-418-5903)
Chemical Hygiene Officer M. Scholbrock 515-643-6750
CODE BLUE/FIRE 799

Location: Chemistry
Building 2, Room 254
Lab Manager Truc Nguyen, Ph.D. 515-643-6777
(tnguyen8@mercydesmoines.org)

Location: Biology/Anatomy/Physiology
Sullivan Center
Lab Manager Miranda Gabler 515-643-6770
(mgabler@mercydesmoines.org)

Location: Medical Assisting
Sullivan Center
Lab Manager Janet Roberts-Anderson 515-643-6705
(jandersen@mercydesmoines.org)

Location: Nuclear Medicine
Sullivan Center
Lab Manager Robert Loch 515-643-6679
(Pager: 515-234-4677)
(rloch@mercydesmoines.org)

Location: Radiology
Sullivan Center
Lab Manager Karen Norris 515-643-6616
(asapp@mercydesmoines.org)
Location: Sonography
Sullivan Center
Lab Manager Adrienne St. Clair 515-643-6610
gpenn@mercydesmoines.org

Location: Emergency Medical Services (EMS)
Crocker
Lab Manager David Filipp 515-643-7498
dfilipp@mercydesmoines.org

Location: Surgical Technology (ST)
Sullivan Center
Lab Manager Kathy Balmer 515-643-6719
kbalmer@mercydesmoines.org

Location: Nursing
Sullivan Center
Nursing Lab Manager Anne Citarella 515-643-6725
acitarella@mercydesmoines.org
APPENDIX D: TARGET ORGAN POSTER
A list of target organ effects shall be posted in a central location for access by all employees as follows:

**HEPATOTOXINS**
- **Description**: Chemicals that produce liver damage
- **Signs and Symptoms**: Jaundice; liver enlargement
- **Chemicals**: Carbon tetrachloride; nitrosamines

**NEPHROTOXINS**
- **Description**: Chemicals that produce kidney damage
- **Signs and Symptoms**: Edema; proteinuria
- **Chemicals**: Halogenated hydrocarbons; uranium

**NEUROTOXINS**
- **Description**: Chemicals that produce their primary toxic effects on the nervous system
- **Signs and Symptoms**: Narcosis; behavioral changes; decrease in motor functions
- **Chemicals**: Mercury; carbondisulfide

**AGENTS THAT ACT ON THE BLOOD OR HEMATOPOIETIC SYSTEM**
- **Description**: Decrease hemoglobin function; deprive body tissues of oxygen
- **Signs and Symptoms**: Cyanosis; loss of consciousness
- **Chemicals**: Carbon monoxide; cyanides

**AGENTS THAT DAMAGE THE LUNG**
- **Description**: Chemicals that irritate or damage the pulmonary tissue
- **Signs and Symptoms**: Cough; tightness in chest; shortness of breath
- **Chemicals**: Silica; asbestos

**REPRODUCTIVE TOXINS**
- **Description**: Chemicals that affect the reproductive capabilities including chromosomal damage (mutations) and effects on fetuses (teratogenesis)
- **Signs and Symptoms**: Birth defects; sterility
- **Chemicals**: Lead
<table>
<thead>
<tr>
<th><strong>CUTANEOUS HAZARDS</strong></th>
<th>Description</th>
<th>Chemicals that affect the dermal layer of the body</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Signs and Symptoms</td>
<td>Defatting of the skin; rashes; irritation</td>
</tr>
<tr>
<td></td>
<td>Chemicals</td>
<td>Ketones; chlorinated compounds</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>EYE HAZARDS</strong></th>
<th>Description</th>
<th>Chemicals that affect the eye or visual capacity</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Signs and Symptoms</td>
<td>Conjunctivitis; corneal damage</td>
</tr>
<tr>
<td></td>
<td>Chemicals</td>
<td>Organic solvents; acids</td>
</tr>
</tbody>
</table>
Appendices:

- A: Forms for Chemical Inventory List
- B: Examples of an MSDS
- C: Telephone Directory
- D: Target Organ Poster
- E: U & P Listed Chemicals (EPA Toxic Hazardous Waste-P List is “Acute Hazardous Waste”)
- F: Carcinogen, Acute Toxicity & Reproductive Toxicity Listing
- G: Chemical Incompatibility Chart

Authors: Mercy College of Health Sciences Safety Subcommittee

Approval Signatures:
# Rank Grid and Activities

**Rank Grid and Activities Grid for Initial Rank Determination**

Last Update 06/06/06

## Rank Grid and Activities

Updated 06/06/06

**APPENDIX E**

<table>
<thead>
<tr>
<th>MINIMUM DEGREE</th>
<th>ASSOCIATE INSTRUCTOR</th>
<th>INSTRUCTOR</th>
<th>ASSISTANT PROFESSOR</th>
<th>ASSOCIATE PROFESSOR</th>
<th>PROFESSOR</th>
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</thead>
<tbody>
<tr>
<td>Baccalaureate</td>
<td>Baccalaureate</td>
<td>Master’s</td>
<td>Master’s and 18 additional postgraduate hours at Master’s or Doctorate level</td>
<td>Doctorate</td>
<td>Doctorate</td>
</tr>
</tbody>
</table>

## Prior Rank

<table>
<thead>
<tr>
<th>PRIOR RANK</th>
<th>3 years as Assistant Professor</th>
<th>2 years as Assistant Professor</th>
<th>5 years as Associate Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 full-time years minimum of Academic Teaching +</td>
<td>2 full-time years minimum of Academic Teaching +</td>
<td>5 full-time years minimum of Academic Teaching +</td>
<td></td>
</tr>
<tr>
<td>4 full-time years of any combination of Academic Teaching or Professional Experience</td>
<td>3 full-time years of any combination of Academic Teaching or Professional Experience</td>
<td>5 full-time years of any combination of Academic Teaching or Professional Experience</td>
<td></td>
</tr>
</tbody>
</table>

## Academic Teaching Experience and Professional Experience

<table>
<thead>
<tr>
<th>Total Teaching/Professional Equivalency</th>
<th>Total 2 year Teaching/Professional Equivalency</th>
<th>Total 7 year Teaching/Professional Equivalency</th>
<th>Total 5 year Teaching/Professional Equivalency</th>
<th>Total 10 year Teaching/Professional Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience</td>
<td>2 full-time years of any combination of Academic Teaching or Professional Experience</td>
<td>3 full-time years minimum of Academic Teaching +</td>
<td>4 full-time years of any combination of Academic Teaching or Professional Experience</td>
<td>5 full-time years of any combination of Academic Teaching or Professional Experience</td>
</tr>
</tbody>
</table>

**Academic Teaching:** Full-Time year = 24 semester hour credits in an academic year

**Professional Experience:** Equates to Academic Teaching Experience at a 2:1 ratio (professional to teaching experience.) Will be determined on an individual basis.
# Rank and Requirements Grid

**For Performance Appraisal and Promotion**  
Last Update 06/06/06

<table>
<thead>
<tr>
<th>Rank Grid and Activities</th>
<th>Updated 06/06/06</th>
<th>APPENDIX E</th>
</tr>
</thead>
</table>

## Minimum Degree

<table>
<thead>
<tr>
<th>Rank</th>
<th>Associate Instructor</th>
<th>Instructor</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Degree</td>
<td>Progress toward Baccalaureate</td>
<td>Baccalaureate</td>
<td>Master's</td>
<td>Master's and 18 additional post-graduate hours at Master's or Doctorate level</td>
<td>Doctorate</td>
</tr>
</tbody>
</table>

## Prior Rank

<table>
<thead>
<tr>
<th>Rank</th>
<th>Associate Instructor</th>
<th>Instructor</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior Rank</td>
<td></td>
<td></td>
<td>3 years as Assistant Professor</td>
<td>2 years as Assistant Professor</td>
<td>5 years as Associate Professor</td>
</tr>
</tbody>
</table>

## Teaching

<table>
<thead>
<tr>
<th>Rank</th>
<th>Associate Instructor</th>
<th>Instructor</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>Potential</td>
<td>Effective</td>
<td>Demonstrated effective teaching</td>
<td>Demonstrated excellence</td>
<td>Demonstrated excellence</td>
</tr>
</tbody>
</table>

## Service to College

<table>
<thead>
<tr>
<th>Rank</th>
<th>Associate Instructor</th>
<th>Instructor</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service to College</td>
<td>Basic</td>
<td>Basic</td>
<td>Basic +2</td>
<td>Basic +3 and 1 leadership role every 2 years</td>
<td>Basic + 4 and 1 leadership role yearly</td>
</tr>
</tbody>
</table>

## Service to Profession

<table>
<thead>
<tr>
<th>Rank</th>
<th>Associate Instructor</th>
<th>Instructor</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service to Profession</td>
<td>Membership</td>
<td>Membership</td>
<td>Membership</td>
<td>Membership + 1 Professional Development Activity annually</td>
<td>Membership + 1 Professional Development Activity annually</td>
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</table>

## Service to Community

<table>
<thead>
<tr>
<th>Rank</th>
<th>Associate Instructor</th>
<th>Instructor</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service to Community</td>
<td>10 hours per year</td>
<td>10 hours per year</td>
<td>10 hours per year</td>
<td>20 hours per year</td>
<td>30 hours per year</td>
</tr>
</tbody>
</table>

## Scholarship

<table>
<thead>
<tr>
<th>Rank</th>
<th>Associate Instructor</th>
<th>Instructor</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship</td>
<td></td>
<td></td>
<td>Begin development of scholarship activity within 3 years</td>
<td>Complete initial scholarship activity + one other activity within 5 years</td>
<td>Exhibit new scholarship activities every 5 years</td>
</tr>
</tbody>
</table>
PROMOTION SCHEDULE AND PROCEDURES

**By September 15th:**
- The candidate sends letter of intent to seek promotion and updated CV to his/her supervisor. An official, updated transcript must be submitted to the Human Resources Business Partner.

**By September 25th:**
- The candidate’s supervisor completes and sends the Summary of Faculty Performance Review form to the candidate.
- The candidate’s supervisor submits the Summary of Faculty Performance Review form and updated CV to the appropriate Dean.
- The appropriate Dean and Human Resources Business Partner review submitted materials and verify candidate’s eligibility for promotion by signing appropriate form.
- The Deans submit a list of eligible candidates to the Promotions Committee Chair.

**By September 30th:**
- The Promotions Committee Chair notifies the candidate of his/her eligibility in writing and carbon copies per email the letter to the appropriate Dean, VP of Academic Affairs/Provost, and Human Resources Business Partner. A mentor is assigned to each candidate.

**By October 1st:**
- The Human Resources Business Partner notifies the Vice President of Business and Regulatory Affairs of all eligible candidates for promotion.

**By December 1st:**
- The eligible candidate submits his/her promotion portfolio to the Promotions Committee Chair.

**By January 15th:**
- The candidate, in consultation with the Promotions Committee Chair, sets an appointment to present the promotion portfolio to the Promotions Committee. Guidelines are available in the Promotion folder of the Faculty Course on the College’s learning management system.

**By February 1st:**
- The Promotions Committee reviews the submitted promotion portfolio.

**By February 28th:**
- The candidate presents the promotion portfolio to the Promotions Committee.

**By March 15th:**
- The Promotions Committee submits promotion recommendation for each candidate to the Vice President of Academic Affairs/Provost.

**By April 15th:**
- The Vice President of Academic Affairs/Provost reviews and submits promotion recommendation to the President.

**May**
- The President presents recommended candidates for promotion to the Board of Directors at the May Board meeting.

**June**
- The President notifies each candidate of promotion outcome in writing.
- The Promotion Portfolio Review Form, the Promotions Committee Signature Page, and letter from the President are placed in the personnel file.

Revised 7/2008
Revised 1/2009
Revised 7/2009
Revised 11/2012
## Distance Learning Policy Index

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<th>Date Approved or Presented to College Senate as Information Item</th>
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<td>9-17-07</td>
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<td>11-26-07</td>
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<td>General LMS Usage Policies:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Course Usage</td>
<td>10-29-07</td>
<td>e-mail vote 11-2-07; passed at 12-19-07 meeting Revised 1-14-08</td>
<td>11-26-07</td>
</tr>
<tr>
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<td>e-mail vote 11-2-07; passed at 12-19-07 meeting Revised 1-14-08</td>
<td>1-28-08</td>
</tr>
</tbody>
</table>


**Academic Integrity Policy**

Mercy College is a learning community dedicated to the core values of knowledge, reverence, integrity, compassion, and excellence.

- **Knowledge** is gained through coursework, labs, and clinical experiences and measured through assignments, written papers, and examinations.
- **Reverence** is demonstrated through respectful behaviors to all in the classroom, patient care settings, and community.
- **Integrity** requires honesty in all academic, laboratory, and clinical work since honesty and trust form the foundation for the ethical standards of all healthcare professions.
- **Compassion** is displayed through honest, caring concern for classmates, colleagues, patients and their families, and through service to the wider community.
- **Excellence** requires continually striving to do the highest quality work in academic, clinical, and personal settings.

Mercy College students are entering healthcare professions where honesty, integrity, and the highest ethical standards are required. These same standards are required in all academic and clinical work. Honesty in class work and clinical documentation is expected; along with maintaining strict confidentiality.

Examples of academic dishonesty include cheating or plagiarism, such as but not limited to:

- Copying answers from another student during a test.
- Using unauthorized resources for quizzes, tests, written work, or assignments.
- Copying or sharing test questions, materials, or assignments without instructor permission.
- Working with others on assignments where instructions state that the assignment is to be completed individually.
- Submitting work as one’s own that was written by someone else.
- Providing a paper or assignment for another student to submit.
- Using phrases from a source without proper use of quotation marks and citation.
- Failing to fully rewrite and sufficiently cite paraphrased information from a source.
- Submitting the same (or nearly the same) paper in more than one course without instructor permission. This is considered self-plagiarism.
- Giving a false reason for missing classes, clinicals, tests, or exams.
- Failing to report to the instructor cheating incidents that are personally witnessed in or out of class or in clinical settings. The standards in healthcare require the reporting of any unethical behavior that is witnessed and this professional practice begins upon entry into healthcare education.
Academic dishonesty is a serious violation of the Mercy College core values and healthcare professional ethics. Academic dishonesty harms fellow students, faculty, and most importantly, patients whose care may be jeopardized by the student’s resulting lack of knowledge and ethical integrity. Violations of this policy are considered a breach of the Student Code of Conduct, and consequences will follow the Student Discipline Procedure.

Every enrolled student will be required to acknowledge in writing his/her understanding and commitment to the Academic Integrity Policy including honesty and trustworthiness in his/her academic and clinical work.

**Turnitin**
The purpose of Turnitin software is to assist students in checking written work and to prevent improper use of citations and resource content. The software service allows a written work to be checked against internet content, several databases, and previously submitted work.

**Plagiarism**
Plagiarism is the representation of another person’s ideas, statements, or research as one’s own; and includes having another person write a paper or do an assignment, or copying, summarizing or paraphrasing another’s work without appropriate and standard documentation. A Plagiarism Resource Guide is available on E-LEOS at [http://mercy.angellearning.com](http://mercy.angellearning.com) for enrolled students.

Implemented: 11-22-10
Communication Policy for Use of College E-mail by Faculty  
(full-time, part-time and adjunct), Students, and Staff

The Mercy Medical Center e-mail policy serves as a broad policy for Mercy College of Health Sciences. In addition, the following policy relates to the College e-mail system. The e-mail system is the official e-mail delivery system for sending and receiving communication at the College. Faculty, students, and staff are encouraged to use their College-assigned e-mail address to stay informed of College news, to receive messages from business and financial offices, and to communicate within the distance education community.

Faculty, students, and staff should avoid using or posting any other e-mail addresses for official College business, including within the E-LEOS delivery system. Student e-mail may be forwarded to external (non-College) e-mail systems.

Faculty e-mail accounts listed on syllabi and other official communications to students should include the faculty’s official College-assigned e-mail address. Staff should use and distribute only College-assigned e-mail accounts when dealing with both internal and external contacts (i.e., syllabus information) in relation to College activities.

Implemented: 10-22-07
NEW Faculty Orientation to E-LEOS and Ongoing Development Plan

**Initial Orientation to E-LEOS**
Orientation to E-LEOS is introduced during Faculty Orientation to Mercy College of Health Sciences. A brief and general discussion of the E-LEOS system will be delivered by the Online Teaching Learning Coordinator.

During the orientation session, new faculty will be instructed on the minimal use of E-LEOS in all courses at the College, including the following components:

- Gradebook
- Syllabus posting
- Library resources access
- APA guides

In addition, new faculty will be given access to and information on the Faculty Course located in E-LEOS and contact information for questions or further assistance with course development. If faculty choose to use additional components of E-LEOS, they are invited to contact the Online Teaching Learning Coordinator. Faculty who choose to use additional aspects of E-LEOS in their courses will be invited to attend an additional training session that will be based on the individual’s needs. Further Blackboard development will occur on an individual basis.

**Ongoing Faculty Development on E-LEOS**
Ongoing faculty development on E-LEOS will occur at least annually during a faculty development session. In addition, an Online Faculty Forum (OFF) group will meet as a voluntary group of individuals who are interested in ongoing development on E-LEOS in a variety of issues as determined by the group.

In addition, faculty who choose to add components of E-LEOS to courses or revise courses may request individual assistance from the Online Teaching Learning Coordinator.

Implemented: 10-22-07
College-Wide Announcements on E-LEOS

The announcement function on E-LEOS serves as a means of communication for E-LEOS users in the distance learning environment. College-wide announcements inform E-LEOS users of College activities and campus events. In addition, they may be used as a campus communication tool in the case of a campus-wide emergency. While they are intended to keep students informed of College Campus activities, it is also recognized that these announcements may divert attention from Course Announcements created by faculty. Therefore, College-wide announcements will be kept to a minimum and should relate to college activities and updates.

Procedure: The Online Teaching Learning Coordinator, or other E-LEOS Systems Administrator, will add all College-wide announcements. College-wide announcements will be limited to 7 days.

Implemented: 11-26-07
E-LEOS Course Usage Policy

Prioritization of E-LEOS for Courses: The main focus of the on-line course management system at Mercy College of Health Sciences (MCHS) is student learning. Therefore, priority usage will be for development of student courses. The Online Teaching Learning Coordinator will coordinate and monitor course usage and requests, providing a yearly update to the Distance Education Committee.

E-LEOS Terminology:

Web-Assist*--Course that uses on-line teaching/learning strategies for more than 50% of the instruction and interaction.

Web-Based*--Course that uses on-line teaching/learning strategies 100% of the instruction and interaction. There is no face-to-face contact scheduled with students.

Methodology Used Within Courses and Process to Increase to Web-Based or Web-Assist: E-LEOS will be used for all courses taught at MCHS to communicate grades, faculty contact information, and to post syllabi. Additional online methodology may also be used to further enhance student learning.

Procedure: When the course schedule is created each semester, Program Chairs/Deans, based on input from course faculty, will identify which courses on the schedule will be listed as Web-Assist or Web-Based. Program Chairs/Deans will communicate this information to the Registrar for inclusion on the official Course Schedule.

Expectations for all MCHS Courses related to E-LEOS use:

☐ All courses at MCHS (except for short-term certificate programs) are expected to use a minimum of E-LEOS functions that include grade book, faculty contact information, and posting of a syllabus.

☐ Classes considered face-to-face are those not indicated on the schedule as Web-Assist or Web-Based. Face-to-face courses meet in the classroom setting for greater than 50% of the instruction and interaction (51% to 100%). These classes may combine a mixture of on-line methodology for course instruction such as use of E-LEOS for a test, quiz, or a Discussion Board activity as a supplement to face-to-face instruction.

☐ Regardless of teaching/learning methodologies used in a course, care should be taken by faculty to use the methodologies only after considering the overall purpose of use, expected outcomes in relation to course and program objectives, and time involved.

☐ The College course schedule and course calendar should include any required face to face interaction such as testing sessions, course orientation, etc.

Implemented: 1-28-08
Student Support Policy

Library Resources Support:
Mercy College of Health Sciences (MCHS) supports the Association of College and Research Libraries Guidelines for Distance Learning Library Services. “Library resources and services in institutions of higher education must meet the needs of all their faculty, students, and academic support personnel regardless of where they are located.” The purpose of these guidelines is to ensure the delivery of equivalent library services for both on site and remote library users.

Students are made aware of the “team” approach to Distance Education at MCHS beginning with Orientation. Students and faculty are provided information about the library resources and services available to them and learn to access materials from the online catalog, online databases of journal articles, online reference tools, and other sources of information. Access points are provided from the library Web page and through the E-LEOS course management system. Students receive reference assistance through an online reference form, or may call with reference requests. Interlibrary loan service is implemented through three systems, SILO State Library of Iowa, OCLC World Cat, and Pub Med National Library of Medicine. Document delivery services are also available. Electronic course reserves link faculty requested articles and documents into each E-LEOS course. Instruction in use of the information sources is available through tutorials posted in the Mercy College Student Course, available to all registered students.

Implemented: 11-26-07
Proctoring Protocol

**Purpose:** Proctoring of student test sessions is an established method of assessment that provides a degree of security for the testing environment when course faculty are not able to be present for the actual testing session.

**Policy:** Faculty who teach on-line courses at Mercy College of Health Sciences (MCHS) may utilize proctoring of student tests in their courses by following the guidelines outlined in this policy.

- If courses in a program plan to incorporate proctoring in any of their courses, students should be informed in the program information, so students may initiate securing a proctor in advance.
- When proctoring is used in a course, students should be informed at the beginning of the course with instructions provided and reviewed as part of the initial course information. Faculty should identify which test in the course, and specific dates when tests must be completed.
- It will be the student’s responsibility to secure a proctor for the course, based on the guidelines provided in this policy.
- The following locations may be suggested for students to secure a proctor:
  - Libraries: local, public, college, or medical
  - Human Resources Departments
  - Commercial test centers (i.e., Sylvan’s)
  - Community College Test Centers
- Course faculty will provide the student and proctor with instructions related to who may proctor a test, proctor responsibilities, student responsibilities, and faculty responsibilities for each proctored session.

**Procedure:** Faculty will use the following guidelines to: Securing an appropriate test site and proctor, transferring test to proctor, testing session environment and process, and returning test to faculty.

Securing an appropriate test site and proctor:

- The student will:
  - Select a proctor and test site from options provided by faculty.
  - Obtain e-mail address, fax, and phone number information from the proctor.
  - Provide the proctor’s e-mail address and phone number to faculty.
- After agreeing to serve as proctor for the student, the proctor will:
  - Provide an e-mail address and phone number to student.
- The faculty will:
  - E-mail further instructions to the proctor (standard form to be developed), including:
    - **For Computer Test:**
      - Student name, proctor’s name, location of testing session, and alternate proctor as a backup.
      - Computer requirements.
      - Security password, if applicable, with instructions for its use.
      - Additional test information, such as whether a book or calculator may be used during testing session.
      - Contact information during the testing time, where faculty may be reached for questions.
• Technical support information
• Time limits, if any for testing.
• Identify if student may print test.

2. For Paper & Pencil Test:
• Student name, proctor’s name, location of testing session, and alternate proctor as a backup.
• How test will be provided and any additional testing security instructions.
• Additional test information, such as whether a book or calculator may be used during testing session.
• Time limits, if any for testing.

After testing location and proctor information is provided to faculty:
☐ The faculty will:
    • Contact proctor by phone or e-mail.
    • E-mail Agreement to Serve as Proctor Form (to be developed) and ask for it to be completed and returned by a scheduled date.
    • After receiving the Agreement to Serve as Proctor Form, send test information to proctor with e-mail instructions (to be developed).

Testing Session Environment and Process:
☐ The proctor will:
    • Provide a quiet location, with supervision, with computer including the required software as indicated.
    • Check student’s photo ID.
    • Confirm the exam is the correct test.
    • Adhere to set time limit identified by faculty.
    • Do not allow student to use cell phones, calculators, PDAs, books, or notes unless previously discussed with faculty.
    • Supervise the testing environment and only allow the student to leave the testing room in case of emergency.
    • If testing online, start the exam by entering the password, as applicable. Never give the password to the student.
    • Verify that the exam questions are not to be reproduced or retained in any form by anyone.
    • Provide scratch paper if requested by student. Note: Student must place name on the scratch paper and return to the proctor when finished.
    • Make sure that the computer is logged out of Blackboard when the student completes the exam.

Returning test to faculty:
☐ The proctor will:
    • Send test back to faculty as arranged (fax or e-mail).
      • If faxed—proctor should retain copy until receipt of test and then shred
    • Sign and include the DE Examination Proctor’s Verification Form (to be developed) with test.
☐ The faculty will: acknowledge to proctor receipt of student test.

Implemented: 3-23-09
Use of Courses Prepared By Other Faculty

Proper foundational knowledge of course content, online teaching methodology, and the use of E-LEOS technology are essential for effective instruction using online courseware. As for any course, student learning is the primary focus.

Procedure for faculty who teach online courses previously developed by other faculty:

☐ All courses created for use at Mercy College of Health Sciences (MCHS) will be archived.

☐ If faculty teach an E-LEOS course that was previously developed for MCHS, a shell course will be created from which to start their own course. Faculty may contact the Online Teaching Learning Coordinator to request access to a previously developed course to serve as a resource for development of their own course. Faculty should review all material prior to placement in their own course.

☐ All course components with student access, including external links, should be tested prior to being made available to students.

☐ Faculty should be familiar with all aspects of a course and the methodologies used when information from an archived course is integrated into a new course.

☐ It is recommended that E-LEOS course materials be reviewed and updated frequently to accommodate different teaching and learning styles and to keep up with advances in the field.

☐ Academic integrity and alignment with course learning outcomes should be considered for all exams, quizzes, and other similar assessment tools.

Implemented: 1-28-08
Use of Turnitin Policy

Purpose: The purpose of Turnitin software at Mercy College of Health Sciences (MCHS) is to encourage academic integrity by assisting students and faculty to check written work and prevent improper use of citations and resource content. The software service allows a written work to be checked against Internet content, several databases, and previously submitted work. Turnitin will provide an Originality Report that identifies what, if any portion of the work is matched to other sources.

General Faculty Guidelines:

☐ All faculty have access to Turnitin software through E-LEOS by selection of the Turnitin drop box. It maybe turned on or off by faculty in each course.

☐ MCHS encourages faculty to use Turnitin software to help students learn appropriate use of citation and give proper credit when using the work of others; however, faculty are not required to use the software.

☐ Faculty who use Turnitin software must review, analyze and interpret the Originality Reports in order to prevent unintended errors.

☐ If faculty choose to use Turnitin software in their courses, they must inform students that it will be used in the course through the syllabus. (see suggested statement below)

☐ Faculty may require that all students use the software, and may want to consider encouraging students to view their own Originality Reports on their work before it is submitted. Faculty can set the student usage in their courses on E-LEOS.

☐ Turnitin software at MCHS will only be used by Mercy faculty and students for courses offered through Mercy MCHS.

Privacy Notice to Students:

☐ Turnitin has implications for student privacy and copyright of student work; therefore, in courses where Turnitin is used, students must be informed through the syllabus when Turnitin is used.

☐ Turnitin assures its users that Family Educational Rights and Privacy Act (FERPA) is not violated by submitting student papers to their services; however, faculty are asked that when they use Turnitin services, they take the additional step to protect their privacy by informing students.

• When faculty submit papers to Turnitin, the College’s name is permanently associated with the paper. It is possible that if someone submits a paper that matches your student’s paper, you may be contacted by another instructor. DO NOT PROVIDE ANY INFORMATION IF YOU ARE CONTACTED; send the request to the Provost (during the interim while the Provost is being hired, send to Dean/Associate Deans).

Syllabus Statement (copy and paste into the syllabus only when Turnitin will be used within the course).

“Mercy College of Health Sciences believes that integrity is an integral aspect of communication, and thus, utilizes Turnitin software as a means to help prevent plagiarism. Turnitin software will be used in this course to review some or all of the assignments. When this software is used, your assignment will be submitted to and stored in the Turnitin database for an indefinite period of time. When the assignment is submitted, if a sufficient matching occurs between the assignment and any other source that is not appropriately cited, course faculty will discuss the issue with you.”

Optional Statement to be placed on each assignment where Turnitin is used (copy and paste to the assignment).

“Papers used for this assignment may be submitted to Turnitin, a plagiarism software service to detect different forms of plagiarism. When a paper is submitted to Turnitin it is matched with other internet, database, and/or student sources. When this software is used, your assignment will be submitted to and stored in the Turnitin database for an indefinite period of time.”

What to do if suspected plagiarism does occur:

Turnitin Originality Reports should be reviewed closely by each faculty. If plagiarism is suspected refer to the College’s Academic Integrity, Student Discipline, and Student Grievance policies, located in the Student Handbook at: http://www.mchs.edu/student-handbook.cfm

iParadigms, LLC. (2010). Wording in part derived from Registration Agreement provided to MCHS from iParadigms at time of service agreement.

Implemented: 3-22-10
APPENDIX G

Procedures for Policy Review

The policies of Mercy College are designed to promote its mission, vision and values, to support governing principles, and to guide actions for employees while providing compliance with lawful mandates and risk management.

An existing policy will be reviewed by its author or affected department on or about two years from the most recent effective date. The College Human Resources office will monitor the tracking of the review dates and will forward a copy of the existing policy to the author or affected department with a timeline for completion of the review.

New policies or policies with substantial changes will be reviewed by the appropriate Vice-President, President, and Human Resources. All new or revised policies will require the approval of the President’s Cabinet and the Board as applicable. Upon approval, new or revised policies will be placed in the Employee Policy Manual located in the College’s share drive.

A schedule for review of Mercy College policies has been developed to meet these objectives. Employees will be informed of new or revised policies by Human Resources. More frequent updates may occur if a new policy is developed or a revised policy has substantial changes warranting earlier communication.
## APPENDIX G

### Employee Policy Manual Review Schedule

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<th>Policy Section</th>
<th>LastReviewed</th>
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<td>Planning and Operations</td>
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<td>Employment</td>
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<td>Recognition</td>
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<td>Services</td>
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<td><strong>FACULTY SECTION</strong></td>
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<td>Introduction to Faculty Policies</td>
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<td>August, 2016</td>
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<td>Ranked Faculty</td>
<td>January, 2014</td>
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<td>Non-Ranked Faculty</td>
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<td>Faculty Roles</td>
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<td>Academic Focused Leaves and Grants</td>
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<td>Faculty Orientation</td>
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<td>Promotion</td>
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<td>Faculty Responsibilities</td>
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<td>Courses</td>
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<td>Duties and Obligations of Faculty</td>
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<td>Appendix B: Assessment Plan</td>
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<td>Appendix C: Title IX Frequently Asked Questions</td>
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<td>Appendix F: Distance Education</td>
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</table>