



**MERCY COLLEGE OF
OHIO**

**FACULTY & STAFF
HANDBOOK**

TABLE OF CONTENTS

Table of Contents	1
Introduction	3
Section I – History and Mission	4
History of Mercy College of Ohio.....	4
History of Catherine McAuley and St. Marguerite D’Youville.....	4
Mission.....	5
Vision.....	5
Values.....	5
Section II - Accreditation	7
College Accreditation Profile	7
Section III – Governance	9
Institutional Governance	9
Board of Trustees.....	9
President.....	9
Vice President of Academic Affairs (VPAA)/Dean Of Faculty (DOF)	9
Vice President of Student Affairs (VPSA)/Dean Of Students (DOS) (“VPSA/DOS”)	10
Vice President of Enrollment Management and Partnerships.....	10
Executive Staff	10
Academic Council.....	10
College Assembly	10
Faculty.....	10
Adjunct Faculty	11
Staff.....	11
Faculty and Staff - Shared Governance.....	11
Faculty Governance.....	11
Staff Governance.....	17
Section IV – Information and Policies Governing Faculty and Staff Service	21
Bon Secours Mercy Health and Mercy College Policies.....	21
Section V – Faculty Policies and Guidelines.....	22
Absence (Faculty)	22
Faculty Policies	22
Outside Employment.....	23
Professional Liability Insurance.....	23
Faculty Summer Grant and AI Grant Programs.....	23
Faculty Workload.....	23
Adjunct Compensation	30
Section VI – Academic Responsibilities of Faculty	33
Advising.....	33
Attendance Reporting.....	33
Class Rosters	33
Classroom Civility.....	33
Course Syllabus.....	33
Final Grade Reporting.....	34
Guest Lecturers.....	34
Statement on Academic Freedom.....	34
Student Attendance.....	35

Student Evaluations of the Course/Instructor	35
Textbook Selection	35
Section VII – Staff Policies and Guidelines	36
Absence (Staff)	36
Evaluations (Staff)	36
Licensure For Staff.....	36
Professional Development (Staff).....	36
Outside Employment.....	36
Section VIII – General Information.....	37
Administrative Support Services	37
Food Services.....	37
College News, Notifications, and Events.....	37
College Organizational Chart	37
Copier Use	37
E-Mail	37
Employee Information System (EIS) - Workday	38
BSMH Central.....	38
Identification Badge(s)	38
Keys.....	38
Learning Management System – <i>Canvas</i>	38
Library Resources.....	38
LifeMatters	39
Mailboxes.....	39
Parking Facilities.....	39
Room Reservations and Scheduling	39
Strategic Advisory Council.....	39
Telephone Use and Voicemail	39
 Appendix A – Faculty Evaluation Instrument	
Appendix B – Request for External Paid Employment Opportunity	
Appendix C – Faculty Summer Scholarship Grant & Faculty AI Grant Forms	
Appendix D – Policy 201 Faculty Contracts	
Appendix E – Policy 202 Evaluation of Faculty Qualifications	
Appendix F – Policy 206 Professional Development for Faculty	
Appendix G – Policy 226 Faculty Evaluations	
Appendix H – Policy 227 Adjunct Faculty Evaluation Process	
Appendix I – Policy 228 Academic Rank	
Appendix J – Policy 229 Emeritus	
Appendix K – Policy 230 Academic Grievance	

INTRODUCTION

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

SECTION I – HISTORY AND MISSION

HISTORY OF MERCY COLLEGE OF OHIO

Mercy College of Ohio, located in Toledo, Ohio, is a private Catholic institution with a focus on healthcare education. Tracing its heritage to the school of nursing founded by the Sisters of Mercy in 1918, Mercy College of Ohio was incorporated in 1992 and offers a broad variety of healthcare-related graduate and undergraduate degrees, certificates, and non-credit certificates. Since 2002 and ending in December 2023, the College has offered an Associate of Applied Science degree in Nursing at its Youngstown, Ohio location.

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

HISTORY OF CATHERINE MCAULEY AND ST. MARGUERITE D'YOUVILLE

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

CATHERINE MCAULEY – FOUNDER OF THE SISTERS OF MERCY

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

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

At age 44, Catherine inherited the Callaghans' fortune. Her dream was to use her social position and wealth to confront oppressive issues directly, especially those of women and children. This dream took shape in building a social service center on Bagget Street in the heart of fashionable Dublin. With the assistance of friends and volunteers, young women in need of shelter were offered hospitality and job training. Orphans were welcomed, children were educated, and the sick and poor were cared for in their homes and visited in the neighborhood hospital.

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

Catherine chose to become a vowed religious servant and founded the Institute of the Sisters of Mercy to continue the work. Within ten years, at her death, there were 100 women who had joined the community. As the number increased, their works of mercy spread to every continent. Today, her legacy is beyond measure. Thousands of sisters and their partners in ministry extend the vision of Catherine to meet the challenges of the poor, sick, and the undereducated of our time with compassionate service.

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

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

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

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

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

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

MISSION

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

VISION

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

VALUES

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

Human Dignity: Respecting the significance of each individual.

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

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

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

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

SECTION II - ACCREDITATION

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

COLLEGE ACCREDITATION PROFILE

Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Road NE, Suite 1400 Atlanta, Georgia 30326 Ph: 404-975-5000 Fax: 404-975-5020 www.acenursing.org	Associate of Applied Science in Nursing
Commission on Collegiate Nursing Education (CCNE) 655 K Street, NW, Suite 750 Washington, DC 20001 Ph: 202-887-6791 Fax: 202-887-8476 www.ccneaccreditation.org	Bachelor of Science in Nursing Master of Science in Nursing
Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) 8301 Lakeview Parkway Suite 111-312 Rowlett, TX 75088 Phone: 214-703-8445 Fax: 214-703-8992 www.coaemsp.org	Certificate, Paramedic
Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) 200 East Randolph Street, Suite 5100 Chicago, IL 60601 Phone: 312-235-3255 www.cahiim.org	Associate of Applied Science in Health Information Technology
Committee on Accreditation for Polysomnographic Technologist Education (CoA PSG) 1711 Frank Avenue New Bern, NC 28560 Phone: 252-626-3238 www.caahep.org	Certificate, Polysomnographic Technology

<p>Commission on Accreditation of Allied Health Education Programs (CAAHEP) 25400 U.S. Highway 19 North, Suite 158 Clearwater, FL 33763 Ph: 727-210-2350 www.caahep.org</p>	<p>Certificate, Polysomnographic Technology Certificate, Paramedic</p>
<p>Higher Learning Commission (HLC) 230 South LaSalle Street, Suite 7-500 Chicago, IL 60604-1411 Ph: 800-621-7440 Phone: 312-263-0456 Fax: 312-263-7462 hlcommission.org</p>	<p>All credit programs, degrees, and certificates</p>
<p>Joint Review Committee on Education in Radiologic Technology (JRCERT) 20 North Wacker Drive, Suite 2850 Chicago, IL 60606-3182 Ph: 312-704-5300 Fax: 312-704-5304 Email: mail@jrcert.org www.jrcert.org</p>	<p>Associate of Applied Science in Radiologic Technology</p>
<p>Ohio Board of Nursing (OBN) 17 South High Street, Suite 660 Columbus, OH 43215-3466 Ph: 614-466-3947 Fax: 614-466-0388 www.nursing.ohio.gov</p>	<p>Bachelor of Science in Nursing Associate of Applied Science in Nursing Certificate, Community Health Worker</p>
<p>Ohio Department of Higher Education (ODHE) 25 South Front Street Columbus, OH 43215 Ph: 614-466-6000 Fax: 614-466-5866 highered.ohio.gov</p>	<p>All credit programs, degrees, and certificates</p>
<p>State of Ohio Department of Public Safety, Division of Emergency Medical Services 1970 West Broad Street Columbus, Ohio 43223 Ph: 614-387-0648 www.ems.ohio.gov</p>	<p>Certificate, EMT (non-credit) Certificate, Paramedic</p>

SECTION III – GOVERNANCE

INSTITUTIONAL GOVERNANCE

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

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

The governance structure is designed to:

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

BOARD OF TRUSTEES

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

PRESIDENT

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

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

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

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

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

The Division of Student Affairs includes the Office Spiritual and Community Engagement, Office of Student Life, Office of Retention and Success Strategies, Office of Accessibility and Testing Services, and the Student Success Center. The VPSA/DOS is responsible for the management and direction of student-related services and activities to support students in achieving their educational goals.

VICE PRESIDENT OF ENROLLMENT MANAGEMENT AND PARTNERSHIPS

The Division of Enrollment Management includes the Office of Admissions, Office of Alumni and Grants, Office of Marketing and Communications, and Office of Community and Collegiate Partnerships. Guided by the mission, vision, values, and strategic plan of Mercy College of Ohio, the goals of the Division of Enrollment Management are to design, implement, and monitor programs and services that support the recruitment, enrollment, retention, and graduation of highly qualified and diverse students.

EXECUTIVE STAFF

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

ACADEMIC COUNCIL

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

COLLEGE ASSEMBLY

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

FACULTY

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

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

shall be communicated to the Board of Trustees through the President. The President, via the VPAA/DOF, shall inform the faculty of the position of the Board of Trustees on matters so conveyed.

ADJUNCT FACULTY

With the creation of the Adjunct Faculty Forum, the inclusion of adjunct faculty members in the Faculty Assembly process recognizes the importance of fostering a diverse and enriched academic environment. Incorporating adjunct faculty members into the assembly process ensures that their voices are heard and their expertise is utilized when making important institutional decisions. This not only promotes a sense of belonging and empowerment among adjunct faculty but also enhances the overall quality and relevance of academic programs. Embracing adjunct faculty as integral members of the Faculty Assembly demonstrates a commitment to inclusivity, respect, and the pursuit of excellence in higher education.

STAFF

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

STAFF TEACHING

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

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

FACULTY AND STAFF - SHARED GOVERNANCE

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

FACULTY GOVERNANCE

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

The Executive Committee of Faculty Assembly (ECFA) is a Standing Academic Committee responsible for coordinating the work of the Faculty Assembly and overseeing faculty shared governance processes. With authority from the Faculty Assembly, the committee acts as the main advisory body to address academic matters in line with the College's mission, vision, and values.

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

All academic committees follow approved Bylaws.

Faculty Assembly

Membership

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

Standing Academic Committees of Faculty Assembly

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

Other Representation and Special Committees of Faculty Assembly

Ex-officio Representation

- Faculty Assembly Chair – Faculty Representative, Academic Council
- Faculty Assembly Vice Chair & Secretary – Faculty Mentors, Adjunct Faculty Assembly
- Elected Member of ECFA – Faculty Representative, Board of Trustees; one-year term
- Faculty Assembly Vice Chair – Member, Graduate Studies

Special Committees

- Adjunct Faculty Assembly
- Faculty Grievance Committee (Ad hoc)

Executive Committee of the Faculty Assembly

Membership

- Faculty Leadership
- Standing Academic Committee Chairs
- VPAA: Ex-officio/non-voting

Faculty Development

Membership Representation (2 yr. terms)

- (2) Arts and Sciences
- (2) Nursing
- (1) Health Sciences
- VPAA: Ex-officio/non-voting
- VPAA Appointment: Ex-officio/non-voting

Academic Assessment

Membership Representation (2 yr. terms)

- (2) Arts and Sciences
- (2) Nursing
- (2) Health Sciences
- VPAA: Ex-officio/non-voting
- VPAA Appointment: Ex-officio/non-voting

Faculty Advancement

Membership Representation (2 yr. terms)

- (2) Arts and Sciences
- (2) Nursing
- (1) Health Sciences

Undergraduate Curriculum

Membership Representation (2 yr. terms)

- (2) Arts and Sciences
- (2) Nursing
- (1) Health Sciences
- (3) Academic Division Deans: Ex-officio/full rights (Nursing, Arts & Sciences, and Health Sciences)
- VPAA: Ex-officio/non-voting
- Registrar: Ex-officio/non-voting

Academic Policy

Membership Representation (2 yr. terms)

- (2) Arts and Sciences
- (2) Nursing
- (2) Health Sciences
- VPAA: Ex-officio/non-voting

Graduate Studies

Membership

- Dean of Health Sciences
- Graduate Program Director(s) and Coordinator(s)
- Division Dean(s) aligning with graduate program(s)
- Full-Time Faculty teaching within a graduate program. (Appointment by the Program Director(s) and approved by the Graduate Studies chair; not to exceed two appointments per program. (Two-year term))
- Adjunct Graduate Faculty. (Optional appointment by the Program Director(s) and approved by the Graduate Studies chair; not to exceed two appointments per program. (One-year term))
- President: Ex-officio/non-voting
- VPAA: Ex-officio/non-voting
- Registrar: Ex-officio/non-voting

Special Committees

Adjunct Faculty Assembly

- Faculty Mentors: Faculty Assembly Vice Chair and Secretary
- All Adjunct Faculty

Faculty Grievance Committee (Ad hoc)

- (2) Arts and Sciences
- (2) Nursing
- (2) Health Sciences

Bylaws of Faculty Assembly

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

- b. Vice Chair and Chair are filled by succession advancing annually from the Vice Chair and Secretary positions.
- c. In the event of a vacancy in Faculty Leadership, positions are filled immediately by succession with a special election for Secretary to be held within 60 days of the vacancy.

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

1. The Chair will:

- i. Serve the following additional roles congruent to the position.
 - 1) Chair of the Executive Council of FA.
 - 2) Member of Academic Council.
 - 3) Represent the FA, as the elected leader of the faculty, in matters concerning the academic life of the College.
- ii. Preside at all meetings of FA.
- iii. Establish an annual meeting schedule before the start of the academic year.
- iv. Prepare the agenda.
- v. Remain impartial; refrain from voting except to resolve a tie.
- vi. Request contributions for the agenda prior to each meeting.
- vii. Distribute the agenda and prior minutes three business days before scheduled FA.
- viii. Distribute Committee Summary Reports (CSRs) one week prior to scheduled Faculty Assemblies.
- ix. Invite guests, subject matter experts, and other stakeholders, germane to the academic life of the College.
- x. Determine what items are advanced to the FA for comment, and/or full FA vote.
- xi. Develop and maintain a list of priorities in consultation with the Executive Council of FA.
- xii. Appoint subcommittees or taskforces, as needed, to complete the work of the FA.

2. The Vice Chair will:

- i. Serve the following additional roles congruent to the position.
 - 1) Serve as faculty co-mentor to the Adjunct Faculty Assembly.
 - 2) Serve as Vice Chair on the Executive Council of FA.
 - 3) Represent the FA, as an elected leader of the faculty, in matters concerning the academic life of the College.
- ii. Perform the duties of the Chair in the absence of the latter.
- iii. Serve as parliamentarian for the FA.
- iv. Assemble the CSRs for distribution by the Chair within the timeframes required.
- v. Work in concert with the Chair and the Executive Council of FA in the development, prioritization, and completion of tasks and projects.
- vi. Complete the Committee Activity Reports (CARs) or similar summative reports, on behalf of the FA.
- vii. Assume responsibility as Chair the following academic year.

3. The Secretary will:

- i. Serve the following additional roles congruent to the position.
 - 1) Serve as faculty co-mentor to the Adjunct Faculty Assembly.

- 2) Serve as Secretary on the Executive Council of FA.
 - 3) Represent the FA, as an elected leader of the faculty, in matters concerning the academic life of the College.
- ii. Reserve the meeting space for the FA.
 - iii. Ensure all supporting technology is in place for each meeting of the FA.
 - iv. Record minutes using the approved template and submitted to the Chair five business days before the next scheduled meeting.
 - v. Record and maintain attendance records.
 - vi. Submit bylaws, agendas, approved minutes and other essential documentation to the Faculty Governance Hub or similar information portal in a timely manner.
 - vii. Assume responsibility as Vice Chair the following academic year.
- VII. **Meetings:** Meetings will be held on a regular schedule during the academic year and at other times, as determined by the Chair.
 1. Order of Business
 - i. Prayer
 - ii. Call to order
 - iii. Attendance
 - iv. Conflict of interest statement
 - v. Review and approval of minutes
 - vi. Subcommittee and/or Officer reports
 - vii. Old business
 - viii. New business
 - ix. Standing Items
 - x. Announcements
 - xi. Adjournment
- VIII. **Operational Procedures:**
 1. Attendance and Fulfillment of Service
 - a. Each member of the FA is to notify the Chair if he/she cannot be present.
 - b. If a member is not fulfilling his/her obligations in service to the FA, the Chair will consult with him/her to decide if the individual wishes to continue to serve the FA. If the fulfillment of service continues to be a concern, the Chair may ask the individual to resign from the FA.
 2. Quorum, Voting, and Rules
 - a. A quorum must be present to conduct the business of the FA and shall consist of two-thirds (2/3) of voting members.
 - b. Motions shall require a simple majority vote for passage.
 - c. In the event of a tie and after good faith deliberations, the Chair may cast his or her vote to resolve the tie.
 - d. All meetings will be conducted using a version of Robert's Rules of Order to efficiently and equitably conduct business as determined necessary by the FA's parliamentarian.
 - e. The Chair is to be notified of any conflicts of interest related to the work of the FA. Members are to be excused from the meeting room during discussion of any such conflicts.
 3. Approval of the FA: The work of Academic Committees or other entities authorized on behalf of FA, is approved by the FA under Standing Approval or Direct Vote.
 - a. Standing Approval Process: When requested by Faculty Leadership, the Academic Committees will report (CSRs) to the FA all essential Committee

activity including all motions passed from the time of the last report. All motions have a Standing Approval unless objected to by any member of the FA within the review period. The review period is ten business days beginning when the report has been distributed to the FA. If an objection is noted within the review period, the FA Chair may call a full FA vote on the motion within ten business days.

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

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

STAFF GOVERNANCE

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

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

Council responsibilities include, but are not limited to:

- Share Staff Council business and information with all staff members
- Provide at least two annual meetings for all staff members
- Promote involvement of staff members in College events
- Promote staff development
- Foster a spirit of unity among all members of the College community
- Support the mission, vision, and values of the College

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

I. Membership

- a. **Number:** Staff Council consists of no fewer than ten (10) and no more than fourteen (14) members who broadly represent the departments and divisions within the College, and include both non-exempt and exempt staff. It will be attempted that the percentage of members be proportionate to the number of current hourly vs. exempt staff. The President, Vice President of Academic Affairs (VPAA)/Dean of Faculty, Vice President of Student Affairs (VPSA)/Dean of Students, and Vice President of Enrollment Management and Partnerships are ex-officio members of the Council and all its committees.

- b. **Length of term:** Council members may serve two consecutive two-year terms, or four years total without a break. After two terms, members must sit out for one year before becoming eligible for membership again.
 - c. **Nominations and Elections:** Each year a Council Member shall be appointed by the Chair to lead the nomination process. The Council shall determine the timeline for the nomination process which is completed by July 1st of each calendar year. Staff members may self-nominate or may be nominated by another staff member. The Staff Council will review all nominations and a decision will be made at the July meeting. The decision of the Council regarding membership for the upcoming year will be communicated to the College community by September 1.
 - d. **Vacancies:** In the case of vacancy for any reason, the Chair may recommend filling the unexpired term, giving preference to those who were previously nominated, but not elected. The entire Council votes on approval of the nominee.
A Council Member will receive a warning from the recorder after his/her second unexcused, consecutive absence. Upon the third unexcused, consecutive absence, the Council upon motion will affirm or deny removal of the individual from the Council. The Chair shall inform the member of the Council's decision.
 - e. **Member responsibilities** (not limited to this list):
 - i. Attend monthly Staff Council meetings and committee meetings as assigned, unless excused by the Chair.
 - ii. Maintain confidentiality of the business conducted at meetings when indicated.
 - iii. Engage in the decision-making process, keeping in mind a broader perspective that goes beyond any personal agenda.
 - iv. Active participation in college events and professional development throughout the year sponsored by Staff Council, such as, set-up/clean-up for event, announcing event information to colleagues, assisting with programming and ideas for programs, etc.
 - v. Submit at least one personal/professional development topic relevant to the Staff at Mercy College.
- II. Staff Council Officers and Duties
- a. Chair (a second-year member)
 - i. Schedule all meetings.
 - ii. Prepare meeting agendas and send to Council members one week prior to the meeting.
 - iii. Share written suggestions from any staff member who does not sit on the Council.
 - iv. Preside at Council meetings.
 - v. Vote in tie-breakers.
 - vi. Share recommendations from the Council with appropriate officers (President, Vice President of Academic Affairs (VPAA)/Dean of Faculty, Vice President of Student Affairs (VPSA)/Dean of Students, and Vice President of Enrollment Management and Partnerships).
 - vii. Perform other duties incidental to the office.
 - viii. Serve as ex-officio member of all standing and ad hoc Staff Council committees.
 - ix. Prepare an annual plan of goals and objectives using the current College reporting instrument.
 - x. Prepare the annual written report of the activities, accomplishments, and recommendations via the current College reporting instrument. File with the minutes of the annual meeting.

- xi. Lead the Council in development of annual objectives.
- xii. Report at College Assembly.
- xiii. Manage the Staff Council email address.
- b. Chair-elect: a first- or second-year member - *willing to assume responsibility as Chair for one year following the completion of the current Chair's term.*
 - i. Perform the duties of the Chair in the absence of the latter.
 - ii. Assume responsibility as Chair when the term of the Chair expires.
- c. Recorder
 - i. Keep accurate minutes of all meetings.
 - ii. Distribute the minutes to Council members at least one week in advance of the next meeting.
 - iii. Keep accurate attendance records for Council members each year.
 - iv. Notify the Chair of the unexcused absence of a representative from three consecutive meetings.
 - v. Maintain and post accurate files of all Council committee meeting minutes on the M drive and on the Staff Resource Center (SRC) page on Canvas.
 - vi. Provide a smooth transition of records to the next recorder.
 - vii. Communicate meeting dates and other important information to staff.
- d. Strategic Advisory Council Liaison – *willing to serve for two years*
 - i. Attend all Strategic Advisor Council meetings.
 - ii. Share updates and meeting minutes from Strategic Advisory Council at Staff Council meetings.
 - iii. Serve as an official go-between for members of Strategic Advisory Council and Staff Council.
- e. Election
 - i. All officers are elected from and by the Staff Council members and announced at the first meeting of the academic year, by simple majority vote. Officers serve a one year term in their respective role, unless otherwise noted. Council members may hold office at any point of their membership if they do not exceed their term limit.

III. Meetings

- a. **Regular Meetings:** Regular meetings are held the third Thursday of each month for one hour, and are open to all staff. Individuals who are not Council members may not vote. They attend as observers only, unless invited to speak. Council reserves the right to move to executive session when discussing potential removal of a current member or when hearing the Nominating Committee report.
- b. **Submitted Items:** Items can be submitted by any staff person to the Chair at least one week prior to the regular meeting for inclusion on the agenda. Staff Council is not a forum for grievances. All grievances must be filed by following the stated policies and procedures provided by Mercy Human Resources.
- c. **Annual Meeting:** All staff are invited and encouraged to attend the annual meetings, held each October and February. A summary of the previous year's work and plans for the current year will be presented.
- d. **Special Meetings:** Special meetings may be called by the Chair or may be requested when the majority of the Council members have identified a need.
- e. Order of business
 - i. Call to order
 - ii. Prayer
 - iii. Overview of agenda
 - iv. Review and approval of minutes
 - v. Committee Reports

- vi. Old business
- vii. New business
- viii. Adjourn
- IV. Operational Procedures
 - a. **Attendance:** Each member is to notify the Recorder if he/she cannot be present.
 - b. **Quorum:** A quorum shall consist of one more than half of the members of the Council. A quorum is required for the meeting to be considered official and for any votes taken at a meeting.
- V. Committees: Staff Council may form ad hoc committees to serve specific functions for a limited time. Any staff member may serve on an ad hoc committee with approval from the Chair of the Staff Council. These committees report to the Council at regular meetings.
- VI. Parliamentary Procedure: Staff Council follows Robert's Rules of Order.
- VII. Amendments: Mercy College Staff Council may amend these by-laws at any time. A written copy of the proposed amendment shall be presented to council members at least one month prior to voting. An affirmative vote of 2/3 of the council members present at a given meeting is needed for approval.

Section IV – Information and Policies Governing Faculty and Staff Service

BON SECOURS MERCY HEALTH AND MERCY COLLEGE POLICIES

In addition to the information provided in this Handbook, faculty and staff are responsible for knowing and abiding by all Bon Secours Mercy Health (BSMH) and Mercy College policies. BSMH policies are available on BSMH Central under the Policies section (found in the top menu bar). Mercy College policies are available on the M Drive/Administration/Policies. Please note that all policies and procedures are updated on an ongoing basis.

CODE OF CONDUCT

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

It is a set of guardrails to keep us from driving off the road amidst an array of compliance, regulatory, and ethical requirements. It provides guidance to help all associates seek the right resources, ask the right questions, and ultimately make the right decisions with integrity. The Code is available on BSMH's Ethics Help Line Page (<http://bsmhethicshelpline.org/BSMH Code of Conduct Booklet.pdf>).

QUESTIONS

Questions regarding BSMH or Mercy College policies can be addressed as follows:

BSMH Policies (Human Resources Related):

<https://bsmhealth.service-now.com/hrportal>

Human Resources Director, Strategic Partner – (419) 251-4661

Anowak1@mercy.com

Human Resources Service Delivery Partner – (419) 251-3565

jsavage@mercy.com

BSMH Policies (Non-Human Resources Related) & Mercy College Policies:

Director of Compliance & Risk Management - (419) 251-1710

stacey.brown@mercycollege.edu

Section IV – Information and Policies Governing Faculty and Staff Service

BON SECOURS MERCY HEALTH AND MERCY COLLEGE POLICIES

In addition to the information provided in this Handbook, faculty and staff are responsible for knowing and abiding by all Bon Secours Mercy Health (BSMH) and Mercy College policies. BSMH policies are available on BSMH Central under the Policies section (found in the top menu bar). Mercy College policies are available on the M Drive/Administration/Policies. Please note that all policies and procedures are updated on an ongoing basis.

CODE OF CONDUCT

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

It is a set of guardrails to keep us from driving off the road amidst an array of compliance, regulatory, and ethical requirements. It provides guidance to help all associates seek the right resources, ask the right questions, and ultimately make the right decisions with integrity. The Code is available on BSMH's Ethics Help Line Page (<http://bsmhethicshelpline.org/BSMH Code of Conduct Booklet.pdf>).

QUESTIONS

Questions regarding BSMH or Mercy College policies can be addressed as follows:

BSMH Policies (Human Resources Related):

<https://bsmhealth.service-now.com/hrportal>

Human Resources Director, Strategic Partner – (419) 251-4661

Anowak1@mercy.com

Human Resources Service Delivery Partner – (419) 251-3565

jsavage@mercy.com

BSMH Policies (Non-Human Resources Related) & Mercy College Policies:

Director of Compliance & Risk Management - (419) 251-1710

stacey.brown@mercycollege.edu

Section IV – Information and Policies Governing Faculty and Staff Service

BON SECOURS MERCY HEALTH AND MERCY COLLEGE POLICIES

In addition to the information provided in this Handbook, faculty and staff are responsible for knowing and abiding by all Bon Secours Mercy Health (BSMH) and Mercy College policies. BSMH policies are available on BSMH Central under the Policies section (found in the top menu bar). Mercy College policies are available on the M Drive/Administration/Policies. Please note that all policies and procedures are updated on an ongoing basis.

CODE OF CONDUCT

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

It is a set of guardrails to keep us from driving off the road amidst an array of compliance, regulatory, and ethical requirements. It provides guidance to help all associates seek the right resources, ask the right questions, and ultimately make the right decisions with integrity. The Code is available on BSMH's Ethics Help Line Page (<http://bsmhethicshelpline.org/BSMH Code of Conduct Booklet.pdf>).

QUESTIONS

Questions regarding BSMH or Mercy College policies can be addressed as follows:

BSMH Policies (Human Resources Related):

<https://bsmhealth.service-now.com/hrportal>

Human Resources Director, Strategic Partner – (419) 251-4661

Anowak1@mercy.com

Human Resources Service Delivery Partner – (419) 251-3565

jsavage@mercy.com

BSMH Policies (Non-Human Resources Related) & Mercy College Policies:

Director of Compliance & Risk Management - (419) 251-1710

stacey.brown@mercycollege.edu

SECTION V – FACULTY POLICIES AND GUIDELINES

ABSENCE (FACULTY)

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

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

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

FACULTY POLICIES

FACULTY POLICY LISTING

Policy 201 Faculty Contracts – Appendix D

***THIRTY-EIGHT-WEEK SCHEDULED FACULTY**

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

Thirty-eight-week contracted faculty are provided time off during designated College holidays, Fall Break, designated Christmas Break and Spring Break. One day per academic year will be designated as a College service day with faculty participation expected. Thirty-eight-week contracted faculty members do not earn Paid Time Off (PTO).

Policy 202 Evaluation of Faculty Qualifications – Appendix E

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

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

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

Policy 206 Professional Development for Faculty – Appendix F

Policy 226 Faculty Evaluations – Appendix G

Policy 227 Adjunct Faculty Evaluation Process – Appendix H

Policy 228 Academic Rank – Appendix I

Policy 229 Emeritus Policy – Appendix J

Policy 230 Academic Grievance – Appendix K

OUTSIDE EMPLOYMENT

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

PROFESSIONAL LIABILITY INSURANCE

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

FACULTY SUMMER GRANT AND AI GRANT PROGRAMS

The Faculty Summer and AI Grant Programs are designed to fund scholarly activities in the summer months for the summer grant or at any time after materials are received and approved for the AI grant.

- See Appendix C for information on the following:
 - Proposal Guidelines
 - Eligibility
 - Amount of Awards
 - Application and Review Process

FACULTY WORKLOAD

PURPOSE

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

TEACHING

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

SCHOLARSHIP

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

BOYER'S SCHOLARSHIP MODEL		
SCHOLARSHIP	PURPOSE	EXAMPLES OF PERFORMANCE
DISCOVERY	Build new knowledge through traditional research.	<ul style="list-style-type: none"> • Publishing in peer-reviewed forums • Presenting, producing, and/or performing creative work within established field • Creating infrastructure for future studies
INTEGRATION	Interpret the use of knowledge across disciplines.	<ul style="list-style-type: none"> • Preparing a comprehensive literature review • Writing a textbook for use in multiple disciplines • Collaborating with colleagues to design and deliver a core course
APPLICATION	Aid society and professions in addressing problems.	<ul style="list-style-type: none"> • Serving industry or government as an external consultant • Assuming leadership roles in professional organizations • Advising student leaders, thereby fostering their professional growth
TEACHING	Study teaching models and practices to achieve optimal learning.	<ul style="list-style-type: none"> • Advancing learning theory through classroom research developing and testing instructional materials • Mentoring novice faculty • Mentoring graduate students • Designing and implementing a program-level assessment system

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

SERVICE

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

FACULTY WORKLOAD AND OFFICE HOURS

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

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

WORKLOAD (FULL-TIME FACULTY)

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

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

For the purposes of clarification across departments, the following definitions are used:

- **FULL-TIME CONTRACT (38 WEEKS):** A full-time 38-week faculty contract may include fall and spring, spring and summer, or summer and fall.
- **38 WEEK UNDERGRADUATE FACULTY WORKLOAD:** The total WCs for full-time faculty is 12 credit hours per semester (14 weeks of instruction plus one exam week). Regardless of the contracted semesters, faculty are required to teach 24 credit hours over the 38-week period.
- **FULL-TIME CONTRACT (12 MONTHS):** A full-time 12-month faculty contract includes fall, spring, and summer semesters.
- **12 MONTH UNDERGRADUATE FACULTY WORKLOAD:** The total WCs for a full-time faculty is 12 credit hours for the fall and spring semesters, and nine (9) credit hours for the summer semester.
- **GRADUATE FULL-TIME CONTRACT (38 WEEKS):** A full-time graduate faculty contracts may include fall and spring, spring and summer, or summer and fall.
- **38 WEEK GRADUATE FACULTY WORKLOAD:** The total WCs for a full-time graduate faculty member is nine (9) credit hours per semester. Regardless of the contracted semesters, faculty are required to teach 18 graduate credit hours over the 38-week period.
- **FULL-TIME CONTRACT (12 MONTHS):** A full-time 12-month graduate faculty contract includes Fall, Spring, and Summer semesters. (12-month faculty and staff earn PTO).
- **12 MONTH GRADUATE FACULTY WORKLOAD:** The total WCs for a full-time graduate faculty nine (9) graduate credit hours for fall and spring semesters, and six (6) graduate credit hours for the summer semester.

CREDIT HOUR REDUCTION: Teaching WCs may be reduced for the following reasons: administrative, instructional, research, or service. The Vice President of Academic Affairs must approve all reduced teaching WCs one (1) semester prior to the proposed reduction.

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

CREDIT HOUR: One semester hour of credit is equal to 50 minutes of lecture times 14 weeks (50 minutes x 14 weeks).

SCIENCE LABORATORY AND PRE-LICENSURE NURSING CLINICAL CREDIT HOUR: Science laboratory and pre-licensure nursing clinical credit hours are equal to one credit hour per three student contact hours times 14 weeks (1 credit hour per 3 student contact hours x 14 weeks).

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

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

ADMINISTRATIVE FACULTY WORKLOAD

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

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

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

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

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

Administrative Faculty Return to Faculty Option

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

WORKLOAD CALCULATIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ADDITIONAL WORKLOAD RELEASE/COMPENSATION GUIDE	
NEW COURSE DEVELOPMENT OR MAJOR REVISION (ONE TIME IN FIVE YEARS)	NUMBER OF COURSE CREDIT HOURS DIVIDED BY 2
INDEPENDENT STUDY	ONE CREDIT HOUR
COURSE COORDINATOR (NURSING ONLY)	ONE CREDIT HOUR
CLINICAL COORDINATOR (NURSING ONLY)	0.5 CREDIT HOUR
FACE-TO-FACE CLASS SIZE OVER ENROLLED (COURSES WITH ONLY 1 INSTRUCTOR) Includes Blended (also Hybrid)	45= MAX CLASS SIZE, +/- 5 STUDENTS
	51 - 60 STUDENTS = 1 CREDIT HOUR
	61 – 66 STUDENTS = 2 CREDIT HOURS
	67 OR MORE STUDENTS SPLIT COURSE INTO TWO SECTIONS
ONLINE CLASS SIZE OVER ENROLLED (COURSES WITH ONLY 1 INSTRUCTOR)	Undergraduate: 25 = MAX CLASS SIZE, +/- 5 students
	Graduate: 35 = MAX CLASS SIZE, +/- 5 students
	31 - 40 STUDENTS = 1 CREDIT HOUR
	41-46 STUDENTS = 2 CREDIT HOURS
	47 OR MORE STUDENTS SPLIT COURSE INTO TWO SECTIONS

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

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

WORKLOAD SUBMISSIONS

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

Table 1

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

Table 2

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

ADJUNCT COMPENSATION

New adjunct faculty will be provided compensation for orientation according to Table 1 below. A new employee who must attend BSMH, college, and course orientation is eligible for orientation compensation of \$400. Faculty hired who are already employees of BSMH will be compensated for college and course orientation with a one-time payment of \$200.

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

TABLE 1

ADJUNCT ORIENTATION COMPENSATION	
TYPE	COMPENSATION
NEW EMPLOYEE ORIENTATION (INCLUDES BSMH, COLLEGE, AND COURSE ORIENTATION)	\$400
NEW EMPLOYEE ORIENTATION – BSMH EMPLOYEE (COLLEGE AND COURSE ORIENTATION)	\$200
EMPLOYEE REHIRE	\$150
NEW EPIC TRAINING (NURSING ONLY)	\$100
UPDATE EPIC TRAINING (NURSING ONLY)	\$50
HOSPITAL ORIENTATION (NURSING ONLY)	\$100
NEW SPECIALTY ORIENTATION (NURSING ONLY)	\$100

Adjunct faculty will be compensated per credit hour at the rate based on the highest earned degree. (See Table 2) Example: 3 credit hour course taught by a faculty member with a doctorate will receive $3 \times \$950 = \$2850/\text{semester}$.

TABLE 2

ADJUNCT AND OVERLOAD COMPENSATION PER DIDACTIC/LECTURE CREDIT HOUR	
DEGREE	COMPENSATION
DOCTORATE (Undergraduate Courses)	\$950
DOCTORATE (Graduate Courses)	\$1000
MASTERS	\$900
BACHELORS	\$825
<BACHELORS	\$700

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

TABLE 3

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

*Must have VPAA/DOF approval

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

TABLE 4

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

All adjuncts and full-time faculty assigned to allied health and nursing skills laboratories will receive \$36.00/ hour regardless of degree level. (See Table 5) If a faculty member is contracted to teach a combination of clinical and laboratory, the rate of pay for laboratory will be less than that paid for clinical (see below).

TABLE 5

ADJUNCT AND OVERLOAD NURSING & HEALTH SCIENCES SKILLS LABORATORY CONTACT HOUR COMPENSATION	
DEGREE	COMPENSATION
DOCTORATE, MASTERS, BACHELORS	\$36.00/HR.
< BACHELORS, INCLUDING NON-CREDIT CERTIFICATES	\$25.00/HR.

Section VI – Academic Responsibilities of Faculty

ADVISING

Faculty assist and support the Academic Advisors in the Student Success Center by providing information on the following:

- Policies and procedures as outlined in Program Handbooks and the College Catalog.
- The relationship of program requirements with the College mission and Institutional Learning Goals (ILGs) and Program Learning Outcomes (PLOs).
- Academic progress and determining manageable academic loads.
- Course and program requirements, including the preparation of a long-range plan to complete degree requirements.
- The relationship of curricular content and program goals to the students' personal and professional career goals.
- Selection of complementary elective courses.
- Resources for career planning and other College services and resources.

ATTENDANCE REPORTING

It is essential to obtain accurate attendance for the first two weeks of each course; this information is used for federal and internal reporting. Therefore, attendance records are required to be submitted in *Empower Me* by all faculty during the first two (2) weeks of any course. Students who are marked 'ABSENT' for the entire first two (2) weeks of a semester will be dropped from the course and will not be permitted to re-enroll in the course that semester. Instructions for how to record attendance are in the [Empower Me Faculty Training Manual](#). Questions can be directed to registrar@mercycollege.edu.

CLASS ROSTERS

Class rosters can be found in [Empower Me](#). See the [Empower Me Faculty Training Manual](#) for directions on how to obtain the class roster.

CLASSROOM CIVILITY

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

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

Faculty should refer to the [Helping Students in Distress: Faculty/Staff Response Guide](#) for handling students who may display incivility or aggressive or threatening behaviors.

COURSE SYLLABUS

Mercy College of Ohio faculty use a standard syllabus template, which can be found in *Canvas (LMS)*. The syllabus template falls under the purview of the Undergraduate Curriculum Committee and Graduate Studies Committee to ensure required course expectations are outlined in all college syllabi.

- I. Faculty are required to email all course syllabi to the Division Administrative Support person by the end of the first week of the semester.
- II. Faculty are required to upload a copy of all course syllabi to *Canvas*.

- III. Additional course materials may be made available to students in the *Canvas* course shell including PowerPoints, study notes, etc. All syllabi and other documents should be converted to a PDF format prior to posting.
- IV. The syllabus should be distributed and reviewed during the first-class meeting.
- V. Additional information that must be included in the course syllabus follows:
 - A. Examples of how the course addresses any of the Institutional Learning Goals (ILGs) and Program Learning Outcomes (PLOs);
 - B. Assessment activities (in addition to the grading procedures);
 - C. Relationship of course to the College mission; and
 - D. Any program or division specific requirements.

FINAL GRADE REPORTING

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

GUEST LECTURERS

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

STATEMENT ON ACADEMIC FREEDOM

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

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

indicate that they do not represent the College. (Refer to the Bon Secours Mercy Health Social Media Policy, which can be accessed through BSMH HRService Now).

STUDENT ATTENDANCE

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

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

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

STUDENT EVALUATIONS OF THE COURSE/INSTRUCTOR

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

TEXTBOOK SELECTION

Textbook choices (adoptions) are reviewed within divisions and are approved by the respective Academic Program Director. Faculty members or designated Academic Support Staff will submit the adoptions to the textbook vendor before the semester's compliance-monitoring deadline.

SECTION VII – STAFF POLICIES AND GUIDELINES

ABSENCE (STAFF)

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

EVALUATIONS (STAFF)

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

LICENSURE FOR STAFF

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

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

PROFESSIONAL DEVELOPMENT (STAFF)

Professional development opportunities are available through educational offerings at the College (tuition remission) and through Mercy Health tuition reimbursement programs. Outside professional development opportunities, pertinent to a staff member's role at the College, may be funded by departmental budgets upon request and approval from the department supervisor. See the following resources for more information:

- <https://mercycollege.edu/admissions/mercy-health-employees>
- Your Education Benefits on BSMH Central-Human Resources page
- <https://bsmh.guilededucation.com/partner/>
- Policy 162 Tuition Exchange Policy 164 Tuition Remission Policy and Agreement ([\\mhsnfs100107\shared\\$\MCLCMN\MCL Academic\Policies](#))

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

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

OUTSIDE EMPLOYMENT

Staff are expected to participate fully in their employment at Mercy College of Ohio and should request permission from their supervisor prior to pursuing employment outside the College (see Appendix B). If seeking additional employment within Mercy College of Ohio (staff member teaching a course), it must be outside of normal work hours.

SECTION VIII – GENERAL INFORMATION

ADMINISTRATIVE SUPPORT SERVICES

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

FOOD SERVICES

Market C, offering a variety of self-serve food and drink options, is available on the Toledo Campus and is located on the first floor of the Jefferson building. Additionally, vending machines are located throughout the Toledo campus on the ground and fifth floors of the Madison building and on the second, third (in the student lounge), and sixth floors of the Jefferson building.

COLLEGE NEWS, NOTIFICATIONS, AND EVENTS

College news, notifications, and events can be found in the Faculty and Staff Newsletter sent out on a weekly basis through College email and on the digital monitors located throughout campus. Emergency notifications will be sent through the RAVE system. Faculty and staff are provided a handout with directions to sign up for RAVE at College orientation.

Use these links to Submit Newsletter articles/digital sign requests:

- Faculty and Staff Newsletter: [ONLINE](#)
- Digital Signs: [ONLINE](#)
- College events can be found on the [Master Calendar](#).

COLLEGE ORGANIZATIONAL CHART

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

COPIER USE

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

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

E-MAIL

Email (Outlook), and weekly Faculty and Staff Newsletter emails are the primary means of communication within the College.

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

Passwords expire every 90 days for security protection. Email passwords can be changed at any time via the link provided on the Mercy College website under the IT Help page or by performing a key sequence of CTL+ALT+DEL and selecting "Change a Password." Employees should click the

Forgot Password Icon on the desktop or contact the Service-Desk at 1-800-498-1408 for forgotten passwords.

EMPLOYEE INFORMATION SYSTEM (EIS) - WORKDAY

The employee information system (Workday) allows employees to view personal information such as payroll and compensation, W-2, benefits, learning and development, performance management, recruiting activities, career planning, and expense reporting. Mandatory learning courses for employees of Mercy College are in Workday, which can be accessed by going to BSMH Central and selecting Workday. Once in Workday, click on Learning from the Menu selections. All modules listed as required are mandatory. Online and adjunct faculty members will be given secure access and a list, via email, of required modules to complete. All new hires are provided information regarding Workday learning modules during College orientation.

BSMH CENTRAL

BSMH Central is a centralized information system for employees, which includes personal and work-related information, and tools available to employees of the Mercy Health system. BSMH Central can be accessed with the following link: workday.bsmhealth.org.

IDENTIFICATION BADGE(S)

A badge is issued at the time of appointment/employment. For security reasons, College employees should wear the photo identification badge at all times. This ID badge is non-transferable and must be returned to the College upon termination of employment. Replacement badges can be obtained from Mercy Public Safety located in the ACC building which is connected to the main floor of St. Vincent, near the coffee shop and Occupational Health Department.

KEYS

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

LEARNING MANAGEMENT SYSTEM – CANVAS

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

LIBRARY RESOURCES

The Mercy College of Ohio Library supports the informational needs of students and faculty by promoting information literacy, providing access to knowledge-based information, and assisting with evidence-based searching. The library is located on the first floor of the Madison Building. The library's website at <https://mercycollege.libguides.com/home> is available 24-hours a day from any computer, tablet, and mobile device with access to the Internet. A proxy enables offsite access to library resources. Faculty will receive an email with their library account number after College orientation.

LIFEMATTERS

LifeMatters provides confidential professional assistance for life, work, family, and well-being. Counselors and consultants are available to Mercy College employees 24/7 every day of the year. To contact LifeMatters, call (877) 841-1079 or visit the [LifeMatters](#) website (use company password: BSMH1) to access articles, webinars, self-assessment tools, and more.

MAILBOXES

The mail is picked up on a regular basis from the mailroom by the Admissions Administrative Assistant, sorted into designated bins for each department/floor, and is picked up on Jefferson 6th floor by a staff member or student worker. Check with department/division supervisors for information related to the location of faculty/staff mailboxes.

PARKING FACILITIES

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

ROOM RESERVATIONS AND SCHEDULING

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

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

STRATEGIC ADVISORY COUNCIL

Mercy College uses a collaborative strategic planning process. A cross-sectional membership of both internal and external constituents, appointed by the College President, comprises the Strategic Advisory Council. Meetings are held on a quarterly basis with information provided to the College Board of Trustees, who ultimately approve the overall Strategic Plan. The [Strategic Plan](#) is located on the College website.

TELEPHONE USE AND VOICEMAIL

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

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

APPENDIX A – FACULTY EVALUATION INSTRUMENT

Faculty Evaluation

Allocation of Effort & Point System

Faculty Allocation of Effort

Please note: All point totals are based on a “solid performer” classification.

Faculty 38-Week Contract

	Instructor /Assistant Professor	Associate Professor	Professor
	Points	Points	Points
Teaching	24	24	24
Service (minimum)	3	3	3
Scholarship (minimum)	1	2	3
Scholarship/Service Flex	2	2	2
Administration	0	0	0
Total	30	31	32

Faculty 12-Month Contract

	Instructor /Assistant Professor	Associate Professor	Professor
	Points	Points	Points
Teaching	33	33	33
Service (minimum)	3	3	3
Scholarship (minimum)	1	2	3
Scholarship/Service Flex	4	4	4
Administration	0	0	0
Total	41	42	43

Academic Program Director 12-Month Contract

	Assistant Professor	Associate Professor	Professor
	Points	Points	Points
Teaching	18	18	18
Service (minimum)	3	3	3
Scholarship (minimum)	1	2	3
Scholarship/Service Flex	2	2	2

Faculty Evaluation

Allocation of Effort & Point System

Administration	17	17	17
Total	41	42	43

Academic Dean 12-Month Contract

	Assistant Professor	Associate Professor	Professor
	Points	Points	Points
Teaching	6	6	6
Service (minimum)	3	3	3
Scholarship (minimum)	1	2	3
Scholarship/Service Flex	2	2	2
Administration	29	29	29
Total	41	42	43

Guidelines

Each faculty member must secure a minimum of three (3) service points, a minimum number of scholarship points based on academic rank and meet total point requirements for all categories as reflected in the above tables. Service and Scholarship point breakdowns can be adjusted in consultation with the division dean. Under some circumstances to accommodate the needs of the faculty member, unique contract periods, and/or the needs the College, Teaching, Service, Scholarship, and Administration, point expectations and the overall point total can be adjusted in prior consultation with the faculty member's direct supervisor and approved by divisional dean.

The categories and service and scholarship items therein are formally recognized, but it is also recognized that other forms of service and scholarship activities exist. A faculty member may petition the Faculty Advancement Committee to review an alternative activity by submitting an explanation and evidence to support the inclusion of the activity. This begins the appeal process. The Faculty Advancement Committee will make point-value recommendation to the VPAA/DOF, who will examine the recommendation in consultation with the Division Dean and determine whether the activity is appropriate to be recognized within one of the scholarship or service tier levels at the respective point level. Please submit your petition using the following link: <https://mercycollege.wufoo.com/forms/faculty-request-of-points/>

Teaching: Point Definition

Teaching points are awarded based on credit hours of instruction (1 point is awarded for every one undergraduate credit taught and 1.33 points for every graduate credit taught). This includes instructional delivery, instructional design, course management, and content expertise. Credit hour requirements are based on published faculty workload guidelines. Overload teaching assignments do not replace service or scholarship requirements unless explicitly indicated, unless authorized by the Academic Dean.

Service: Point Definition

Points awarded within service categories will be based on volume of responsibility, leadership roles, and outside work required such as information gathering, review of materials, and writing reports.

- Faculty members are expected to participate in college assemblies, faculty assemblies, division meetings, one graduation ceremony, and one open house per school year.
- Faculty members are expected to maintain a collaborative relationship with colleagues and staff.

Annually, a faculty member will accumulate a *minimum* of 3 points of service to the College.

Categories of Service

Service to Community and Profession

- Serving as a member on an external community or professional board or committee in public and private organizations; governmental agencies; businesses and industry.
- Serving the community as a delegated representative of the College.
- Serving on discipline related local, state, national, or international committees, including serving as an organizer of professional conferences, conference sessions, or workshops.

Service to Students and Alumni

- Faculty members are encouraged to attend/participate in other college, student, alumni, community, and foundation activities that would benefit from faculty participation.
- Faculty members are encouraged to attend/participate in activities with the goal of engaging alumni in campus life.

Service to College

- Faculty members will demonstrate consistent and productive service to the Program/Division and Faculty Committees as elected or appointed.
- Faculty members will serve on College Committees and Initiatives as appointed by the VPAA/DOF or President. Although there will be reasonable exceptions, it is expected that faculty members will substantively participate in one Faculty/College committee and one initiative in their program/division.
- Faculty members will serve in a progressive capacity in committee leadership and/or mentorship based on availability of service opportunities.
- Faculty members will be involved in the accreditation processes.

Faculty Evaluation

Allocation of Effort & Point System

Service Points

Tier 1 (4 points each)

Includes activities such as:

- Served as a volunteer external reviewer for a professional accrediting agency
- Held an officer position for a professional society or discipline-related organization
- Served as a peer-reviewer for a journal
- Served as a grant reviewer for a professional society or discipline-related organization
- Authored and received a grant to support service or College-operations
- Established a new academic degree-bearing program, including specialized delivery or new tracks in an existing program at Mercy College
- Served as Faculty Assembly Chairperson
- Wrote a self-study for accreditation
- Wrote a request for approval of a new program

Tier 2 (3 points each)

Includes activities such as:

- Established a new academic non-credit program (like phlebotomy) at Mercy College
- Held Chair position of a standing faculty committee
- Served as a student organization advisor
- Led a campus-wide recruitment activity (such as SciFri or CampScrubs)
- Served as the designated advisor for program students
- Served as a recognized mentor for a new and/or junior faculty member

Tier 3 (2 points each)

Includes activities such as:

- Held chair position of a division committee or recognized non-standing faculty committee
- Held officer position (non-chair) of a standing faculty committee
- Held a committee position of a professional society or discipline-related organization
- Served as a volunteer external reviewer/consultant for an academic program outside the College
- Authored a grant to support service or College-operations
- Chaired an ad-hoc committee (points may vary based on committee charge)

Tier 4 (1 points each)

Includes activities such as:

- Held membership (non-officer) of a standing faculty committee
- Held membership (non-officer) of a recognized non-standing faculty committee (such as mission committee, diversity council, etc.).
- Presented on service at a Mercy College Faculty Development Day
- Presented at a school recruiting or career function (such as a High School visit)
- Served as an academic awards reviewer for a professional organization

- Held membership in a professional society or discipline-related organization
- Served on an ad-hoc committee (points will vary based on workload)
- Participated in a recognized interprofessional education activity in a support capacity
- Wrote assessment reports (1 point per 5 hours)
- Attended recruitment, retention, or student engagement activities (1 point per 5 hours)
- Attended activities within the community as a delegated representative of the College (1 point per 5 hours)

Scholarship: Point Definition

Using the Boyer Scholarship Model as the framework, the evaluation of scholarship includes, but is not limited to, whether the scholarly work is well expressed, innovative, comprehensive, visible, peer reviewed, and/or has influenced others.

Annually, a faculty member will accumulate a *minimum* number of points based on rank:

- Assistant Professor - minimum 1 point
- Associate Professor - minimum 2 points
- Professor - minimum 3 points

Types of Scholarship Based on The Boyer Model

1. Scholarship of Teaching

Scholarship related to:

- Innovative teaching techniques
- Case studies, critical thinking and/or problem-based learning activities
- Teaching methodology
- Assessment at course, program, or institutional levels
- Application of technology to teaching

2. Scholarship of Discovery

Scholarship related to:

- Research
- Theory
- Philosophical essays

3. Scholarship of Integration

Scholarship related to:

- Cross disciplinary research
- Cross disciplinary teaching
- Interprofessional education
- Interprofessional simulations

4. Scholarship of Application

Scholarship related to:

- Clinicals
- Clinical decision making
- Practice
- Preparing graduates for a transformed healthcare system
- Application of theory to real-world problems

Scholarship Points

Tier 1 (4 points each)

Includes activities such as:

- Published a peer reviewed journal article
- Published a book
- Presented at a national/international conference
- Authored and received a grant to support research or scholarly practice
- Earned an advanced degree, certificate or new professional credential

Tier 2 (3 points each)

Includes activities such as:

- Developed a new approved course at Mercy College
- Published a chapter in a book
- Published an invited paper
- Edited or reviewed a book or journal
- Served as a visiting scholar at another institution
- Presented at a state conference
- Hosted or helped to plan a conference
- Authored and submitted a grant to support research or scholarly practice
- National certification in specialty practice or advanced practice

Tier 3 (2 points each)

Includes activities such as:

- Presented and/or created an academic poster at/for a conference
- Wrote a book review for a journal
- Published a non-peer reviewed scholarly article
- Contributed test items for national certification examination or National Council Licensure Examinations
- Submitted a manuscript for peer review publication
- Gained new skills to advance practice in one's field or discipline (point may vary depending on skill/knowledge acquisition)
- Completed a graduate course (2 points for every 1 credit hour)

Faculty Evaluation

Allocation of Effort & Point System

- Presented at a local/regional conference
- Led a recognized interprofessional education activity
- Presented a scholarly/teaching topic at Mercy College faculty development day
- Professional development presentations to clinical sites/partners
- Submitted a proposal for a new course to the Mercy College Curriculum Committee
- Implementing quality and safety interventions across care settings and into the community (Points may vary)
- Support of development of community activities in the field or industry that link with academic discipline (Points may vary)

Tier 4 (1 point each)

Includes activities such as:

- Reviewed or refereed submissions to a professional conference or competition
- Attended a professional conference/meeting and presented relevant ideas/information to the faculty member's Division
- Guest lectures in courses
- Formation of clinical practice or interdisciplinary journal clubs
- Participation in a Journal Club (faculty member would need to participate fully with all activities for the academic year)
- Served as a professional consultant and/or subject matter expert on a project (points will vary based on project)
- Conducted or facilitated a service learning project (points will vary based on project)
- Participated in grant development and/or management
- Presented locally to an organization/group on a topic related to the faculty member's area(s) of expertise
- Established a new laboratory or simulation activity
- Developed a new career-related activity for Mercy College use
- Attended a session at a teaching or faculty development workshop (1 point given to every faculty member for attending our three-annual faculty development days)
- Participated in an academically-relevant continuing education course/workshop/webinar (1 point per 6 hours)

Additional Scholarship Ideas/Points Using the Boyer Scholarship Model

Tiered Plan

- Identify an interest or issue and summarize findings (1 pt)
- Apply findings to courses, clinical, etc. (1-2 pts)
- Assess/evaluate changes (1-2 pts)

Faculty Evaluation Instrument
For Evaluation of Calendar Year _____
Signature and Cover Page

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

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

Accomplished/exemplary – Exceeds expectations associated with the job description and/or faculty contract.

Solid Performer – Meets basic expectations associated with the job description and/or faculty contract.

Needs Development – Does not meet an expectation of the job description and/or faculty contract.

Unsatisfactory - Does not meet more than one expectation of the job description and/or faculty contract.

Guidelines:

Each faculty member must secure a minimum of three (3) service points, a minimum number of scholarship points based on academic rank and meet total point requirements for all categories as reflected in the following tables. Under some circumstances to accommodate the needs of the faculty member, unique contract periods, and/or the needs the College, Teaching, Service, Scholarship, and Administration, point expectations and the overall point total can be adjusted in prior consultation with the faculty member's direct supervisor and approved by divisional dean.

Please refer to *Faculty Allocation of Effort* for categories and descriptions.

EVALUATION SUMMARY (completed by evaluator)

Category	Required Points	Actual Points	Evaluator Rating
<i>Teaching</i>			
<i>Service</i>			
<i>Scholarship</i>			
<i>Scholarship/Service Flex</i>			
<i>Administration</i>			
<i>Total Points and Summative Rating</i>			

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

☐ Yes

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

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

☐ Yes

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

Signature below indicates the parties have participated in the review of the Faculty Evaluation Instrument and all attachments.

Faculty Signature: _____

Date: _____

Evaluator Name/Title Print: _____

Date: _____

Evaluator Signature: _____

Date: _____

VPAA Signature: _____

Date: _____

Faculty Allocation of Effort & Point System

Please note: All point totals are based on a “solid performer” classification

Faculty 38-Week Contract

	Instructor/Assistant Professor	Associate Professor	Professor
	Points	Points	Points
Teaching	24	24	24
Service (minimum)	3	3	3
Scholarship (minimum)	1	2	3
Scholarship/Service Flex	2	2	2
Administration	0	0	0
Total	30	31	32

Faculty 12-Month Contract

	Instructor /Assistant Professor	Associate Professor	Professor
	Points	Points	Points
Teaching	33	33	33
Service (minimum)	3	3	3
Scholarship (minimum)	1	2	3
Scholarship/Service Flex	4	4	4
Administration	0	0	0
Total	41	42	43

Academic Program Director 12-Month Contract

	Assistant Professor	Associate Professor	Professor
	Points	Points	Points
Teaching	18	18	18
Service (minimum)	3	3	3
Scholarship (minimum)	1	2	3
Scholarship/Service Flex	2	2	2
Administration	17	17	17
Total	41	42	43

Academic Dean 12-Month Contract

	Assistant Professor	Associate Professor	Professor
	Points	Points	Points
Teaching	6	6	6
Service (minimum)	3	3	3
Scholarship (minimum)	1	2	3
Scholarship/Service Flex	2	2	2
Administration	29	29	29
Total	41	42	43

TEACHING: Required _____ pts / Actual _____ pts

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

Faculty member: _____ Date: _____

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

Faculty member: _____ Date: _____

Teaching: Point Definition

Teaching points are awarded based on credit hours of instruction (1 point is awarded for every undergraduate credit taught and 1.33 points for every graduate credit taught). This includes instructional delivery, instructional design, course management, and content expertise. Credit hour requirements are based on published faculty workload guidelines. Overload teaching assignments do not replace service or scholarship requirements unless explicitly indicated, unless authorized by the Academic Dean.

Self-Evaluation			Teaching	Evaluator Rating		
Needs Development	Solid Performer	Accomplished		Needs Development	Solid Performer	Accomplished
			1. Faculty member maintains appropriate work hours and office hours for students			
			2. Faculty member completes administrative tasks associated with teaching (e.g. add/drop, incompletes, grade appeal forms in a timely manner)			
			3. Faculty member provides students with appropriate feedback (e.g. grades examinations) in a timely manner			
			4. Faculty member plans in a timely manner for any facilities and/or resources required to teach assigned courses			
			5. Faculty member promotes or facilitate learning by creating an appropriate affective learning environment.			
			2. Faculty member provides clear communication of information, concepts, and attitudes			
			3. Designing, sequencing, and presenting experiences which induce student learning			
			4. Designing, developing, and implementing tools and procedures for assessing student learning outcomes at the program and/or institutional level where appropriate.			
			5. That body of skills, competencies, and knowledge in a specific subject area in which the faculty member has developed advanced knowledge and expertise through study and/or experience.			
			6. Faculty member engages in professional development and/or scholarship to sustain or enhance content expertise.			

			7. Faculty member arranges for and coordinates guest lectures if applicable			
--	--	--	---	--	--	--

Faculty Comments, Evidence, Goals

Evaluator Evidence and Comments:

TEACHING:

SUMMATIVE SELF-EVALUATION RATING FOR THIS REVIEW PERIOD (CIRCLE ONE):

ACCOMPLISHED SOLID PERFORMER NEEDS DEVELOPMENT

SUMMATIVE EVALUATOR RATING FOR THIS REVIEW PERIOD (CIRCLE ONE):

ACCOMPLISHED SOLID PERFORMER NEEDS DEVELOPMENT

SERVICE: Required _____ pts / Actual _____ pts

Service: Point Definition

Points awarded within service categories will be based on volume of responsibility, leadership roles, and outside work required such as information gathering, review of materials, and writing reports.

- Faculty members are expected to participate in college assemblies, faculty assemblies, division meetings, one graduation ceremony, and one open house per year.
- Faculty members are expected to maintain a collaborative relationship with colleagues and staff.

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

Faculty Comments, Evidence, Goals
Evaluator Evidence and Comments:

SERVICE:

SUMMATIVE SELF-EVALUATION RATING FOR THIS REVIEW PERIOD (CIRCLE ONE):

ACCOMPLISHED SOLID PERFORMER NEEDS DEVELOPMENT

SUMMATIVE EVALUATOR RATING FOR THIS REVIEW PERIOD (CIRCLE ONE):

ACCOMPLISHED SOLID PERFORMER NEEDS DEVELOPMENT

SCHOLARSHIP: Required _____ pts / Actual _____ pts

Scholarship: Point Definition

Using the Boyer Scholarship Model as a framework, the evaluation of scholarship includes, but is not limited to, whether the scholarly work is well expressed, innovative, comprehensive, visible, peer reviewed, and/or has influenced others.

Self-Evaluation			SCHOLARSHIP	Evaluator Rating		
Needs Development	Solid Performer	Accomplished		Needs Development	Solid Performer	Accomplished
			1. Faculty member performs and/or provides those activities in a faculty member's formally recognized area of expertise			
			2. Faculty member has developed advanced knowledge and expertise through study and/or experience to enhance their body of skills, competencies and knowledge in a specific area.			
			3. Faculty member engages in the scholarship of teaching with clear efforts to develop and improve student learning			
			4. Faculty member engages in participation at professional conferences, workshops, seminars, and/or meetings.			

Faculty Comments, Evidence, Goals
Evaluator Evidence and Comments:

SCHOLARSHIP:

SUMMATIVE SELF-EVALUATION RATING FOR THIS REVIEW PERIOD (CIRCLE ONE):

ACCOMPLISHED SOLID PERFORMER NEEDS DEVELOPMENT

SUMMATIVE EVALUATOR RATING FOR THIS REVIEW PERIOD (CIRCLE ONE):

ACCOMPLISHED SOLID PERFORMER NEEDS DEVELOPMENT

ADMINISTRATION: Required _____ pts / Actual _____ pts

Management: Those technical and interpersonal skills, which result in effective and efficient management of the administrative assigned area of responsibility.

Self-Evaluation			Management Leadership/Guidance/Vision	Evaluator Rating		
Needs Development	Solid Performer	Accomplished		Needs Development	Solid Performer	Accomplished
			1. Faculty member displays those technical and interpersonal skills which result in effective and efficient management of the administrative assigned area of responsibility.			
			2. Faculty member performs duties in a timely and effective manner.			
			3. Faculty member displays those skills that demonstrate leadership and promote the vision, mission, and values of the College.			
			4. Faculty member provides support to administration in moving forward the strategic plan.			
			5. Faculty member serves as resource to those under their supervision.			

Faculty Comments, Evidence, Goals

Evaluator Evidence and Comments:

ADMINISTRATION:

SUMMATIVE SELF-EVALUATION RATING FOR THIS CATEGORY (CIRCLE ONE):

ACCOMPLISHED/EXEMPLARY SOLID PERFORMER NEEDS DEVELOPMENT UNSATISFACTORY

SUMMATIVE EVALUATOR RATING FOR THIS CATEGORY (CIRCLE ONE):

ACCOMPLISHED/EXEMPLARY SOLID PERFORMER NEEDS DEVELOPMENT UNSATISFACTORY

OVERALL SUMMATIVE RATING: Total Required _____ pts / Total Actual _____ pts

SUMMATIVE SELF-EVALUATION RATING FOR THIS REVIEW PERIOD (CIRCLE ONE):

ACCOMPLISHED SOLID PERFORMER NEEDS DEVELOPMENT

SUMMATIVE EVALUATOR RATING FOR THIS REVIEW PERIOD (CIRCLE ONE):

ACCOMPLISHED SOLID PERFORMER NEEDS DEVELOPMENT

ADDITIONAL INFORMATION - Optional

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

Sample information:

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

Please attach additional evidence as needed or requested.

Faculty Evaluation Annual Update
For Evaluation of Calendar Year _____
Signature and Cover Page

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

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

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

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

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

Signature below indicates the parties have participated in the review of the Faculty Evaluation Instrument and all attachments.

Faculty Signature: _____ **Date:** _____

Evaluator Name/Title Print: _____ **Date:** _____

Evaluator Signature: _____ **Date:** _____

VPAA Signature: _____ **Date:** _____

Faculty Allocation of Effort & Point System

Please note: All point totals are based on a “solid performer” classification

Faculty 38-Week Contract

	Instructor/Assistant Professor	Associate Professor	Professor
	Points	Points	Points
Teaching	24	24	24
Service (minimum)	3	3	3
Scholarship (minimum)	1	2	3
Scholarship/Service Flex	2	2	2
Administration	0	0	0
Total	30	31	32

Faculty 12-Month Contract

	Instructor /Assistant Professor	Associate Professor	Professor
	Points	Points	Points
Teaching	33	33	33
Service (minimum)	3	3	3
Scholarship (minimum)	1	2	3
Scholarship/Service Flex	4	4	4
Administration	0	0	0
Total	41	42	43

Academic Program Director 12-Month Contract

	Assistant Professor	Associate Professor	Professor
	Points	Points	Points
Teaching	18	18	18
Service (minimum)	3	3	3
Scholarship (minimum)	1	2	3
Scholarship/Service Flex	2	2	2
Administration	17	17	17
Total	41	42	43

Academic Dean 12-Month Contract

	Assistant Professor	Associate Professor	Professor
	Points	Points	Points
Teaching	6	6	6
Service (minimum)	3	3	3
Scholarship (minimum)	1	2	3
Scholarship/Service Flex	2	2	2
Administration	29	29	29
Total	41	42	43

Teaching: Required _____ pts / Actual _____ pts

- 1) Faculty member provides clear communication of information, concepts, and attitudes
- 2) Faculty member promotes or facilitate learning by creating an appropriate affective learning environment.
- 3) Designing, sequencing, and presenting experiences, which induce student learning
- 4) Designing, developing, and implementing tools and procedures for assessing student-learning outcomes at the program and/or institutional level where appropriate.
- 5) That body of skills, competencies, and knowledge in a specific subject area in which the faculty member has developed advanced knowledge and expertise through study and/or experience.
- 6) Faculty member engages in professional development and/or scholarship to sustain or enhance content expertise.
- 7) Faculty member provides students with appropriate feedback (e.g. grades examinations) in a timely manner
- 8) Faculty member completes administrative tasks associated with teaching (e.g. add/drop, incompletes, grade appeal forms in a timely manner)
- 9) Faculty member maintains appropriate onsite work hours and published office hours for students
- 10) Faculty member arranges for and coordinates guest lectures if applicable
- 11) Faculty member plans in a timely manner for any facilities and/or resources required to teach assigned courses

Faculty Comments, Evidence, Goals (Updates from Previous Comprehensive Evaluation)

--

Evaluator Evidence and Comments:

--

Service: Required _____ pts / Actual _____ pts

- 1) Faculty member offers those activities to the community, that are in a faculty member's recognized area of expertise or those that are performed as an institutional assignment/service.
- 2) Faculty member demonstrates evidence of service to the program, academic division, and College.
- 3) Faculty member participates in College programming (e.g. recruitment events, graduation, and College service day)

Faculty Comments, Evidence, Goals (Updates from Previous Comprehensive Evaluation)
Evaluator Evidence and Comments:

SCHOLARSHIP: Required _____ pts / Actual _____ pts

- 1) Faculty member performs and/or provides those activities in a faculty member's formally recognized area of expertise
- 2) Faculty member engages in the scholarship of teaching with clear efforts to develop and improve student learning
- 3) Faculty member engages in participation at professional conferences, workshops, seminars, and/or meetings.

Faculty Comments, Evidence, Goals (Updates from Previous Comprehensive Evaluation)
Evaluator Evidence and Comments:

ADMINISTRATION: Required _____ pts / Actual _____ pts

A. Management

- 1) Faculty member displays those technical and interpersonal skills, which result in effective and efficient management of the administrative assigned area of responsibility.
- 2) Faculty member performs duties in a timely and effective manner.

B. Leadership/Guidance/Vision

Faculty Comments, Evidence, Goals (Updates from Previous Comprehensive Evaluation)
Evaluator Evidence and Comments:

**APPENDIX B – REQUEST FOR EXTERNAL PAID EMPLOYMENT
OPPORTUNITY**

Request for External Paid Employment Opportunity for Faculty/Staff



External paid employment would be any type of outside employment for faculty/staff that may be a conflict of interest to full-time employment at the College. (Ex. clinical employment, consulting, teaching, tutoring, advising, etc.) Full-time employees should consider Mercy College as their primary employer and secondary work must not interfere with College responsibilities.

Name: _____ Date: _____

Division: _____

External Higher Education Institution/ or Organization: _____

Describe the nature of the outside employment: _____

Dates and times of proposed outside employment: _____

Is employment continuous? (If yes, provide details) _____

Approximate number of hours per week: _____

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

Explain: _____

Mercy College facilities, personnel, and/or resources may not be used for outside employment (computers, phones, administrative support assistance, etc.).

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

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

Employee Signature: _____ Date: _____

Dean Signature: _____ Date: _____

Approve: ☐ Decline: ☐

Comments: _____

Administrator's Signature: _____ Date: _____

Approve: ☐ Decline: ☐

Comments: _____

Office: Administration
Date: 09/30/2023

**APPENDIX C – FACULTY SUMMER SCHOLARSHIP GRANT & FACULTY AI GRANT
FORMS**

Mercy College of Ohio

FACULTY SUMMER SCHOLARSHIP GRANT PROGRAM

PROPOSAL GUIDELINES

The Faculty Summer Scholarship Grant Program is designed to fund scholarly activities in the summer months. Full-time faculty members are invited to submit proposals for use of summer funding to the Vice President of Academic Affairs (“VPAA”) by **April 15, 2024**. The VPAA works in collaboration with the Faculty Development Committee for their review, evaluation, and recommendation. Final approval and funding decisions are made by the VPAA who will notify applicants ideally on or before May 3, 2024

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

1. submit a brief final report to the Vice President of Academic Affairs by **September 20, 2024**.
2. offer a presentation planned in cooperation with the Faculty Development Committee, if applicable.

ELIGIBILITY: All full-time faculty members.

AMOUNT OF AWARD: Faculty should request funds needed, up to \$1500.

APPLICATION AND REVIEW PROCESS:

- a) Consult with your Division Dean before the proposal is finalized. The Division Dean’s signature is required on the cover page of the application;
- b) Contact the VPAA for any guidance needed before formal submission;
- c) Submit your proposal and all supporting materials to the VPAA by **April 15, 2024**;
- d) The VPAA, in collaboration with the Faculty Development Committee, will evaluate applications using the criteria provided on the Review Form (attached).

Last updated 10/23

FACULTY SUMMER SCHOLARSHIP GRANT PROGRAM

COVER PAGE

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

Name _____ Date _____

Rank _____ Department/Division _____

Title of Project _____

Please attach a concise narrative statement (not exceeding 3 typed pages) providing details for the proposed project. The narrative should include the following:

- a. Title
- b. Objectives of the research or project
- c. Brief review of relevant research, if appropriate
- d. Description of proposed research or project
- e. Duration of the project (estimated hours per week and number of weeks)
- f. Relevance of the project for the academic goals of the department/division and/or College

Budget Itemize all estimated costs, such as your time, travel, books, supplies, equipment, etc.

TOTAL REQUEST \$ _____

Signatures:

Applicant

Date

Division Dean

Date

FACULTY SUMMER SCHOLARSHIP GRANT PROGRAM

REVIEW FORM

For VPAA use only*

Name of Applicant _____ Date _____

Project Title _____

Reviewer _____

1=strongly disagree, 5= strongly agree

- | | | | | | | | |
|----|--|---|---|---|---|---|-----------------|
| 1. | Objectives are clear, precise and measurable | 1 | 2 | 3 | 4 | 5 | cannot evaluate |
| 2. | Design involves well-defined methodologies | 1 | 2 | 3 | 4 | 5 | cannot evaluate |
| 3. | Significance of the project has been established | 1 | 2 | 3 | 4 | 5 | cannot evaluate |
| 4. | Investigator possesses requisite expertise to complete the project | 1 | 2 | 3 | 4 | 5 | cannot evaluate |
| 5. | Projected timetable appears reasonable | 1 | 2 | 3 | 4 | 5 | cannot evaluate |
| 6. | Projected budget appears reasonable | 1 | 2 | 3 | 4 | 5 | cannot evaluate |

OVERALL COMMENTS:

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

Mercy College of Ohio

FACULTY AI GRANT PROGRAM

PROPOSAL GUIDELINES

The Faculty Artificial Intelligence (“AI”) Grant Program is designed to support faculty efforts to integrate AI tools and programs into our courses and programs of study. Full-time faculty members are invited to submit proposals for use of this funding to the Vice President of Academic Affairs (“VPAA”) at any time. The VPAA works in collaboration with the Faculty Development Committee for their review, evaluation, and recommendations. Final approval and funding decisions are made by the VPAA who will notify applicants.

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

1. submit a brief final report to the Vice President of Academic Affairs.
2. offer a presentation planned in cooperation with the Faculty Development Committee, if applicable.

ELIGIBILITY: All full-time faculty members.

AMOUNT OF AWARD: Faculty should request funds needed, up to \$1000.

APPLICATION AND REVIEW PROCESS:

- a) Consult with your Division Dean before the proposal is finalized. The Division Dean’s signature is required on the Cover Page of the application;
- b) Contact the VPAA for any guidance needed before formal submission;
- c) Submit your proposal and all supporting materials to the VPAA;
- d) The VPAA, in collaboration with the Faculty Development Committee, will evaluate applications using the criteria on the Review Form (attached).

Last updated 10/23

FACULTY AI GRANT PROGRAM

COVER PAGE

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

Name _____ Date _____

Rank _____ Department/Division _____

Title of Project _____

Please attach a concise narrative statement (not exceeding 3 typed pages) providing details for the proposed project. The narrative should include the following:

- a. Objectives of the project
- b. Description of proposed project
- c. Course or courses in which this project can be used
- d. How the project will enhance student learning
- e. Relevance of the project for the academic goals of the department/division and/or College

Budget Itemize all estimated costs, such as your time, travel, books, supplies, equipment, etc.

TOTAL REQUEST \$ _____

Signatures:

Applicant

Date

Division Dean

Date

FACULTY AI GRANT PROGRAM

REVIEW FORM

*For VPAA use only**

Name of Applicant _____ Date _____
Reviewer _____

1=strongly disagree, 5= strongly agree

- | | | | | | | | |
|----|---|---|---|---|---|---|-----------------|
| 1. | Objectives are clear, precise and measurable | 1 | 2 | 3 | 4 | 5 | cannot evaluate |
| 2. | The benefit of the project to student learning has been clearly established | 1 | 2 | 3 | 4 | 5 | cannot evaluate |
| 3. | Significance of the project has been established | 1 | 2 | 3 | 4 | 5 | cannot evaluate |
| 4. | Investigator possesses requisite expertise to complete the project | 1 | 2 | 3 | 4 | 5 | cannot evaluate |
| 5. | Projected timetable appears reasonable | 1 | 2 | 3 | 4 | 5 | cannot evaluate |
| 6. | Projected budget appears reasonable | 1 | 2 | 3 | 4 | 5 | cannot evaluate |

OVERALL COMMENTS:

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

APPENDIX D – POLICY 201 FACULTY CONTRACTS

SUPERSEDES: 100- Academic Contracts, 6/12/12	SECTION: Faculty
POLICY AND PROCEDURE MANUAL MERCY COLLEGE OF OHIO, TOLEDO, OHIO <u>Signature on File</u> Signature: Dr. Susan Wajert, President	CODE NO. 201
	SUBJECT: Faculty Contracts
	DATE ORIGINATED: 9/1994
	DATE COMMITTEE BOARD APPROVED: N/A
	DATE BOARD APPROVED: 06/13/2023
	DATE OF NEXT REVIEW: 06/2026

Faculty Contracts

PURPOSE:

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

SCOPE:

This policy applies to all faculty at Mercy College of Ohio.

POLICY:

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

Appointments

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

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

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

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

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

Policy History:

Board Approved: 06/13/2023

Board Committee Approved: 05/22/2023

Board Approved: 09/10/2019

Board Committee Approved: 05/29/2019

Board Approved: 06/12/2012

Revised: 04/12/2012

Originated: 9/1994

PROCEDURE(S) 201:

- I. Annual Contracts (38 weeks or 12 months)
 1. The renewal of full-time faculty one-year contracts is as follows:
 - a. Division Deans submit a request for contract renewal to the VPAA/DOF on or before March 15.
 - b. Faculty members who will not be offered a contract renewal will be notified in writing no later than May 1.
 - c. Faculty must return signed contract by the date listed. If the contract is not signed and returned, it will be assumed the faculty member does not wish to renew the contract and is resigning.
 - d. Benefits continue during the summer for all faculty members including those on 38-week contracts.
- II. Eligibility for full-time faculty multi-year contracts is as follows:
 1. Rank and promotion process. See table below.
 2. If hired at the Rank of Associate Professor or Professor, faculty may be eligible for a multi-year contract as outlined below.

Rank	Recommendation for Multi-year Contract Length
Instructor	Not available, year-to-year contract only
Assistant Professor, with less than 3 academic years of service	Annual Contract
Assistant Professor, with 3 academic years or more of service	Eligible for a 3-year contract
Associate Professor	Eligible for a 3-year contract
Professor	Eligible for a 4-year contract

3. With exceptions, a faculty member at the rank of Assistant Professor must serve a minimum of three years before becoming eligible for the first multi-year contract.
4. Multi-year contracts are contingent upon financial ability of the College and recommendations of the Division Dean and/or Faculty Advancement Committee.
5. If a faculty member at the Assistant Professor rank is denied promotion to the rank of Associate Professor, the faculty member is also ineligible for a multi-year contract but may continue to be offered an annual contract as recommended by the Division Dean.
6. Multi-year contracts will be null and void in the event of a reduction in force. However, the College will make every attempt to place a displaced faculty member into another equivalent position if such a position exists.
7. Cost-of-living and/or performance-based merit increases will be awarded to eligible full-time faculty members regardless of contract length.

- III. Multi-year contracts apply to faculty responsibilities, including teaching, scholarship, and service, and also administrative duties if applicable. Faculty administrators may retreat to a faculty position with a salary commensurate with the discipline as determined by the VPAA/DOF.
- IV. Termination of Appointment: The College reserves the right to terminate a faculty member at any time for just cause. Cause for dismissal includes but is not limited to:
1. Failure to honor contractual responsibilities.
 2. Neglect of assigned duties.
 3. Violation of Mercy Health and/or Mercy College of Ohio policies.
 4. Engaging in immoral or criminal actions.
 5. Public disagreement with the mission, vision and values of the College.

APPENDIX E – POLICY 202 EVALUATION OF FACULTY QUALIFICATIONS

SUPERSEDES: 3/12/2019	SECTION: Faculty
POLICY AND PROCEDURE MANUAL MERCY COLLEGE OF OHIO, TOLEDO, OHIO Signature on file <hr/> Signature: Dr. Susan Wajert, President	CODE NO. 202
	SUBJECT: Evaluation of Faculty Qualifications
	DATE ORIGINATED: 02/2000
	DATE COMMITTEE BOARD APPROVED: 10/17/2022
	DATE BOARD APPROVED: 11/08/2022
	DATE OF NEXT REVIEW: 2024 January 1-31

Policy: Evaluation of Faculty Qualifications

PURPOSE:

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

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

POLICY:

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

Master’s Degree Programs must have one of the following qualifying factors:

I. Preferred (Qualifying Factor I)

- Terminal degree as determined by the discipline AND
- Record of research, scholarship or achievement appropriate for the graduate program.

II. Minimum Qualifications (Qualifying Factor II)

- Master’s degree as determined by the discipline AND
- Record of research, scholarship, or achievement appropriate for the graduate program AND
- 60 or more months (5 years+) of relevant professional experience in the discipline/field AND
- Additional Expertise in the Discipline/Field
 - Licenses, certifications, as applicable.

Bachelor's Degree Programs must have one of the following qualifying factors:

I. Academic Credentials (Qualifying Factor I)

- Relevant academic degree one level above or higher of the program in which they are teaching; OR
- Unrelated master's or higher degree and a minimum of 18 graduate credit hours related to discipline in which they are to teach.
- If the candidate does not qualify under Qualifying Factor I, Qualifying Factor II OR III may be used.

II. Education and/or Tested Experience (Qualifying Factor II)

Candidate has unrelated master's degree and one or more of the following qualifying factors:

- Relevant qualifying professional credentials*
- 60 or more months of relevant professional experience.**

III. Education and/or Tested Experience (Qualifying Factor III)

Candidate does NOT have a Master's or higher degree, but has a related Bachelors of Science or Art Degree:

- Relevant qualifying professional credentials* and 60 or more months of relevant professional experience** may be presented to the Vice President of Academic Affairs (VPAA) for consideration if deemed to be qualified by the designated search committee for the position.

Career & Technical Education College-Level Certificate and Occupational Associate Degree Programs

I. Academic Credentials (Qualifying Factor I)

Candidate must have one of the following qualifying factors:

- Bachelor's degree or higher in field in which they are to teach.
- Unrelated bachelor's or higher degree and 18 graduate credit hours in the discipline in which they are to teach.
- If the candidate does not qualify under Qualifying Factor I, Qualifying Factor II may be used.

II. Education and/or Tested Experience (Qualifying Factor II)

Candidate must have two of the following qualifying factors:

- Relevant qualifying professional credentials.*
- 60 or more months of relevant professional experience.**
- Professional certificate, diploma or associate's degree in discipline in which they are to teach.

General Education or other Non-Occupational Courses**I. Academic Credentials (Qualifying Factor)**

Candidate must have one of the following qualifying factors:

- Master's degree or higher in the discipline or subfield in which they are to teach.
- Unrelated master's degree or higher and a minimum of 18 graduate credit hours in the discipline or subfield in which they are to teach.

The above criteria were developed based on guidance from the following (or newest version) Higher Learning Commission document (https://download.hlcommission.org/FacultyGuidelines_OPB.pdf). If the guidelines of school-level or program-level accrediting bodies require higher standards on faculty qualifications than specified in this policy, the faculty qualifications guidelines of that specialized accrediting body will take precedence.

All asterisks in this policy (, **) are referenced in the following Referencing Forms.

REFERENCING FORMS:

Evaluation Instrument for Faculty Qualifications Master's Degree Programs

Evaluation Instrument for Faculty Qualifications Bachelor's Degree Programs

Evaluation Instrument for Faculty Qualifications Certificate and Associates Degree Programs

Evaluation Instrument for Faculty Qualifications General Education or other Non-Occupational Courses

Reviewed: October 2022 (*Updated structure and details of faculty qualifications; added tri-annual review of policy by Academic Policy Committee*)

Board Approved: 11/08/2022

Board Approved: 09/10/2019

Board Committee Approved: 08/19/2019

Board Approved: 03/12/2019

Board Committee Approved: 02/26/2019

Revised: February 2019

Revised/Board Approval Date: 04/2008

Originated Date: 02/2000

PROCEDURE 202**Ensuring Hiring of Qualified Faculty**

1. All faculty position postings must include requirements consistent with the Minimum Qualifications for a Faculty Member.
2. A Faculty Qualifications Form must be completed for every faculty hire. It is the responsibility of the hiring manager to complete and submit this form to the Manager of Operations.
3. A current resume or curriculum vita, along with academic transcripts or other documents verifying credentials, must be submitted prior to the hire for all faculty positions. Records of the **1) resume/curriculum vita, 2) transcripts, 3) academic credentials** along with the **4) Evaluation Instrument for Faculty Qualifications**, will be kept by the Human Resources Office for all faculty hires. It is the responsibility of the hiring manager to ensure that these documents are collected and submitted to the Human Resources Office.
4. Mercy College's Academic Policy Committee reviews Policy 202 Evaluation of Faculty Qualifications on a three-year cycle or earlier, if necessary.

Ensuring Staffing of Courses with Qualified Faculty

1. Documentation of faculty credentials is reviewed annually. For full-time faculty, credentials will be updated annually at the time of evaluation. For adjunct faculty, new credentials will be submitted whenever the faculty member indicates a change in their credentials when confirming their appointment.
2. Each semester, Program Directors will review staffing plans prior to submission to the Academic Division Dean's Office to ensure that courses are staffed by faculty with appropriate qualifications.
3. The Academic Division Dean's Office will perform a final review of the staffing plan each semester to ensure that courses are appropriately staffed.
4. The Office of the VPAA will conduct an annual review of course staffing to ensure compliance.

APPENDIX F – POLICY 206 PROFESSIONAL DEVELOPMENT FOR FACULTY

SUPERSEDES: 2/2008	SECTION: Faculty
POLICY AND PROCEDURE MANUAL MERCY COLLEGE OF OHIO, TOLEDO, OHIO	CODE NO. 206
	SUBJECT: Professional Development for Faculty
	DATE ORIGINATED: 12/1995
	DATE COMMITTEE BOARD APPROVED: 10/17/22
Signature on File	DATE BOARD APPROVED: 11/08/2022
Signature: Dr. Susan Wajert, President	DATE OF NEXT REVIEW: 2025 January 1-31

Professional Development for Faculty

PURPOSE:

The purpose of this policy is to achieve the below-listed objectives of faculty professional development.

SCOPE:

This policy applies to all full-time faculty at Mercy College of Ohio ("College").

POLICY:

The faculty development committee will lead efforts in collaboration with the Vice President of Academic Affairs/Dean of Faculty (VPAA/DOF), or their delegate, to provide faculty development focused on teaching, scholarship, and service. The College will support attendance and participation at professional conferences, presentations, or activities, as set forth in this policy. Faculty members will be expected to identify opportunities to share information learned with faculty colleagues.

The objectives of faculty professional development are to:

1. Foster and advance professional growth, consisting of academic success skills and career preparation.
2. Support scholarship through formal educational activities, presentations, publications, and research or community healthcare activities.
3. Provide pedagogical development in instructional design and delivery, assessment techniques, and course/lab/clinical management, including distance learning.
4. Support at least one professional conference attendance per academic year, in support of the objectives of this policy and in accordance with other applicable policies.
5. Provide the Summer Grant Program opportunity for faculty meeting service requirements.
6. Provide opportunities for personal and leadership development consisting of discipline-specific knowledge and skills. Opportunities, in support of the objectives of this policy and in accordance with other applicable policies, will be provided to:
 - Support membership in a (discipline-related) professional organization;
 - Support involvement in discipline-specific seminars/workshops, professional presentations, or actual work in the field; or
 - Pursue advanced degree(s) or certification(s) in the discipline, if applicable.
7. Promote the establishment of measurable goals, ownership, and accountability for faculty development consisting of higher order thinking skills and personal development as outlined in the faculty evaluation process.
 - Complete peer, self, and course evaluations.
 - Serve in leadership role(s) on College/faculty committee(s).
 - Plan, organize, and support College activities/team player.

- Mentor, model, and support the success of others in the institution.
- Engage in a supporting role on professional programs and organizations.

1

Policy History:

Reviewed: October 2022 (*Clarified/updated the objectives for faculty professional development; modified monetary allocations in Procedure(s) 206*)

Board Approved: 11/2022

Board Approved: 9/2019

Board Committee Approved: N/A

Board Approved: 2/2008

Board Committee Approved: N/A

2

PROCEDURE(S) 206:**FACULTY DEVELOPMENT FUNDS AND EXPECTATIONS****Full-time Faculty**

Full-time faculty members, immediately upon hire, can access \$750 per year for professional development activities (in accordance with this policy and other related College policies), including professional conference registration fees and travel, professional membership dues, journal subscriptions, etc., with approvals from the division dean, VPAA/DOF, and President. Additional development funds may be provided by the VPAA/DOF, as needed, to comply with regional and programmatic accreditation requirements. Full-time faculty members that are approved to present at a state-level or higher conferences are eligible for an additional \$500 per year to cover otherwise non-reimbursed travel expenses, in accordance with applicable policies.

Full-time faculty members who have completed two full semesters of full-time service at the College are eligible to apply for the Summer Grant Program for faculty, up to the maximum award of \$1,500.

APPENDIX G – POLICY 226 FACULTY EVALUATIONS

SUPERSEDES: Evaluation Process, 1/2008	SECTION: Faculty
POLICY AND PROCEDURE MANUAL MERCY COLLEGE OF OHIO, TOLEDO, OHIO <u>Signature on File</u> Signature: Dr. Susan Wajert, President	CODE NO. 226
	SUBJECT: Faculty Evaluations
	DATE ORIGINATED: 2/1995
	DATE COMMITTEE BOARD APPROVED: 10/17/22
	DATE BOARD APPROVED: 11/08/2022
	DATE OF NEXT REVIEW: 2025 January 1-31

Faculty Evaluations

PURPOSE:

The purpose of evaluation is to provide documentation that will facilitate careful and purposeful evaluation for contract renewal, salary increases, and promotion decisions; and to provide an opportunity for introspection and guidance for professional growth as faculty, clinicians, and scholars.

SCOPE:

This policy applies to all full-time and part-time faculty at Mercy College of Ohio ("College"). Part-time faculty evaluated under this policy are determined by College Division Deans.

POLICY:

Evaluation of faculty takes place annually. As a part of the evaluation process, the Faculty Evaluation Instrument uses multiple sources of data including, but not limited to, summaries of student evaluations, self-evaluations, annual report(s), teaching evaluations by supervisor through direct observations, contributions of service to the College, scholarly activities, and progress toward achievement of goals. A current curriculum vitae or resume is to be submitted each year for the faculty's College personnel file.

REFERENCING FORM(S):

Faculty Evaluation Instrument

Policy History:

Reviewed: October 2022 (*Updated scope and definition of evaluation period; updated evaluation materials*)

Board Approved: 11/2022

Board Approved: 9/2019

Board Committee Approved: N/A

Board Approved: 1/2008

Board Committee Approved: N/A

PROCEDURE(S) 226:**EVALUATION PERIOD**

The evaluation period is based on calendar year. The process will be initiated through the office of the Vice President for Academic Affairs/Dean of Faculty (“VPAA/DOF”). All documentation will be submitted electronically.

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

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

- I. A faculty self-evaluation using the current performance appraisal tool.
- II. Validation of participation in the peer evaluation process - It is each faculty member’s responsibility to arrange for a peer review annually. The peer review report does not need to be included in the yearly evaluation packet.
- III. A summary of student and clinical (if applicable) evaluations conducted at the end of each semester during the calendar year.
- IV. Classroom Assessment Technique (CAT) summary (a minimum of 1).
- V. Formative teaching observation/evaluation – The teaching evaluation/observation must be completed by the faculty member’s direct supervisor for all full-time and part-time faculty new to the College during the academic year.
 - a. Additionally, annual teaching evaluation/observations are:
 - i. Required for all faculty on single-year contracts
 - ii. Required for all faculty at least once within a multi-year contract period
 - iii. Required for faculty on a developmental or improvement plan.
- VI. Any additional information considered appropriate by the faculty member to support his/her professional effectiveness as an educator, scholar, and contributor to the College community should be attached.

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

If a faculty member’s workload in one or more categories is projected to be greater or less than the minimum expectations, the proposed workload must be reviewed by the Division Dean and approved by the VPAA/DOF.

The Faculty Evaluation Instrument (See Appendix A) is used to evaluate faculty performance in the following areas: Teaching, Scholarship, and Service/Administration. Each category includes

criteria for meeting objectives. The criteria are based on competencies identified for each academic rank with examples listed below.

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

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

The suggested activities and achievements are outlined by rank and should be documented by faculty members as they complete their self-evaluation. Faculty members may use activities from a lower or higher rank if applicable. For rank promotion, faculty members are evaluated in accordance with the Academic Rank policy and procedures.

I. Teaching

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

ASSISTANT PROFESSOR AND ABOVE

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

ASSOCIATE PROFESSOR AND ABOVE

- mentor less experienced faculty members in the art of teaching
- use alternative delivery methods
- vary delivery style for undergraduate and graduate students

PROFESSOR

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

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

ASSISTANT PROFESSOR AND ABOVE

- encourage collaborative teaching and learning
- use classroom assessment techniques (CATs) to improve teaching
- participate in the development, modification, and implementation of the curriculum
- use appropriate audiovisuals and technology in the classroom and assigned work

- improve in teaching a course in succession
- assist less experienced faculty members in the art of teaching

ASSOCIATE PROFESSOR AND ABOVE

- participate in faculty development related to innovative teaching
- mentor less experienced faculty members in instructional design

PROFESSOR

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

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

ASSISTANT PROFESSOR AND ABOVE

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

ASSOCIATE PROFESSOR AND ABOVE

- assist less experienced faculty members in the art of teaching
- mentor less experienced faculty members on content expertise

PROFESSOR

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

- D. Course Management – Management skills in the operation of a course including, but not limited to, timely grading of examinations, timely completion of add/drop and incomplete grade forms, maintaining published office hours, arranging for and coordinating guest lectures, and generally making arrangements for facilities and resources required in the teaching of a course.

ASSISTANT PROFESSOR AND ABOVE

- provide syllabi, outlines and other appropriate teaching materials; using the learning management system
- give prompt feedback
- report requested information in a timely manner

ASSOCIATE PROFESSOR AND ABOVE

- mentor less experienced faculty members in course management
- assist less experienced faculty members in course management

PROFESSOR

- provide faculty development in course management

II. Scholarly and Creative Activities

Scholarly and creative activities in a faculty member's formally recognized area of expertise.

ASSISTANT PROFESSOR AND ABOVE

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

ASSOCIATE PROFESSOR AND ABOVE

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

PROFESSOR

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

III. Service

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

ASSISTANT PROFESSOR AND ABOVE

- support the College and student activities
- promote the College vision, mission and values
- contribute to assigned committees
- provide academic advising

- demonstrate a willingness and the ability to act as a team player in all roles assumed on behalf of the College
- serve as a faculty advisor to student organizations
- serve as an officer in a community organization
- practice professional activities in the community

ASSOCIATE PROFESSOR AND ABOVE

- serve as a committee chairperson
- demonstrate leadership in addressing issues or needs at the College
- hold office or serve on committees of professional organizations

PROFESSOR

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

IV. Administrative Faculty (Rank Varies)

- A. Management - Managerial and interpersonal skills that result in efficient and effective organization of the assigned area of responsibility.

- manage and reconcile budgets
- facilitate the business of the program and division
- facilitate program admissions
- manage program assessment
- schedule courses and faculty
- prepare accreditation materials and assure program is meeting required standards

- B. Leadership/Guidance/Vision – Skills, knowledge, and abilities that demonstrate leadership and promote the vision, mission, and values of the College.

- perform faculty and staff evaluations
- review curriculum for quality and appropriateness
- acquire clinical affiliations (new and continuous)
- expand current programs and develop new programs for the College
- provide effective and efficient leadership of assigned area of responsibility
- serve as a spokesperson in sharing the vision, mission, and values of the College
- collaborate with departments outside Academic Affairs
- collaborate with Mercy Health as applicable
- partner with divisions within Academic Affairs to build synergies when appropriate (IPE)

Evaluative Ratings

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

Accomplished - Consistently exceeds expectations and accepted standards of professional performance of designated rank

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

Needs Development - Does not meet expectations and/or standards of professional performance of designated rank

Unsatisfactory – Consistently does not meet expectations and/or standards of professional performance of designated rank

FACULTY EVALUATION INSTRUMENT

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

FACULTY MEMBER SELF-EVALUATION:

- Provide clear and concise evidence to support self-rankings for the evaluation period as indicated on the Faculty Evaluation Instrument.
- Add comments to identify achievements or areas for improvement, assistance, or development.
- Evaluate goals for the current evaluation year and prepare goals for the upcoming year.

The goals must be finalized prior to submission of the documents to the (VPAA/DOF).

SUPERVISOR EVALUATION:

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

APPENDIX H – POLICY 227 ADJUNCT FACULTY EVALUATION PROCESS

SUPERSEDES: 09/08/2017	SECTION: Faculty
POLICY AND PROCEDURE MANUAL	CODE NO. 227
MERCY COLLEGE OF OHIO, TOLEDO, OHIO	SUBJECT: Adjunct Faculty Evaluation Process
	DATE ORIGINATED: February 2004
	DATE REVISED: May 2021
	DATE COMMITTEE BOARD APPROVED: 05/19/2021
	DATE BOARD APPROVED: 06/08/2021
Signature on File	TECHNICAL REVISION: September 8, 2017
Signature: Dr. Susan Wajert, President	DATE OF NEXT REVIEW: 2024 April 1-30

Policy: Adjunct Faculty Evaluation Process

PURPOSE:

To provide documentation which will facilitate careful and purposeful evaluation for purposes of providing an opportunity for introspection and guidance for professional growth as adjunct faculty and clinicians, as well as for purposes of reappointment.

POLICY:

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

REFERENCING FORMS:

Adjunct Faculty Performance Appraisal Form 227-A

Board Approved: June 8, 2021

Board Committee Approved: May 19, 2021

Revised May 2021: *(No substantive changes were made, will continue annual evaluations for adjunct faculty for ease of tracking)*

Technical Revision: September 8, 2017

Board Approved: March 14, 2017

Committee Board Approved: February 28, 2017

Revised: January 19, 2017

New Policy: February 27, 2004

PROCEDURE #227**INSTITUTIONAL EVALUATION:**

As stated above, the evaluation period for adjunct faculty is at the end of the first semester of hire and annually thereafter. The process will be initiated through the office of the Vice President of Academic Affairs (VPAA), and will be implemented by the Directors and/or Coordinators/Leads. This policy and the evaluation instrument, designated as the Adjunct Faculty Performance Appraisal, are available on the common drive. When completed, the evaluation instrument must be signed by both the adjunct faculty member, the evaluator, and the Division Dean.

Evaluative Ratings:

The following scale will be used to evaluate overall performance of adjunct faculty.

- **Highly Commendable** = Frequently, perhaps consistently, exceeds accepted standards of professional performance
- **Satisfactory** = Consistently meets accepted standards of professional performance
- **Needs Improvement** = Does not consistently meet accepted standards of professional performance
- **Unsatisfactory** = Does not meet accepted standards of professional performance

Disposition of Appraisal:

- Appraisals are to be signed by the adjunct faculty member, the evaluator, and the Division Dean.
- Copies are to be provided to each signatory.
- The original is to be forwarded to the Manager, Operations – Mercy College for inclusion in the personnel file.
- The evaluator is to conduct a conference with the adjunct faculty member to review the results of the appraisal. If the faculty member is unavailable for a face-to-face conference, one may be conducted by phone. If the adjunct faculty member refuses or fails to sign the appraisal, the evaluator is to attach a dated and signed note documenting the steps taken to procure the faculty member's signature.

Adjunct Faculty Performance Appraisal Form 227-A

Faculty Name: _____ Class: _____

Semester: _____ Division: _____

<i>Objective</i>	<i>Comments</i>
Subject Knowledge	
Quality of Class/Clinical/Lab Presentation	
Organization and Use of Class/Clinical/Lab Time	
Dependability and Availability to Students	
Interpersonal Skills and Communication	

Overall Performance: ___ Highly Commendable ___ Satisfactory ___ Needs Improvement ___ Unsatisfactory

Evaluator Comments: _____

Faculty Comments: _____

Adjunct Faculty Signature

Date

Program Director/Evaluator Signature

Date

Dean Signature

Date

APPENDIX I – POLICY 228 ACADEMIC RANK

SUPERSEDES: 11/2014	SECTION: Faculty
POLICY AND PROCEDURE MANUAL	CODE NO. 228
MERCY COLLEGE OF OHIO, TOLEDO, OHIO	SUBJECT: Academic Rank
Signature on file	DATE ORIGINATED: 2/1995
	DATE COMMITTEE BOARD APPROVED: 10/17/22
Signature: Dr. Susan Wajert, President	DATE BOARD APPROVED: 11/08/2022
	DATE OF NEXT REVIEW: 2024 April 1-30

Policy: Academic Rank

PURPOSE:

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

POLICY:

Mercy College of Ohio ("College") has adopted a system of rank and promotion for all full-time faculty members to give recognition and credit for their professional experience, and academic excellence, accomplishments, and achievements. The ranks of Assistant Professor, Associate Professor, and Professor are established at the College. Faculty evaluation and promotion are based on criteria in the following areas: degree, teaching, scholarship, and service. Promotion from one rank to another is based on a self-initiated process administered by the Faculty Advancement Committee.

REFERENCING FORM(S):

Application for Academic Promotion

Reviewed: October 2022 (*Updates to qualification criteria; consistency of references to term "candidate"*)

Board Approved: 11/08/22

Board Approved: 06/11/19

Rank & Promotion Committee Approved: December 5, 2016

Board Approved: November 2014

Revised: October 2014

Revised: April 2012

Revised: May 2009

Revised: October 2005

Revised: April 2003

Revised: September 2002

Revised: August 2000

Revised: June 1999

New Policy: February 1995

PROCEDURE(S) 228 ACADEMIC RANK:

- I. The College has established the following faculty ranks in ascending order, for full-time faculty: Assistant Professor, Associate Professor, and Professor. This system recognizes the experience, contributions, accomplishments, and academic achievement of full-time faculty members, including faculty with administrative release. A detailed list of qualifications and the rank and promotion process are outlined below. Questions can be directed to the chairperson (“Chair”) of the Faculty Advancement Committee (“Committee”). The following general principals apply to academic rank at the College:
 1. The President and Vice President of Academic Affairs/Dean of Faculty (VPAA/DOF), in consultation with the Academic Dean, establish initial rank at time of hire.
 2. The rank and promotion system applies only to individuals who have a full-time faculty contract, including those with administrative release.
 3. All candidates for promotion are expected to meet or exceed the criteria outlined for their rank and will be evaluated accordingly.
- II. To apply for promotion, a candidate must have held the current rank for a minimum of three full consecutive academic calendar years at the College (see “Criteria”).
 1. Faculty who wish to apply for promotion in rank must meet criteria set forth below.
 2. Faculty are expected to meet the College published teaching workload for three consecutive years prior to applying for rank and promotion.
 3. Time devoted to a leave of absence will not count toward experience or service.
- III. The Rank and Promotion process is self-initiated by a faculty candidate via 1) contacting his/her Academic Dean seeking confirmation of eligibility, and 2) submitting a letter of intent to the Chair of the Committee (see Promotion Calendar for dates).
 1. It is the responsibility of the candidate to include objective evidence of all accomplishments at the time the application portfolio is submitted. It is the obligation of the candidate to prepare a portfolio, which includes a detailed narrative statement for each applicable evaluation criterion as listed under the heading for the relevant rank. The narrative statement should be clearly supported and connected to all supporting documentation.
 2. Three (3) letters of reference addressing the candidate’s teaching, scholarship, and service are required: one (1) from the supervising Academic Dean or Dean designee; one (1) from an officer representing a faculty committee on which the candidate has recently served; and one (1) from a faculty member at or above the rank for which the candidate is applying. Two additional letters of reference can be provided at the candidate’s discretion.
 3. All promotion portfolio resources will be submitted electronically to the Committee through the process outlined by the Committee. Candidates submitting a letter of intent will schedule an individual meeting or attend a scheduled seminar with the Committee to discuss the portfolio process. Submissions should include at least the following materials representing the comprehensive period since the candidate’s last successful rank promotion: application, curriculum vitae, three letters of reference, Faculty Evaluation instruments, student evaluations, and narrative statements along with supporting evidence to demonstrate teaching, scholarship,

and service (see accompanying checklist). In addition, it is highly recommended that peer teaching evaluations be included in the portfolio.

- IV. The criteria listed for each rank are cumulative. To be promoted to the next rank, a candidate must consistently, continuously, and progressively demonstrate the accomplishment of criteria listed for that rank. Criteria are not limited to those listed, nor must every criterion listed be met.
- V. A candidate may rescind or withdraw his/her application at any time during the review process with written notification to the Committee Chair.
- VI. Written summary recommendations from the Committee and candidate portfolios will be submitted to the VPAA/DOF for review. The VPAA/DOF may request to meet with the Committee to review candidates. After review, the VPAA/DOF will submit recommendations to the President of the College who will move final recommendations forward to the College Board of Trustees (“BOT”).
- VII. If the VPAA/DOF, President, or BOT decision differs from the recommendations made by the Committee, the VPAA/DOF will present the outcome and rationale to the Committee Chair. The candidate will be notified in writing within two weeks of the BOT decision whenever possible.
- VIII. Members of the Committee are expected to recuse themselves from reviewing an application where a personal or professional conflict of interest is present.

Mercy College Faculty Rank & Promotion Calendar

<u>Date Due</u>	<u>Step</u>
September 1	The Faculty Advancement Committee Chairperson will distribute a checklist of the minimum requirements for promotion for each rank to all faculty.
September 15	Faculty who wish to apply for promotion and meet the minimum requirements should contact their Academic Dean to determine eligibility.
November 1	Eligible candidates will send a Letter of Intent to the Faculty Advancement Committee Chairperson declaring his/her intention to apply for promotion.
November 15	The Faculty Advancement Chairperson will send names of those submitting a Letter of Intent to the VPAA/DOF for a final verification candidates’ eligibility.
Prior to fall final exam week	The Faculty Advancement Committee will conduct an information session for faculty reviewing the application for rank process.
January 30 by Noon	The candidate will submit her/his portfolio to the Faculty Advancement Committee.

Mid-February	Faculty Advancement Committee will forward its recommendation(s) to the VPAA/DOF. The VPAA/DOF will make a recommendation to the College President.
Mid-March	The President will submit a recommendation to the College BOT who will make the final decision for promotion.
Post BOT meeting	The VPAA/DOF will inform the candidate of the final decision of the BOT.

CRITERIA for RANK AND PROMOTION

Eligibility Requirements

ASSISTANT PROFESSOR:

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

ASSOCIATE PROFESSOR:

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

PROFESSOR:

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

Criteria:

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

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

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

Academic Rank: Assistant Professor

ASSISTANT PROFESSOR- Teaching:

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

ASSISTANT PROFESSOR- Scholarship:

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

ASSISTANT PROFESSOR- Service:

- Serves as an active member of a Faculty Assembly and/or College committee
- Supports College student activities
- Promotes College mission and values
- Promotes professional activities to community
- Volunteers professional knowledge and/or expertise in community
- Provides community service in non-professional events

- Participates in recruitment and retention activities
- Participates in College-oriented community events
- Participates in College and/or program accreditation activities

Academic Rank: Associate Professor

ASSOCIATE PROFESSOR- Teaching:

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

ASSOCIATE PROFESSOR- Scholarship:

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

ASSOCIATE PROFESSOR- Service:

- Serves as an officer on a Faculty Assembly and/or College committee
- Demonstrates leadership in addressing an issue or need at the College
- Mentors new faculty members
- Coordinates discipline-related activities with/for professional boards, clubs, associations, organizations, governing bodies, or the community
- Serves on *ad hoc* committees, as requested
- Contributes to the collection of data, organization of standards, and evaluation of learning outcomes in support of College and/or program accreditation
- Manages program and/or division assessments (e.g., Academic Program Review)
- Serves on professional association committees (regional, national) in his/her discipline

Academic Rank: Professor

PROFESSOR -Teaching:

- Evaluates curriculum, Lesson Plans/Outlines of Instruction for peers
- Evaluates new courses using appropriate standards

- Mentors faculty in implementation and evaluation of course materials
- Oversees textbook selection processes within a course and/or program
- Mentors new faculty in the development of formative and summative assessment of student-learning
- Develops collaborative learning experiences such as Interprofessional activities or simulation-scenarios to facilitate synthesis of learning
- Reviews curriculum for quality and appropriateness
- Mentors faculty in best practices in the classroom
- Proposes course and/or curriculum changes based on department and faculty data and in collaboration with curriculum and assessment committees

PROFESSOR -Scholarship:

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

PROFESSOR- Service:

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

APPENDIX J – POLICY 229 EMERITUS

SUPERSEDES: 4/2008	SECTION: Faculty
POLICY AND PROCEDURE MANUAL	CODE NO. 229
MERCY COLLEGE OF OHIO, TOLEDO, OHIO	SUBJECT: Emeritus
Signature on file	DATE ORIGINATED: 8/1999
	DATE COMMITTEE BOARD APPROVED: 10/17/2022
Signature: Dr. Susan Wajert, President	DATE BOARD APPROVED: 11/08/2022
	DATE OF NEXT REVIEW: 2024 April 1-30

Emeritus Policy

PURPOSE:

To set forth criteria for eligibility and privileges of those faculty conferred with emeritus status by Mercy College of Ohio (“College”).

POLICY:

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

Reviewed: October 2022 (*Addition of titles and privileges held; addition of revocation clause*)

Full Board Approval: 11/08/2022

Full Board Approval: 06/11/2019

Board Committee Approval: N/A

Revised June 2019: (*updated using new policy template*)

Revision Date: April 2008

Originated Date: August 1999

PROCEDURE(S) 229:

- I. The following criteria must be met for emeritus status consideration:
 - A. The nominee has completed a minimum of ten (10) years of academic service at the College by the end of the academic year in which the nominee is to be honored.
 - B. The nominee holds current academic rank.
 - C. The nominee has made distinguished contributions to the College through scholarship, creative work, and service.
 - D. The faculty member to be honored must have announced the intent to retire by the end of the academic year.
 - E. The faculty member exhibited behaviors indicative of a commitment to the values of the college.
- II. Appointment process:
 - A. Upon notification of intent to retire, an individual may be nominated by the Division Dean for emeritus/emerita status to the Vice President Academic Affairs/Dean of Faculty (VPAA/DOF).
 - B. The nomination shall be in writing and must include a current curriculum vitae and written summary highlighting fulfillment of the above criteria as well as other contributions made to the College.
 - C. The VPAA/DOF shall make a recommendation to the President.
 - D. The President shall review the recommendation and forward his/her recommendation to the Board of Trustees.
 - E. The Board of Trustees shall make the decision as to the granting of emeritus/emerita status to the nominee and will notify the nominee and appropriate College representatives regarding its decision.
 - F. The decision of the Board of Trustees shall be final and not subject to further review.
- III. The following privileges will be granted:
 - A. The granting of emeritus/emerita status is an honorary designation.
 - B. Emeriti/emerita shall have their names listed in the college catalog and have privileges as defined by the College. The faculty rank title held at the time of retirement will also be listed, however, any privileges associated with this rank title while employed will not continue.
 - C. May be asked to serve on committees or as a visiting lecturer.
 - D. Use of the College library and computer laboratory.
 - E. March in academic processions.
 - F. Invited to social and professional activities of faculty.
 - G. All privileges are gratuities and not contractual rights and may be modified by the College at any time without notice or obligation.

- IV. The emeritus status is recognized at the first commencement ceremony following retirement.
- V. At the sole discretion of the College, emeritus status may be revoked at any time. Without limiting such discretion, revocation may occur when it is determined that the individual's conduct, before or after receiving emeritus status, conflicts with the intent and spirit of the designation and/or causes harm to the College's reputation. The Board of Trustees is authorized to make the decision to revoke emeritus status and it will inform all appropriate parties of such action.

APPENDIX K – POLICY 230 ACADEMIC GRIEVANCE

SUPERSEDES: Grievance, 6/12/12	SECTION: Faculty
POLICY AND PROCEDURE MANUAL	CODE NO. 230
MERCY COLLEGE OF OHIO, TOLEDO, OHIO	SUBJECT: Academic Grievance
	DATE ORIGINATED: 2/1995
Signature on File	DATE COMMITTEE BOARD APPROVED:
Signature: Dr. Susan Wajert, President	N/A
	DATE BOARD APPROVED: 06/13/2023
	DATE OF NEXT REVIEW: 06/2026

Academic Grievance

PURPOSE:

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

SCOPE:

This policy applies to all faculty at Mercy College of Ohio.

POLICY:

Definitions:

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

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

The purpose of the grievance process is as follows:

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

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

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

Policy History:

Board Approved: 06/13/2023

Board Committee Approved: 05/22/2023

Board Approved: 09/10/2019

Board Committee Approved: N/A

Board Approved: 06/12/2012

Board Committee Approved: 05/29/2012

PROCEDURE(S) 230:

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

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

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

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

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

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

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

Step Eight: Grievance Hearing Process

- A. The VPAA/DOF will convene the first committee meeting and review the grievance process, including the confidentiality of all meeting sessions and the restriction of public statements during and after the process. The committee will appoint a chair at the first meeting.
- B. The committee will review all information provided by the parties prior to scheduling hearing dates and times.
- C. The committee will notify all parties of the time and place of all hearings so that they may be present at all hearing sessions except when final recommendations

are made. The Vice President of Student Affairs/Dean of Students will be notified of any actions or involvement of students.

D. Hearings will be conducted as follows:

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

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

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

Right of Appeal

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