



FACULTY HANDBOOK

Academic Year 2019-2020 Edition

2019-2020 EDITION
MOUNT MARY UNIVERSITY
2900 North Menomonee River Parkway, Milwaukee, WI 53222

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Chapter 1: General Information

Mission

Mount Mary University, an urban Catholic University for women sponsored by the School Sisters of Notre Dame, provides an environment for the development of the whole person. The University encourages leadership, integrity, and a deep sense of social justice arising from sensitivity to moral values and Christian principles.

Mount Mary commits itself to excellence in teaching and learning with an emphasis on thinking critically and creatively. The baccalaureate curriculum integrates the liberal arts with career preparation for women of diverse ages and personal circumstances; the programs at the graduate level provide opportunities for both men and women to enhance their professional excellence.

Purposes of Mount Mary University

In order to achieve the mission of Mount Mary University the following statement of purposes has been articulated. These purposes provide direction for planning, programming and administration of the University.

The purposes of the University are to:

1. provide undergraduate and graduate programs that stimulate students to seek knowledge, think critically and creatively, communicate thought effectively and appreciate the rich diversity of the University community and the world around them;
2. offer all students a basis for intellectual convictions, ethical values based on Christian principles and an aesthetic framework to enrich their lives;
3. effectively integrate the liberal arts with career preparation at the undergraduate level;
4. prepare students to use leadership qualities and to demonstrate a strong sense of social responsibility by providing curricular and co-curricular opportunities for growth, both on campus and in the larger community;
5. foster excellence in teaching based on an environment of academic freedom and a commitment to ongoing professional development;
6. continue to serve in the tradition of the School Sisters of Notre Dame whose mission includes providing for the needs of women in a changing and diverse society;
7. operate with fiscal responsibility in the context of implementing the mission of Mount Mary University.

Vision

Mount Mary University is recognized as a diverse learning community that works in partnership with local, national and global organizations to educate women to transform the world.

Aims of Mount Mary University

The primary purpose of Mount Mary University is to educate the student of today for the future, within the framework of Christian principles.

In educating for the future, Mount Mary realizes that maturity develops along a self-directed path. Thus, the University provides the opportunity for increased choices within the liberal arts curriculum. This curriculum, which is a liberal, equitable exposure to a core of studies rooted in the arts, the humanities, the social and natural sciences, includes the option of professional training as well.

In addition to choices within the academic sphere, Mount Mary also provides the opportunity for the student to develop her social and cultural potential and to cultivate her ability for leadership. Such potential is fostered in an atmosphere which places importance on the individual.

Mount Mary, as a small, women's university located in a metropolitan area, recognizes that it bears a responsibility to the community in which it exists. This responsibility manifests itself in a social consciousness, which the student develops not only through university experiences, but also through those experiences which extend beyond the classroom into the community.

Finally, Mount Mary acknowledges that to fulfill its primary purpose, the responsibility of assuring and respecting general conditions conducive to the freedom to learn must be shared by all members of the academic community. Administration, faculty, staff, and students depend on one another to protect the freedom of the educational process.

History of Mount Mary University

In many ways the history of Mount Mary University parallels that of the state of Wisconsin. In 1850 Mother M. Caroline Friess brought School Sisters of Notre Dame to Milwaukee and began the establishment of quality educational institutions in Wisconsin. One of these, in Prairie du Chien, was to become St. Mary's College, later known as Mount Mary College.

In 1872, through the generosity and at the express request of General John Lawler, the site of old Fort Crawford on the banks of the Mississippi became the campus of St. Mary's Institute, with Mother M. Seraphia Mingas as its first Director. St. Mary's Hall was erected in 1877 by General Lawler and Peter Doyle, Secretary of State in the mid-1870's under Governors William R. Taylor and Harrison Ludington.

In 1913, St. Mary's Institute/Academy achieved college status and was chartered by the State of Wisconsin as a full-fledged, four-year, liberal arts college with the privilege of granting degrees. College buildings proper were erected in 1914. The college's academic standards were accepted by the National Catholic Educational Association in 1921 and by the North Central Association of Colleges and Universities in 1926. Credit for the development of St. Mary's College throughout this time is given to Mother M. Seraphia Mingas, Sister M. Stanislas Maline and Sister Mary Eugene Coleman.

In 1929, the College was moved to Milwaukee, where its programming was available to a wider population and where students would enjoy access to the advantages of a metropolitan center.

From then on, it would be known as Mount Mary College. The cornerstone of the first building erected on the new site was laid on September 12, 1928, by the Most Reverend Sebastian G. Messmer, then Archbishop of Milwaukee. Notre Dame Hall and Caroline Hall were completed on time for the arrival of the first students in September 1929. Other buildings followed: 1954--Kostka Hall and Fidelis Hall; 1964--Bergstrom Hall; 1977--Dominic Hall (adaptation); 1981--Haggerty Library; 1983--Campus House (adaptation). The Fitzpatrick Level of Haggerty Library was completed in August of 1989. In 1990, the former Social Hall was redesigned to be used for concerts, lectures, retreats, meetings, workshops and seminars. It was named Helfaer Hall to honor benefactors Mr. and Mrs. Evan Helfaer. In 1983, the former main room of the original library and the former President's room on the second floor of Notre Dame hall were redesigned to be used as a conference center, and to provide a display area for items from the University's historical costume collection. They are named the Walter and Olive Stiemke Memorial Hall and the Stiemke Conference Center to honor the benefactors. Completed in the fall of 2004, the Gerhardinger Center houses the Natural Sciences, Nursing and Occupational Therapy programs on the second and third floors. The first floor is a campus community center comprised of quiet and social lounges, a cyber-café, and electronic lecture hall and meeting rooms. The Eileen Bloechl Recreation Center, the newest building on campus, opened in fall 2006. It contains basketball and volleyball courts as well as the Fitness Center.

Since its move to Milwaukee, Mount Mary College has prospered under the dedicated and vigorous leadership of 9 presidents: Edward A. Fitzpatrick, Ph.D. (1929-1954); (Sister Mary Dominic Cunningham, SSND, Ph.D. served as acting president from 1942 to 1945, while Colonel Fitzpatrick was on leave in Washington, D.C.) Sister M. John Francis Schuh, SSND, Ph.D. (1954-1969); Sister Mary Nora Barber, SSND, Ph.D. (1969-1979); Sister Ellen Lorenz, SSND, Ed.D. (1979-1987); Sister Ruth Hollenbach, SSND, Ph.D. (1987-1995); Sally Mahoney, M.S. (Interim President, 1995 -1997); Patricia D. O'Donoghue, Ph.D. (1997-2006); Linda Timm, Ph.D. (2006-2008); Eileen Schwalbach, Ph.D. (2008-2017); and Christine Pharr, Ph.D. (2017-)

With a core curriculum firmly rooted in the liberal arts, students benefit especially from the integration of these liberal studies within their chosen curricula. Several thousand graduates have found fulfillment in teaching on every level, their preparation steadily endorsed by State and National accrediting associations since the 1920's. In 1961, 1969, 1979 and 1987, the National Council for Accreditation of Teacher Education (NCATE) granted full approval to the Teacher Education Program. In 1987, the program continued its approval by the Wisconsin Department of Public Instruction. And in February 1990, a Master of Arts in Education: Professional Development was approved by the North Central Association of Colleges and Schools.

The fusion of the liberal and the practical branched out from teaching as early as the 1940's when the College began to train medical technologists. (This program was discontinued in 1988.) The Occupational Therapy Program, begun in 1941, has been most recently granted reaccreditation in 2011 by the Accreditation Council for Occupational Therapy Education (ACOTE). In addition, in 1995 North Central granted accreditation to a post professional program for Occupational Therapists, Master of Science in Professional Development. Two other programs that had their inception in 1929 also have developed steadily. The baccalaureate Social Work Program was reaccredited by the Council on Social Work Education in 2017. (The social work accreditation dates from 1974 when Mount Mary was recognized as the first private college in Wisconsin to have been granted such endorsement.) In 1973 the American Dietetic Association Council on Education Division of Education Accreditation/Approval approved the Coordinated Undergraduate Program in Dietetics which was established initially in collaboration with St. Luke's Hospital. With the change in program emphasis from clinical to general in 1982, the St. Luke's collaboration was discontinued. The program, though, has continued to enjoy full accreditation, most recently

in 2011. In 1982 the North Central Association approved Mount Mary's first graduate program, the Master of Science in Dietetics. In 1988 that program was expanded to include the Approved Pre- professional Practice Program component which is accredited by The American Dietetic Association Commission on Accreditation for Dietetics Education.

While adult learners have always been welcomed into many college programs, in 1971 Mount Mary initiated an Office for Continuing Education, initially handling both credit and non-credit programming. In 1973, the program was expanded with the development of ENCORE, a program of admissions and advising specifically designed for the degree candidate twenty-five years of age or older or for women who had discontinued formal education for five or more years. Later this office operated as CEPA, the Center for Educational and Professional Advancement. At about the same time, Mount Mary opened its Child Care Center, one of the first such on-campus facilities in the region. The center closed in 2016.

The present core curriculum, introduced in 1972, and revised most recently in 2007 strengthened the fusion of the practical with the purely liberal, of the professional with the purely creative. The contemporary curriculum has resulted in many new emphases, among them the Art Department's Art Therapy, Interior Design (holding accreditation from the Council for Interior Design Accreditation (CIDA), formerly known as FIDER, most recently in 2016), and Graphic Arts; Fashion's joining with business in Fashion Merchandising; the Business Administration Department's new emphases on business administration and accounting.

In 1979, the University initiated CAMPUS PM, a program permitting students to earn degrees with majors in some departments by attending evening classes only.

A post-baccalaureate institute in art therapy was added in 1981 to provide appropriate background for students to become registered art therapists. In July, 1990 the University received North Central approval for the Master of Science in Art Therapy, with that degree program replacing both the institute and a subsequent Master's degree affiliation with Lesley University (Massachusetts).

The introduction of the Ewens Center in 1985 permitted an expansion of non-credit programming options for women interested in areas such as career, personal, cultural, spiritual and physical fitness development.

In 1988, the Business Administration Department established the Business Advantage Program, an accelerated degree-completion program designed to meet the needs of adult students. The students had at least two years of acceptable University credits in place and met in classes which convened one night a week for 96 weeks. Successful completion led to a Bachelor of Science in Business Administration. Because of the changes in educational practices the program was phased out.

An accelerated evening program introduced in the fall of 1998 provides students with the opportunity to begin and complete a degree in a five to seven year period. Two majors can be earned in this format: Business Administration and Accounting. Courses are offered in five eight-week terms throughout the year. Students take from one to three courses per term.

In the fall of 1998 a new Master of Arts in Gerontology was approved by the North Central Association of Colleges and Schools; however, the program became inactive in 2006.

In fall of 2002 Mount Mary entered into a partnership with Columbia College of Nursing (CCON) offering a joint Bachelor of Science in Nursing. The joint partnership ended in 2013 when CCON became its own degree granting institution. The Master's Degree in Counseling was added in 2004 with current concentrations in Clinical Mental Health, School Counseling

and Clinical Rehabilitation Counseling. The Clinical Mental Health Program received the Council for Accreditation in Counseling and Related Educational Programs (CACREP) accreditation in 2015. Two new Masters programs were added in 2007, Master of Arts in English and Master in Business Administration. A Professional Doctorate in Art Therapy was added in 2011 and a Post-Professional Doctorate in Occupational Therapy in 2014.

In July of 2012, Mount Mary College and the Medical College of Wisconsin signed a collaborative agreement to provide a dual degree program for students to earn a four-year baccalaureate degree from Mount Mary and a one-year Master of Public Health degree from the Medical College. It is the first 4+1 program of its kind to be offered by the two institutions.

In 2013, Mount Mary celebrated its 100th anniversary through numerous events and celebrations, including a Centennial Dinner and a special historical exhibit depicting the 100 year history of Mount Mary was displayed in the Marian Gallery. In July, Mount Mary was renamed Mount Mary University. The institution's Board of Trustees approved the name change February 12, 2012.

In the fall of 2013, the Mount Mary launched the Creative Campus Initiative where a commitment to teaching, learning and applying attributes of creativity including agility, experimentation, imagination, open-mindedness and navigating complexity, was infused throughout all University operations. The assessment of student learning outcomes was also expanded to include measurement of these attributes as developed in the classroom, as well as through co-curricular activities.

The most recent changes to academic programming include the launch of an RN to BSN program in the fall of 2016, the Nursing 1-2-1 programs with MATC (2017), WCTC (2018) and Moraine Park (2019) The Nursing program also received Commission on Collegiate Nursing Education (CCNE) in June of 2019. A Food Science major was also added in the spring of 2017 with a masters to follow in fall 2019.

Mount Mary's accreditation by the Higher Learning Commission has been continuous since 1926. The next reaccreditation visit has been scheduled for the 2022-2023 academic year.



The Seal

The Seal of Mount Mary University is circular in form, the circle suggesting its traditional symbolic meaning, eternity, true and final measure of all human values. The ring surrounding the central design indicates the harmony that unites faculty and students in the pursuit of common aims and ideals. The words, *Virtus et Scientia*, inscribed in the open Book of Wisdom, epitomize the ideals and aims of the University. The book is wreathed with oak, symbol of strength, the palm, sign of victory won and success achieved. The M above the book stands for the Blessed Virgin Mary, the Seat of Wisdom under whose protection the School Sisters of Notre Dame have placed the University where virtue and knowledge are sought.

Signature Events

There are annual long-standing traditions that invoke the spirit and identity of Mount Mary. While these events are planned by specific groups, their purpose and outcomes serve the entire institution.

Investiture is the formal welcoming of new students into the community of scholars. It takes place in August in the week before classes begin. The Teaching Excellence Award is given at this time.

Mass of the Holy Spirit occurs at the beginning of each semester and is a time for the entire community to gather in prayer for blessing on the semester.

Founders Day, celebrated in February, honors the School Sisters of Notre Dame who founded the University. Heritage Awards are presented to employees who have been nominated by their colleagues for exemplifying SSND spirit. Students receive the Mother Theresa and Mother Caroline awards.

Commencement Liturgy is celebrated the evening before graduation and brings the Mount Mary community together in prayer with family and friends. Mass concludes with the passing on of the Light of Learning, a ritual that began when the University was located in Prairie du Chien in 1926. Leadership and Service awards are also announced.

The Graduation Ceremony is the culmination of the academic journey for both undergraduate and graduate students. The ceremony takes place at the close of each semester.

Code of Ethics

Mount Mary University recognizes and adheres to certain standards and practices in regard to the admission of students, financial arrangements, employment, academic achievement and ethical conduct of both faculty and students. These standards and practices are stated in the Undergraduate and Graduate Bulletins, the Faculty Handbook and the Student Handbook.

Admission of Students

Mount Mary University is an Equal Opportunity Institution dedicated to the principle that access to study opportunities provided by the University be accorded to each person on the basis of individual merit and without regard to race, color, religion, age, handicap, and national origin. Mount Mary retains its status as a women's university, and reserves the right to accept only women to degree programs, with the exception of its Master's and Doctoral programs, post- baccalaureate programs, and RN to BSN nursing program.

The Undergraduate and Graduate Bulletins accurately reflect the programs offered and the qualifications required for admission at the time of printing. Amendments are available to undergraduate applicants in the Office of Admissions and to graduate applicants from the relevant department. The University website www.mtmary.edu has both bulletins posted.

Employment

Mount Mary University is an Equal Opportunity Institution dedicated to the principle that access to employment opportunities provided by the University be accorded to each person on the basis of individual qualifications and without regard to race, color, religion, age, handicap, national origin or sex. Mount Mary University, founded and sponsored by the School Sisters of Notre Dame, reserves the right to maintain its heritage and destiny as a Christian and Catholic witness in higher education.

Academic Achievement

The academic policies for faculty members as well as their duties and responsibilities are accurately stated in the Faculty Handbook.

The procedures for faculty advancement in rank and tenure are clearly stated in the Faculty Handbook.

The academic requirements for students are accurately stated in the Undergraduate and Graduate Bulletins.

The intellectual freedom of both faculty and students is safeguarded according to the provisions of the Faculty Bill of Rights and the Student Bill of Rights as found in the respective handbooks.

Fair and impartial procedures for handling grievances are provided as stated in the Faculty Handbook and the Student Handbook.

The Undergraduate and Graduate Bulletins and Student Handbook accurately describe the extracurricular services that the University offers to students. All students are provided equal access to these services.

The health and safety of all faculty and students are adequately safeguarded.

Ethical Conduct

The administration, faculty and staff are bound by the laws of the nation and state, the clearly accepted ethical standards of their profession and the duties and responsibilities stated in the Faculty Handbook and the Administrative Handbook.

The students are bound by the laws of the nation and the state, and the institutional policies regarding conduct stated in the Undergraduate and Graduate Bulletins and the Student Handbook.

A fair and impartial method of appeal in connection with disciplinary action resulting from violations of ethical standards is provided as stated in the Faculty Handbook, and the Student Handbook.

Mount Mary University Accreditation List

With full power to confer degrees, Mount Mary University is approved by the State of Wisconsin and is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. It also has approval for particular academic programs from the following organizations and associations:

The Accreditation Council for Occupational Therapy Education
American Dietetic Association
Council for Accreditation of Counseling and Related Educational Programs

Council on Social Work Education
Foundation of Interior Design Education Research
Wisconsin State Department of Public Instruction for Teachers' Certificates

Mount Mary University holds institutional membership in:

American Art Therapy Association
American Association of Colleges for Teacher Education
American Association of University Registrars and Admission Officers
Association of Governing Boards
Commission on Collegiate Nursing Education
Council of Independent Colleges
National Association of University Admissions Counselors
National Association of University and University Business Officers
National Association of Independent Colleges and Universities
Wisconsin Foundation of Independent Colleges
Wisconsin Association of Collegiate Registrars and Admissions Officers
Women's University Coalition

Chapter 2: Governance of the University

The University is owned and sponsored by the School Sisters of Notre Dame, Central Pacific Province, Inc., a religious congregation of the Roman Catholic Church, and consistent with the congregation's apostolate, exists to serve academic, religious, and cultural needs of its students and those of the larger civic community, regardless of race, color, creed, handicap, or national origin in compliance with all federal and state laws, rules and regulations pertaining thereto. It has been organized, governed, and operated by the Congregation whose leadership constitutes the membership of the Corporate Board of this University. The primary interest of the University is the maintenance of the highest educational standards for youth and adults.

Corporate Board

Membership

1. The Provincial Leader of the Central Pacific Province of the School Sisters of Notre Dame shall serve as an ex officio member of the Corporate Board as long as she remains Provincial Leader and shall serve as chair of the Corporate Board. Thereafter, her successors shall serve in such capacity. The chair shall have authority to effectively direct the activities of the Corporate Board, including the appointment of any committees deemed necessary.
2. Three or four Sisters who are members of the Provincial Council of the Central Pacific Province shall be appointed to serve as members of the Corporate Board, concurrent with their status as members of the Provincial Council. If any member shall cease for any reason to be a member of the Provincial Council of the Central Pacific Province, she shall cease to be a member of the Corporate Board.
3. Additional Members of the Corporate Board, who are other members of the Congregation, are elected on a staggered basis to serve a three-year term with no more than three consecutive terms. These members shall be elected by the majority vote of the Corporate Board and shall consist of no fewer than three and not more than four persons. Any additional member who has served three consecutive terms may be re-elected after one year has lapsed prior to her re-election. It is preferable that such additional members have experience in higher education.

The annual and regular meetings of the Corporate Board shall be on such date and at such place and time as is determined by the Chair of the Corporate Board in accordance with the notice requirement. Special meetings of the Corporate Board may be called by the Chair of the Corporate Board or by the written request of at least three members of the Corporate Board on such date and at such place and time as is determined by the Chair of the Corporate Board.

Powers Reserved to the Corporate Board

The following powers and responsibilities are reserved exclusively to the Corporate Board:

- a. To identify the Mission of the University, ensure that it is in harmony with the Mission of the School Sisters of Notre Dame, and to monitor its effectiveness;
- b. To amend, restate or modify the Articles of the Incorporation and the Bylaws of the University, upon the recommendation of the Trustees;

- c. To approve any acquisition, purchase, sale, mortgage, lease, transfer or encumbrance of any interest in real property by capital expenditure for the University that exceeds \$1,000,000, or such other amount that may be established by the Corporate Board from time to time;
- d. To approve the purchase of all lands and buildings for the University and the construction of new buildings and/or major renovation of existing buildings in excess of \$1,000,000;
- e. To approve the acquisition, creation, consolidation, merger or dissolution of the University or any subsidiary corporation, or the participation of the University any partnership or joint venture;
- f. To dissolve or terminate the existence of the University and to approve and determine the distribution of all assets upon such dissolution or termination;
- g. To approve the aggregate borrowing of the University for any single purpose in excess of \$1,000,000. For purposes of these Bylaws, the term “borrowing” shall mean any commitment for the payment of the money pursuant to any contract;
- h. To appoint one School Sister of Notre Dame to any nominating or selection committee for the appointment of the President of the University and to receive the report of such Committee and offer recommendation to the Board of Trustees regarding the appointment and removal of the President. In matters of grave cause derogating the Catholic mission and integrity, to urge the Trustees to remove the President of the College;
- i. To approve the acceptance of any gift made to the University, except for gifts of cash, marketable securities or personal property that do not impose any material condition of the University in relation to acceptance;
- j. To establish a Board of Trustees for the University and to assess its effectiveness;
- k. To appoint Trustees and to provide for the replacement or removal of Trustees;
- l. To assess regularly the effectiveness of Corporate Board members’ performance;
- m. To exercise such other powers as may be reserved to the Corporate Board of the University in the Articles of Incorporation, Bylaws and Wisconsin Statutes.

Board of Trustees

Membership

The Board of Trustees shall consist of no fewer than three persons and no more than thirty-five persons, including the following:

- 1. The Provincial Leader, or her designee, of the Central Pacific Province of the School Sisters of Notre Dame, who shall serve in a non-voting, ex officio capacity as long as she remains the Provincial Leader. The Provincial Leader, or her designee, may designate another member of the Provincial Council to attend any meeting of the Board in her stead; however, such person appointed shall function in an ex officio, non-voting capacity;
- 2. A minimum of two voting Trustees appointed by the Corporate Board who shall be School Sisters of Notre Dame who are not members of the Corporate Board or active

employees of the University.

3. The remaining Trustees shall be appointed by the Corporate Board upon recommendation of the full Board of Trustees. Each Trustee (excluding ex officio, non-voting Trustees) shall be appointed for a three-year term, and may be reappointed for no more than two additional three-year terms. A full year must elapse following the completion of three consecutive terms of three years before a Trustee is eligible for reappointment to the Board. Trustees appointed to fulfill an unfulfilled term may serve two subsequent terms

The Board, upon the recommendation of the Executive Committee, may nominate certain individuals to the position of Trustee Emeritus in recognition of one's extraordinary service to the University as a Trustee. The Corporate Board shall determine, by majority vote, whether to appoint an individual as Trustee Emeritus. A Trustee Emeritus shall be entitled to attend the annual and regular meetings, but shall not be eligible to vote. Emeritus Trustees, at the request of the Chair, shall be entitled to serve in an advisory capacity.

The Annual Meeting of the Trustees shall be held in the spring of each year. The Board of Trustees shall hold a minimum of three regular meetings each academic year, inclusive of the Annual Meeting. Special meetings of the Board of Trustees may be called at any time by the Chairperson, upon the written request of the President of the University, or upon the written request of any five Trustees. In extraordinary circumstances, the Board may take action without a meeting by means of a written consent resolution, as outlined in the Bylaws.

All regular and special meetings of the Board are open to only those invited by the Board.

Powers Reserved to the Trustees

The Corporate Board delegates to the Trustees all powers and responsibilities necessary for the successful and efficient operation of the University, in accord with the University's Mission Statement, the guidelines and directives of the Corporate Board, and the policies of the Board of Trustees. The duties and responsibilities shall include the following:

- a. Maintain the viability and integrity of the University in fulfilling the distinctive purpose for which it was established;
- b. Take and maintain a proactive role in assisting the President and the Development Team to ensure the success of the University's fundraising programs;
- c. Maintain the academic and financial well-being of the University, while recognizing that the University's administration and faculty are in the best position to develop and implement the daily academic, administrative and operational policies and procedures of the University, and recommend matters of concern to the Board;
- d. Monitor the effectiveness of the University in fulfilling its stated Mission;
- e. Approve, monitor and support long range planning which strengthens and improves the academic programs, student needs, and physical facilities;
- f. Approve and support the functions of the University; approve the initiation or discontinuation of academic degree programs; and provide ongoing review of degree and non-degree program activity;
- g. After receiving the recommendations of the Corporate Board, appoint the President and if

necessary an acting President, during an absence or vacancy. Delegate the Administration of the University to the President; assess the performance of the President and support the President in the implementation of approved plans and policies;

- h. Make the final decision regarding the award of faculty tenure or promotion in faculty rank;
- i. Authorize the granting of earned academic degrees upon the recommendation of the University's faculty and administration; authorize the award of honorary degrees upon the recommendation of the President;
- j. Approve an annual budget; review recommendations of the Finance Committee regarding fiscal policies; ensure adequate financial management and provision of financial resources; authorize the President and other officers of the University who may sign financial documents and engage in transactions on behalf of the University; review and accept an annual financial audit; authorize the construction of buildings, major building renovations, building or land rental, subject to the approval of the Corporate Board, to the extent required by the Bylaws;
- k. Authorize any changes in tuition of the University;
- l. Review and approve major fund raising, development, endowment and fund investment plans;
- m. Assess the effectiveness of the Board and individual Trustee's performance;
- n. Recommend to the Corporate Board the appointment and/or reappointment of Trustees;
- o. Recommend to the Corporate Board changes in the Bylaws that relate to the Trustees;
- p. Establish an Executive Committee and additional committees as necessary to implement the Trustees' duties and responsibilities;
- q. Elect or remove officers of the Board consistent with procedures described in Article IX;
- r. Perform other such acts as may be reasonably required to carry out these powers and fulfill these responsibilities.

Board Committees

The Board of Trustees shall create such standing and special committees as it deems appropriate for the discharge of Board responsibilities and the proper operations of the University. Each committee shall have such authority as is granted by the Board of Trustees. There shall be the following Standing Committees:

- Executive
- Chairs
- Governance
- Academic and Student Affairs
- Alumnae & Donor Relations
- Audit and Risk Management
- Buildings and Grounds
- Finance and Investment

Each committee shall have a written statement of purpose and primary responsibilities, as approved by the Board of Trustees, and such rules or procedure of policy guidelines as the committee of the Board approves. Each committee shall have an Officer of the University or a member of the University's administrative staff, as designated by the President of the University, to assist with its work. The Board of Trustees shall approve one member of the Faculty Assembly, recommended by the President, to serve in an ex officio, non-voting capacity on all Standing Committees, with the exception of the Executive and Audit Committees and the Governance Committee. Each faculty shall be appointed for a three-year term and may be reappointed for no more than two additional terms. For the Academic and Student Affairs Committee, the Chair of the Faculty Assembly shall serve in the ex officio, non-voting capacity for the length of his/her term as Chair of the Faculty Assembly. The Chair of the Board shall appoint a Trustee member of each committee to serve as Committee Chair.

The purpose of each Committee is to advise and make recommendations to the Board of Trustees Executive Committee and/or Administration for the improvement of the University; to assist in the articulation, communication and achievement of the University's goals and objectives; and to advise on its evaluation for the enhancement of University life. The Committees also shall be responsible to evaluate recommendations of the University's staff, monitor key activities and submit recommendations to the Board, Executive Committee and Administration.

Executive Committee. The Executive Committee shall be comprised of no fewer than three Trustees and shall include the Chairperson of the Board, Vice-Chairperson of the Board, President of the University, Provincial Leader, Secretary and Treasurer of the Board, immediate past Chair of the Board, and the Chairs of all Standing Committees. The Executive Committee shall, in general, be responsible to:

- Represent the Board of Trustees between scheduled meetings and take action in special situations that may arise regarding the affairs of the University, provided that no action taken by the Executive Committee shall conflict in any way with the policies established by the Board of Trustees, and provided further that all actions of the Executive Committee shall be subject to either advance authorization of or the subsequent approval of the full Board, or, where necessary, the approval of the Corporate Board.

Chairs Committee. The Chairs Committee shall be comprised of the Chairperson of the Board, the Vice Chairperson of the Board, and the immediate Past Chairperson of the Board. The Chairs Committee shall, in general, be responsible to:

- Set goals for the evaluation of the President's performance and compensation; make recommendations to the Board on issues related to succession planning; serve as counsel to the President as requested by the President.

Academic and Student Affairs Committee. The Academic and Student Affairs Committee shall be comprised of no fewer than three Trustees. The Chairperson of the Board shall serve as a voting, ex officio member. The President, the chief academic/student affairs officer, chair of the Faculty Assembly and president of Student Government, or her/his designee, shall serve in a non-voting, ex officio capacity. The chair of the Faculty Assembly is eligible to serve for the length of one's appointment as chair of the Faculty Assembly. The president of Student Government is eligible to serve one (1) year and may be appointed for a second one-year term. The Academic and Student Affairs Committee shall, in general, be responsible to:

- Address the academic and student life programming within the University, including monitoring, evaluating, and reviewing policies and key performance indicators, and recommending the development of appropriate action plans relative to program planning, new academic programs, academic quality, budget, admission criteria, faculty promotion and tenure,

student services and student due process.

Governance Committee. The Governance Committee shall be comprised of no fewer than three Trustees. The Chair of the Board shall serve as a voting, ex officio member. The Provincial Leader and the President of the University shall serve in a non-voting, ex officio capacity. The Committee on Trustees shall, in general, be responsible to:

- Determine the most effective composition of the board and to develop practices and policies that enhance board performance.

Audit and Risk Management Committee. The Audit and Risk Management Committee shall be comprised of no fewer than three Trustees. The Audit and Risk Management Committee will remain an independent committee. The membership shall include the Chairperson of the Board, the Treasurer of the Corporation, and an individual to be appointed by the Corporate Board shall serve as voting, ex officio members. The Chief Financial Officer shall serve in a non-voting, ex officio capacity. The Audit Committee shall, in general, be responsible to:

- Review the findings of any examinations conducted by regulatory agencies, as well as the reports of the University's external auditor, and communicate these findings to the full Board on at least an annual basis; ensure that appropriate accounting policies and controls are maintained; assess the University's system to monitor compliance with applicable State and Federal laws and regulations; and review the qualifications and performance of the external auditor and recommend to the Board of Trustees the final approval of the appointment or discharge of the auditor;

Buildings and Grounds Committee. The Buildings and Grounds Committee shall be comprised of no fewer than three Trustees. The Chairperson of the Board shall serve as a voting, ex officio member. The President, the chief financial officer, the director of buildings and grounds, the director of information technology, and a faculty representative, recommended by the President and approved by the Board, shall each serve in a non-voting, ex officio capacity. The Buildings and Grounds Committee shall, in general, be responsible to:

- Address those areas which pertain to the integrity of the physical plant and campus environment of the University, including buildings and grounds, construction, master planning, space utilization, budget, and selection of contractors and consultants to ensure effective and efficient use of buildings and grounds.

Alumnae and Donor Relations Committee. The Alumnae and Donor Relations Committee shall be comprised of no fewer than three Trustees. The Chairperson of the Board shall serve as a voting, ex officio member. The chief alumnae and donor relations officer shall serve as a non-voting ex officio co-chair of the committee. The President and a faculty representative, recommended by the President and approved by the Board, shall each serve in a non-voting, ex officio capacity. The Alumnae and Donor Relations Committee shall, in general, be responsible to:

- Partner with the President of the University and other University staff to institutionalize the philanthropic process by review, discussion, evaluation, and assistance to implement development action plans; provide guidance and counsel on revenue-generating strategies and initiatives that support the Board's due diligence function related to assuring fiscal health through philanthropy and fund development.

Finance and Investment Committee. The Finance and Investment Committee shall be comprised of no fewer than three Trustees. The Chairperson of the Board shall serve as a voting, ex officio member. The President, the chief financial officer and a faculty representative, recommended by the President

and approved by the Board, shall each serve in a non-voting, ex officio capacity. The Finance and Investment Committee shall, in general, be responsible to:

- Oversee, in collaboration with the President of the University, the fiscal management of the University, including the establishment of the University's annual budget, authorization of changes in tuition, the ways and means of securing income for the University, and the review and approval of long-range financial planning.
- Assume the responsibility for the development of a sound investment policy, select investment council, and monitor and plan for investment fund growth.

President of the University

The President shall be responsible for the operation and management of all the activities of the University in accordance with its Mission, the guidelines and policies of the University, and the policies of the Board of Trustees, and shall serve as an ex officio, non-voting member of the Board of Trustees and of all Board Committees, except the Audit Committee. The President may delegate to qualified officers of the University the performance of certain duties. Except as otherwise expressly provided by law, the Articles of Incorporation, or the Bylaws, the President shall, in the name of the University, execute such deeds, mortgages, bonds, contracts, checks or other instruments which may be authorized by the Board.

Duties and Responsibilities

The duties and responsibilities of the President shall include, but are not limited to, the following:

- Promote the Mission of the University and ensure its implementation;
- Select the administrative team for the University, who shall serve at the pleasure of the President;
- Exercise leadership in working with the Board of Trustees, faculty, staff, students, donors, alumnae/alumni and the larger University community;
- Oversee the implementation of University policies established by the Board of Trustees or the Corporate Board;
- Collaborate with the Board of Trustees in the development of strategic planning and the implementation of planning objectives;
- Supervise all business affairs of the University, provide financial reports to the Board of Trustees and the Corporate Board on a regular basis, and act as the duly authorized representative of the Board of Trustees in all matters for which the Board has not formally designated some other person for that specific purpose;
- Sign and execute, in accord with designated authority, instruments or documents on behalf of the University;
- Participate in performance assessments in accord with procedures established by the Board of Trustees and the Corporate Board;
- Ensure the preparation and effective management of the annual budget;
- Oversee the maintenance of all the physical properties of the University for the purpose of ensuring that they are kept in good repair and good operating condition;
- Ensure that the educational services provided to students by the University meet all appropriate standards; and ensure the continued accreditation of the University and its programs with appropriate agencies;
- Ensure the recruitment and retention of qualified faculty in order to achieve the University's academic goals;

- Serve as the spokesperson for the University;
- Ensure the design and achievement of fund raising and other development goals, and personally engage in fundraising efforts to ensure the success of development initiatives; and,
- Perform other duties that may be necessary to further the best interests of the University.

Vice President for Academic Affairs

The Vice President for Academic Affairs reports to the President of the University, is a member of the President's Council and has the responsibility for supervision of faculty, academic programming, the registrar, the library, and for the implementation of the University's educational policies.

Vice President for Student Affairs

The Vice President for Student Affairs reports to the President of the University, is a member of the President's council and has the responsibility for oversight of student affairs staff as well as policies related to student life.

Vice President for Enrollment Services

The Vice President for Enrollment Services reports to the President of the University, is a member of the President's Council, and has the responsibility of coordinating recruitment of all graduate and undergraduate students; administering the scholarship program; and overseeing the financial aid program.

Vice President for Finance and Administration

The Vice President for Finance reports to the President of the University, is a member of the President's Council and is responsible for assuring effective management of the University's financial and staff resources. The Vice President supervises accounting, buildings and grounds, information technology, and related contract services.

Vice President for Mission and Identity

The Vice President for Mission and Identity reports to the President of the University and is a member of the President's Council. The purpose of this position is to integrate into the daily, lived experience of the University community the values of the Gospel, the charism and educational vision of the School Sisters of Notre Dame, and the institutional mission of the University. The goal is to develop, encourage and support initiatives that promote awareness, appreciation, and advancement of the mission in collaboration with all members of the University community.

Vice President for Alumnae and Donor Relations

The Vice President for Development reports to the President, is a member of the President's Council, and is responsible for providing vision, strategic direction, and implementation for the University's fundraising and alumnae services.

Group Meetings

President's Council

The President's Council, chaired by the President of the University, includes the seven major administrators of the University: the Vice President for Academic Affairs, the Vice President for Student Affairs, the Vice President for Enrollment Services, the Vice President for Finance, the Vice President for Mission and Identity, and the Vice President for Alumnae and Donor Relations.

Faculty Assembly

Faculty attendance and participation in Faculty Assembly meetings:

Faculty Definition:

- a. Persons with faculty status, as defined by their contracts, and who teach at least one course per academic year, including all full-time and percentage contract faculty.
- b. Part-time faculty who have taught at least four semesters and whose department chairpersons have verified that they have been sufficiently integrated into the University to be knowledgeable about the issues being discussed.

Attendance: All members as defined above, may attend and participate in the Faculty Assembly meetings. Any member of the University community may be invited (or request an invitation) at the discretion of the Executive Committee of the Faculty Assembly. They would then be welcome to participate and observe by voice.

Dean's Council

The Deans for the School of Arts & Design and School of Business, School of Humanities, Social Sciences & Interdisciplinary Studies and School of Natural and Health Sciences & Education meet with the Vice President for Academic Affairs to facilitate communication among the various areas and to work on joint projects.

Department Chairs and Graduate Program Directors

Department Chairs, Graduate Program Directors, Deans and the VPAA meet monthly during the academic year to:

- Facilitate consistent communication between academic schools and all Academic Affairs areas;
- Have open exchange of questions, answers and ideas to ensure mutual support between faculty, staff and administration;
- Provide important information about policy, procedures, processes and other University updates;
- Stay connected on administrative calendar and due dates for efficiency

School Meetings

School meetings are called by the school dean to provide a communication vehicle and a means for collaboration.

Department Meetings

Department meetings are called regularly by the chairs of respective departments.

Club and Class Meetings

Student Government, club and class meetings are held during the academic year with the day and time determined by the students' schedules.

University Committees

President's Council

All-University Committees

Budget Committee
Diversity & Inclusion Council
Educational Outcomes and Assessment
Strategic Planning
Innovative Technology in Education

Faculty Assembly Committees

Executive
Academic Standards and Curriculum
Admissions
Faculty Development
Faculty Service Graduate Council Grievance
Honors Program
Promotion and Tenure

External Advisory Committees

Art Therapy
Business Administration
Counseling
Dietetics
Justice
Teacher Education
Sociology
Food Science
Nursing
Social Work

Operation Work Groups

Critical Incident Team
Institutional Review Board
Probation
Secondary Education Coordinating

Mount Mary University Governance

Principles of Governance

We, the community that is Mount Mary University, seek a governance structure that frees us to promote the intellectual, personal, and spiritual development of the students who desire to be educated in the tradition of the School Sisters of Notre Dame.

The shared governance of the University is the result of a joint effort by governing boards, administrative officers, faculty, administrative staff, support staff, and students. Embedded in this concept of shared governance is recognition of the principle that the relative weight of constituent voice is determined by the responsibility of that constituent component for the matter under consideration. Open and respectful interaction among constituencies is essential to this governing concept.

Mount Mary University's governance structure has two tiers. The first tier is the Corporate Board. The second tier is the Board of Trustees. Together they work to maintain general educational, financial and related policies for the effective administration and development of the University according to the By-Laws.

The Corporate Board (School Sisters of Notre Dame) appoints Trustees to the Board of Trustees, recommends the appointment of the President to the Board of Trustees, and reserves rights according to the philosophy, mission and assets of the University and the School Sisters of Notre Dame.

The Board of Trustees works with the University administration to assist, monitor and maintain the academic and financial well-being of the University according to their powers and responsibilities outlined by the Bylaws. The Board of Trustees delegates authority to the President to develop and implement the daily academic, administrative and operational policies and procedures of the University, and to recommend matters of concern to the Board. The President, in turn, delegates to appropriate internal governance groups and individuals. The internal governance bodies will utilize the resources of the Corporate Board, the Board of Trustees, and external resources, as appropriate.

Drawing our authority to govern from the commission delegated to us by the Board of Trustees through the President, we recognize that our model of governance is based on three interrelated principles:

- voice and vital participation of all constituent groups;
- clear delineation of authority and responsibilities;
- efficiency and effectiveness in timely decision-making and communication of decisions to appropriate groups.

The internal constituent groups are administrative officers, faculty, administrative staff, support staff and students. Participation of constituent groups in the shared governance process includes but is not limited to bringing issues to appropriate bodies, serving on committees, consulting with committees, implementing decisions, and evaluating decisions. We recognize that each group has a specific role that utilizes its expertise to best fulfill the mission of the University.

Mount Mary University Chart of Governance Roles

Governance Area	Corporate Board	Board of Trustees	President	Faculty
MISSION	<ul style="list-style-type: none"> Has final institutional authority Has delegated oversight of institution to Board of Trustees with some reserved powers Ensures harmony between SSND mission and institutional mission Approves changes in the Bylaws and Articles of Incorporation Can dissolve the University 	<ul style="list-style-type: none"> Assures institutional integrity Entrusts management to the President Assures and approves appropriate strategic planning Upholds the mission Recommends changes in the Bylaws to the Corporate Board 	<ul style="list-style-type: none"> Is Chief Executive Officer Operates within Board policies and academic standards Effectively communicates policies Develops and executes strategic plan Innovates and initiates change Has final review on all personnel issues Promotes the mission and charism Is liaison to SSNDs 	<ul style="list-style-type: none"> Participates in strategic planning Cooperates with the President in effective governance of the institution
ACADEMIC		<ul style="list-style-type: none"> Approves granting of degrees Approves initiation or discontinuation of academic degree programs 	<ul style="list-style-type: none"> Assures academic quality of all programs Certifies and confers the granting of degrees Is liaison between faculty and Board 	<ul style="list-style-type: none"> Has primary responsibility for curriculum, course subject matter, methods of instruction, research and student academic life Sets requirements for degrees, determines when met, and recommends those to be granted Recommends initiation or discontinuation of academic degree programs

Governance Area	Corporate Board	Board of Trustees	President	Faculty
PERSONNEL	<ul style="list-style-type: none"> • Approves candidates for Board of Trustees membership • Appoints/dismisses President 	<ul style="list-style-type: none"> • Determines qualifications and recommends Trustee candidates to Corporate Board • Recommends appointment of President to the Corporate Board • Assures appropriate personnel and related policies are in place • Approves faculty rank and tenure • Elects officers of the Board • Evaluates the President • Evaluates Board performance • Renders final decision for grievances against the President 	<ul style="list-style-type: none"> • Approves or rejects, with an explanation, faculty recommendations regarding faculty appointments, reappointments, promotions, tenure, and dismissal • Appoints all academic officers and administrative personnel • Determines individual salaries 	<ul style="list-style-type: none"> • Recommends faculty appointments, reappointments, promotions, tenure and dismissal • Fosters professional growth of faculty
FINANCE	<ul style="list-style-type: none"> • Approves all financial transactions in excess of \$1,000,000 	<ul style="list-style-type: none"> • Relates needs to resources • Stewards the endowment • Assures adequate capital and operating funds • Approves operating and capital budgets • Authorizes changes in tuition • Assures success of fundraising programs • Assures development and maintenance of physical facilities 	<ul style="list-style-type: none"> • Determines long and short range budgetary priorities • Recommends annual operating and capital budgets to the Board • Maintains existing and secures necessary new resources • Ensures and engages in fund-raising 	<ul style="list-style-type: none"> • Monitors identifying priorities and delegating resources • Stewards departmental budgets
PUBLIC RELATIONS	<ul style="list-style-type: none"> • Participates actively in securing public understanding of the institution 	<ul style="list-style-type: none"> • Participates actively in securing public understanding of the institution 	<ul style="list-style-type: none"> • Represents institution to its many publics • Is chief spokesperson 	<ul style="list-style-type: none"> • When speaking publicly, makes clear speaking as faculty and not as the spokesperson for the institution

*Adapted from 1966 “Statement on Government of Colleges and Universities” jointly formulated by AAUP, ACE, and AGB and Misericordia’s “Chart of Governance Roles.”

We recognize that for an inclusive system to be effective, clear structures and processes for communication and decision making must be in place.

Constituent Group Roles in Governance, Communications and Operations

Governance	Communications	Operations
Primary focus is developing policy.	Primary focus is to insure timely communication of information necessary for effective operations and governance decision-making.	Primary focus is daily operations and implementing policy.
Administrative Officers	Administrative Officers	Administrative Officers
President, Vice President for Academic/Student Affairs and Vice Presidents bring issues to governance hierarchy seeking consultative input for shaping policy, implementing policy and operational issues.	President, Vice President for Academic/Student Affairs and Vice Presidents bear primary responsibility for communication among all constituent groups, will ensure that consultative input is sought.	President, Vice President for Academic/Student Affairs and Vice Presidents direct the plan for implementing policies and make decisions in designated operational areas of responsibility.
Faculty	Faculty	Faculty
Develop policies in designated areas of responsibility and are consulted regarding implementation of policies and operational issues. Faculty are expected to seek consultative input from administrative staff in reaching decisions. Faculty participate in developing policies as members of All-University Committees and Faculty Assembly.	Will seek information from administrative staff and other constituent groups about the impact of operations on policies and will seek feedback during the development of policy.	Develop and teach the curriculum and participate in implementing policies.
Administrative Staff	Administrative Staff	
Consulted on policy issues and serve as resource persons for policy-making committees. Administrative staff participate in developing policies as members of All-University Committees.	Provide timely information regarding impact of issues on operations, and on the implementation of policies.	Develop procedures for implementing policies and carry out daily operations in designated areas.
Students	Students	Students
Participate in developing policies as members of relevant All-University Committees and as members of the Student Government Association.	Receive timely information on relevant issues.	Receive services from daily operations of the University.

Mount Mary University Faculty Assembly By-laws

Name

The name of the organization shall be the Mount Mary University Faculty Assembly.

Purposes

The purposes of the Faculty Assembly are to:

1. Create policies that enable the faculty to carry out their responsibilities for instruction, for the structure and content of the curriculum, and for the shaping of and participation in the overall intellectual life of the University.
2. Foster the professional growth of the faculty.
3. Consider, discuss, and recommend suitable action to problems, concerns, innovations and suggestions presented by faculty.

Membership

Faculty attendance and participation in Faculty Assembly meetings:

Faculty Definition:

- a. Persons with faculty status, as defined by their contracts, and who teach at least one course per academic year, including all full-time and percentage contract faculty.
- b. Part-time faculty who have taught at least four semesters and whose department chairpersons have verified that they have been sufficiently integrated into the University to be knowledgeable about the issues being discussed.

Attendance: All members as defined above, may attend and participate in the Faculty Assembly meetings. Any member of the University community may be invited (or request an invitation) at the discretion of the Executive Committee of the Faculty Assembly. They would then be welcome to participate and observe by voice.

Before the start of the spring and fall semesters, the Vice-Chairperson will request that department chairpersons supply her or him with the names of part-time faculty members who meet the criteria for eligibility to vote in the Faculty Assembly. Among activities to be considered by department chairpersons when making decisions concerning the eligibility of part-time faculty to vote in the assembly are attendance at Faculty Assembly meetings, service on committees, participation in departmental and University activities, and advising. A list of full-time faculty members will be obtained from the office of the Vice President for Academic Affairs. This information will be used to update the list of Faculty Assembly members who are eligible to vote the following semester. The list may be updated again when faculty assignments are finalized each semester.

Responsibilities

Matters for which faculty have primary, procedural, and policy-making responsibilities include, but are not limited to, the following:

- To establish standards of admission, degree requirements, reasonable progress toward degree, probation, suspension, dismissal, and academic honors.
- To act by means of the Grievance Committee on grievances filed by faculty members.
- To determine curriculum and procedures of student instruction, including content in core and majors, minors, and interdisciplinary courses, methods of instruction, grading, research, calendar scheduling and other aspects of pedagogy relating to the educational process.
- To approve the addition, deletion or temporary suspension of core requirements, minors,

- departments, consortium agreements and curricular arrangements.
- To make recommendation for the initiation or discontinuation of majors, undergraduate programs and graduate degree programs for Board of Trustees approval.
- To approve policies, procedures and criteria for appointment, reappointment, promotion, tenure, academic rank, grievance and dismissal.
- To make recommendation by means of the Promotion and Tenure Committee candidates for tenure and rank for Board of Trustees approval.
- To make recommendation of candidates for degrees and certificates for graduation for Board of Trustees approval.
- To act upon recommendations forwarded to it by committees of the Faculty Assembly and All-University committees regarding academic and faculty affairs.
- To foster the professional growth of the faculty.
- To assist in organizing and conducting programs and services for the support of student development as needed.

Matters about which the faculty expect to be consulted include, but are not limited to, University mission and vision, strategic planning, budget, salaries and benefits, student services, technology, space and facilities, enrollment and marketing, and selection and evaluation of leadership.

Executive Committee of the Faculty Assembly/Recording Secretary

Five members of the Faculty Assembly will be elected by voting members of the Faculty Assembly to serve on the Executive Committee. The Vice Chairperson will be elected by the Faculty Assembly from the tenured members of the faculty and serve one year as Vice Chairperson and the next year as Chairperson. Upon completion of the term as Chairperson, one serves as an ex officio member of the Executive Committee for one year. A faculty member elected to serve on the Executive Committee shall serve a three-year term unless he/she is away on sabbatical, takes family leave, or terminates service to the University or resigns from the Executive Committee. Resignations must be given in writing to the Chairperson of the Executive Committee. In the case of the Chairperson's resignation, the written resignation is submitted to the President.

A member of the Faculty Assembly will be asked by the Executive Committee to serve as Recording Secretary for the Faculty Assembly. The duties of the Recording Secretary are:

1. To maintain the register of members for the Faculty Assembly.
2. To record proceedings of the meetings of the Faculty Assembly and submit them to the Executive Committee for approval.
3. To distribute minutes of meetings and to carry out other communications to and on behalf of the Assembly.
4. To place the minutes of the Faculty Assembly in the archives.

Responsibilities of the Executive Committee include:

1. To consider, discuss and review problems, concerns, innovations and suggestions in order to recommend items for consideration by the Faculty Assembly or to refer items to other appropriate bodies.
2. To assure confidentiality if requested by individuals bringing issues to the Executive Committee.
3. To receive and decide upon issues as appropriate business for the Faculty Assembly.
4. To prepare agendas and convene meetings of the Faculty Assembly.
5. To establish, charge and monitor committees of the faculty.
6. To hold meetings bi-weekly or as needed.

Officers

The officers of the Faculty Assembly are the Chairperson and Vice Chairperson. The responsibility of the officers shall be as follows:

Chairperson

1. To call meetings of the Faculty Assembly, ordinarily at least four times a semester. To preside at all meetings of the Faculty Assembly.
2. To call meetings of the Executive Committee of the Faculty Assembly.
3. To represent the faculty in conveying resolutions and recommendations of the faculty to the Secretary of the Board of Trustees, the President of the University, the Vice President for Academic Affairs and to other administrative officers.
4. To represent the faculty in any other matters in which the faculty wishes its chief officer to speak or act on its behalf.
5. To present a summary of Assembly activity to the Committee on Academic Affairs at each meeting of the Board of Trustees.

Vice Chairperson

1. To preside at meetings of the Faculty Assembly in the absence of the Chairperson.
2. To assume the office of Chairperson in the event of a vacancy.
3. To serve on the Executive Committee.
4. To be responsible each semester for updating the voting list.
5. To distribute the agendas for Faculty Assembly meetings.
6. To distribute absentee ballots as necessary.

Elections

The Faculty Service Committee, appointed by the Executive Committee of the Faculty Assembly, shall conduct elections of the Faculty Assembly Committees and designated all-University committees which require elected members. It shall report to the faculty the results of each election.

All full-time and percentage contract faculty members shall be eligible to vote and/or to stand for election. All part-time members of the faculty shall be eligible to vote and/or stand for election if they fulfill the criteria stated in Article III.

- At the end of each fall semester, a list of those faculty members eligible for election and appointment in the Assembly will be distributed. Should an individual wish to have their name deleted from the list of faculty eligible for election or appointment, they may submit a written request to the Chairperson of the Faculty Service Committee.
- If anyone wants to ensure that they will be serving on a committee, they may make a brief formal request when the eligibility list is distributed.
- Any requests to be removed from lists should be done with thoughtful consideration and in consultation with their Department Chair, School Dean or the VPAA.
- Requests for removal from lists during each election and appointment cycle will be reviewed by the VPAA to determine if there are any compelling reasons that the Faculty Service Committee might not be aware of, for why someone should serve on a committee.
- In the case of elections, an official primary ballot shall be prepared from which each eligible voter shall select the requisite number of names. The names will be announced in a timely manner; results of all elections will be retained by the Faculty Service Committee for a period of four years and are available on request.
- The final ballot shall consist of the names of two more than the number to be elected (or more in

case of a tie). The number to be voted for shall be the same as the number of vacancies to be filled. Ties will be broken by the drawing of lots executed by the Chairperson of the Faculty Service Committee.

- The appointment of faculty to remaining committees will proceed following elections.

Quorum and Voting

A quorum for Faculty Assembly meetings shall consist of sixty percent of full-time faculty. A member of the Faculty Assembly, ordinarily the Vice Chairperson, will be appointed by the Executive Committee to verify a quorum. (See “Membership” for eligibility to vote.) A quorum is not necessary for discussion of items. A quorum is necessary for a vote.

Voting in the Faculty Assembly meetings will be by voice or by show of hands. However, the Executive Committee may prescribe a written ballot if it seems appropriate. If a faculty member requests a written ballot it shall be honored. The ballots will be distributed at the Assembly or an absentee ballot may be requested no more than one week before the meeting and returned before the vote in the Assembly.

The Chairperson of the Faculty Assembly may stipulate that certain matters of unusual importance shall not be subject to final action by the faculty at the meeting in which they are introduced. In the event that a matter of unusual importance is determined to be voted on at the next Faculty Assembly meeting by written ballot, the ballots will be distributed at that meeting or an absentee ballot may be requested from the Vice Chairperson of Faculty Assembly no more than one week before the meeting and returned to the Recording Secretary before the vote in the Assembly.

A motion is carried by simple majority of the members present and voting. For matters of unusual importance such as changes in policy a two-thirds majority of members present and voting is required. “Matters of unusual importance” may be challenged from the floor and a motion to reclassify presented. If a written ballot is used, the absentee ballot is counted if the motion for which it was cast is not amended.

When it becomes necessary for the FA to vote upon a motion using ballots, paper ballots will be distributed to all voting members of FA who are present at a FA meeting. After voting is complete, executive committee members will collect and count the ballots. Results of the vote will be announced to the FA at the same meeting. The announcement will be considered the official vote total. The voting results will be noted by the Faculty Secretary in the minutes. All paper ballots and paper attendance sheets will be shredded at the end of the academic year by the Chair of the FA. Any questions or concerns regarding the vote count should be raised immediately, at the meeting at which the voting occurred.

When votes are taken in Faculty Assembly and the difference in the votes cast is equal to or less than the number of members absent (not casting a vote due to absence) the ballot vote shall be discarded and an online vote will be completed within four days of the original vote. The determination of the outcome will be solely determined by the online vote. In the event of a tie, the outcome will be determined by majority vote of the executive committee.

Meeting Procedures

A modified version of parliamentary procedure will be used to conduct meetings and the manual of parliamentary law commonly known by the name of Robert's Rules of Order - Newly Revised shall be used as a guide. The Chairperson may, at his/her discretion, appoint a parliamentarian.

Meeting

Ordinarily the Faculty Assembly meets four times a semester. It must meet at least once a semester.

The Agenda for Faculty Assembly meetings will, under normal circumstances, be posted one week prior to the meeting. Minutes of the Faculty Assembly meeting will be posted prior to the next meeting.

A special meeting can be called by the Chair of the Faculty Assembly for a specific purpose. The time, place and purpose of the meeting must be sent to all members one week prior to the meeting. Only business that is specified in the notice can be transacted.

MMU's Faculty Assembly utilizes a consent agenda. The consent agenda may be presented by the Chair of ECFA at the time that the agenda is posted for the FA meeting – typically one week prior to the calendared meeting. Items may be removed from the consent agenda on the request of any one member. Items not removed may be adopted by general consent without debate. Removed items may be taken up either immediately after the consent agenda or placed later on the agenda at the discretion of the Faculty Assembly.

- Any consent agenda item(s) would be placed as the 1st item on the FA meeting agenda by the ECFA, and all members of FA would be able to review it prior to the scheduled FA meeting
- If there are any items on the consent agenda, the Chair of the ECFA MUST specifically ask at the beginning of each FA meeting whether anything should be removed from the consent agenda and discussed individually
- Each consent agenda item would be numbered and could be acted upon by the full FA if even one faculty member requests that it be moved to a regular agenda item
- The Chair of FA would read the number of each item on the consent agenda and say, "If there is no objection, these items will be adopted."

Amendments

An amendment to these By-Laws may be offered at any Faculty Assembly meeting and such amendment must be referred by the Chairperson to the Executive Committee for a report at the following meeting.

The report is entered as Faculty Assembly business to be considered by the whole. After consideration, ballots will be distributed to all those eligible to vote in the Faculty Assembly. Adoption shall require an affirmative vote of two thirds of the members present and voting.

Every three years the By-Laws shall be reviewed by the Executive Committee of the Faculty Assembly. If changes are deemed necessary they will be submitted to the Faculty Assembly for a vote.

Any amendments approved by the Faculty Assembly shall at all times be subject to the approval and authority of the President and/or Board of Trustees of the University.

Submitting Items to the Executive Committee for Consideration by the Faculty Assembly

1. Ordinarily, items are submitted by committees to the Executive Committee Chair.
2. Individuals may also submit items for the agenda. The item must be signed, but the person may request that if it is accepted as germane to the Faculty Assembly's function, that the signature be removed to protect confidentiality.
3. It is understood that if an item is placed on the agenda it should not be presumed that the Executive Committee agrees with the item submitted.
4. Every person who submits an item for consideration by the Executive Committee should receive a response concerning the disposition of the item. The Executive Committee member who received the item is responsible for reporting such disposition to the person submitting

the item.

Committees

The following standing committees of the Faculty Assembly are elected:

- Executive
- Grievance
- Promotion and Tenure

The following Faculty Assembly Committees are appointed:

- Academic Standards and Curriculum
- Admissions
- Faculty Development
- Faculty Service
- Honors Program

The following Faculty Assembly Committee is by constituency: Graduate Council.

The following All-University Committee faculty membership is elected: Strategic Planning Committee

Other All-University standing committees, for example, the Diversity and Inclusion Council and ITEC, are appointed. Ad hoc committees are appointed as needed and cease existence as soon as they have completed a special task.

When adjustments to the service time are deemed by a committee to be necessary due to a large number of members rotating off a committee in the same year, requests to make adjustments can be made in the following way:

1. Elected committees would propose in writing to the FA during the second faculty assembly for a vote.
2. Appointed committees would propose at the final election of the year for FA. The proposal will come from the committees themselves who feel the need to change the terms based on when their current members are due to rotate off.

Work groups perform regular functions which need limited time and attention.

The specific responsibilities of the committees are identified in the Faculty Handbook.

All Committees and Work Groups shall give an annual written report of their activities to the Executive Committee of the Faculty Assembly and keep one copy for committee records.

Disposition of Faculty Assembly Decisions

To ensure timely action on Faculty Assembly decisions the following provisions will apply: Any recommendation made or vote taken on an item by the Faculty Assembly should be put in writing by the Chair of Executive Committee and submitted to the appropriate person, administrator or group for disposition and designated with one or more of the following:

- For your information
- For your response
- For your approval
- For action

Within ten working days whoever is designated as the responsible person must respond by:

1. stating approval or
2. returning it to the Faculty Assembly with explanation for rejection.

If additional time is needed for consideration, this is to be communicated to the Chairperson of the Faculty Assembly by the person responsible for the decision.

If the Faculty Assembly has adjourned for the academic year, the responsible person will submit his or her response to the Chairperson of the Faculty Assembly.

These By-Laws are subject to the By-Laws of Mount Mary University.

Faculty Assembly Committee Information Chart

All committees are required to submit regular progress reports (minutes and pertinent committee documents) to Faculty Assembly Executive Committee liaison and present annual summary to Chair of Faculty Assembly.

Committee Name	Membership	Responsibilities
Academic Standards and Curriculum Committee	<p>8 faculty (representing all realms and including one representative from Education and Graduate programs) appointed for 3-year term</p> <p>Ex officio: Vice President for Academic Affairs or appropriate administrative officer</p>	<p>Develop and review policies and standards related to the academic quality of the University, for example, standards for admission, academic credit, grading, graduation, reasonable progress, probation, suspension, dismissal, and academic honors</p> <p>Receive and evaluate proposals for major changes in the curriculum in the following areas: additions of majors, minors and certificates, core requirements, honors program, graduate programs, non- degree/non-credit programs and new programs</p> <p>Make recommendations regarding proposals for change to the faculty</p>
Admissions Committee	<p>3 faculty appointed for 3-year term</p> <p>Ex officio:</p> <ul style="list-style-type: none"> *Vice President for Enrollment Services *Associate Director of Admission *Director of Learning Services *Student Support Consultant for First-Year Students *Director of Promise Program 	<p>Ensure acceptance decisions for students who do not meet the minimum criteria are based on evidence that the student does have a reasonable chance to succeed in the Mount Mary University academic program</p>

Executive Committee of the Faculty Assembly Committee	<p>A total of 5 faculty elected for a 3-year term</p> <p>4 faculty elected for a 3-year term; Vice Chair elected from tenured faculty to serve 1 year as Vice Chair and the following year as Chair</p> <p>Ex officio: Immediate past Chair of Executive Committee</p>	<p>Encourage individuals to present any issue to the Exec. Comm. with assurance of confidentiality</p> <p>Consider, discuss and review problems, concerns, innovations and suggestions in order to decide upon items for consideration by Faculty Assembly or to refer items to other appropriate bodies</p> <p>Prepare agenda and convene meetings of the Faculty Assembly</p> <p>Establish, charge and monitor committees of the Faculty</p> <p>Meet bi-weekly or as needed</p> <p>Meet with Vice President for Academic and Student Affairs as needed</p>
Faculty Development Committee	<p>6 faculty appointed for 3-year term</p> <p>Ex officio: Vice President for Academic Affairs or appropriate administrative officer</p>	<p>Provide opportunities for instructional, intellectual, organizational and personal development including forums, workshops, new faculty mentoring, communication and socializing</p> <p>Maintain subcommittee on Sabbaticals and Mini-grants.</p>
Faculty Service Committee	<p>3 members appointed for 3-year term</p> <p>Ex officio: Vice President for Academic Affairs or appropriate administrative officer</p>	<p>Consult faculty about preference for service on committees</p> <p>Recommend faculty for appointment to faculty committees, all-University committees and ad hoc committees</p> <p>Manage elections for faculty committees</p>
Graduate Council	<p>Graduate Program Directors Chairs of Departments with Graduate Programs One appointed undergraduate faculty from Academic Standards and Curriculum Committee Ex officio: Director of Graduate Admissions and School Deans</p>	<p>Oversee graduate program and curriculum development</p> <p>Recommend graduate education policies and procedures</p> <p>Establish guidelines for research</p> <p>Determine graduate faculty membership</p> <p>Coordinate publication of Graduate Bulletin and Graduate Handbook</p> <p>Works with school deans on decision making processes for dismissals, leaves of absence, and withdrawals for graduate students.</p>
Grievance Committee	<p>3 tenured faculty elected for 3-year term</p> <p>2 tenured faculty elected as alternates</p> <p>1 faculty selected by complainant</p> <p>1 faculty selected by respondent</p>	<p>Seek to bring about settlement of grievance petitions submitted by any member of the faculty who has cause for grievance arising from an alleged breach of University policy</p> <p>Recommend policies and procedures, as necessary, to Faculty Assembly</p>

Honors Committee	6 members appointed for a 3-year term Director of Honors Program	Assess existing programs, courses and policies Develop new activities and opportunities for honors students Work with departments to design honors level courses across the core curriculum Act as a liaison to faculty, as necessary, to design an interdisciplinary course syllabus and hire speakers for the course.
Promotion & Tenure Committee	5 tenured, full-time faculty elected for 3-year term 3 tenured, full-time faculty elected as alternates for 1-year term Ex officio: Vice President for Academic Affairs or appropriate administrative officer	Recommend policies and develop procedures for promotion, tenure, pre-tenure/3-year review, and post-tenure review, based on published criteria in the Faculty Handbook Review application files for tenure, promotion, and pre-tenure/3-year review Make recommendations for promotion and tenure to the Vice President for Academic Affairs or appropriate administrative officer Review nominations for emerita/emeritus status

All-University Committees

All-University Committees are governance committees that are assembled with permanent status to consider, investigate and make decisions regarding policy matters.

Purpose

To consider, investigate and make decisions regarding policy matters.

Membership

Members are a select group drawn from constituencies including faculty, administrative staff, support staff, and students. Faculty will be selected by their respective Assembly Committee and appointed by the President. Administrators will be appointed by their representative on the President's Council. Support Staff and students will be selected in consultation with the Director of Human Resources.

Responsibilities

- To consider and recommend policies in a specified area of authority;
- To consult with stakeholders named by the charging body as well as identify any other stakeholders the committee deems appropriate.

Procedures

Committees may receive charges from Administrative Officers or the Faculty Assembly. Charges include a specified task, timeline and stakeholders to be consulted. Committee progress reports are given to the group originating the charge. Communication about committee activities will be made available to the University community. Administrative officers are responsible to plan for the implementing of policies.

Ex officio members of all committees are non-voting members. Administrative Officers who are Ex-officio may designate someone to attend meetings on their behalf.

All-University Committees Information Chart

Committee Name	Membership	Responsibilities
Diversity & Inclusion Council	<p>4 faculty appointed for 3 year term</p> <p>2 administrative staff 2 support staff appointed for 3 year term</p> <p>2 students appointed for 1 year term Ex officio: President, VPAA, Senior Director of HR</p>	<p>Design and monitor a plan for promoting a multi-cultural community. Submit regular progress reports (minutes & pertinent committee documents) to originator of a charge and to the Vice President for Academic Affairs.</p>
Educational Outcomes Assessment Committee	<p>5 faculty appointed for 3 year term</p> <p>Chair: Director of Institutional Effectiveness</p> <p>Vice President for Academic Affairs</p> <p>Vice President for Student Affairs</p>	<p>Monitor the plan for systematic assessment of curricular, co-curricular and administrative aspects of the University.</p> <p>Review, interpret and distribute assessment data.</p> <p>Submit regular progress reports (minutes & pertinent committee documents) to originator of a charge. Present annual summary of committee work to Vice President for Academic and Student Affairs.</p>
Program Proposal Development Committee	<p>3 faculty appointed by President</p> <p>Vice President for Academic and Student Affairs VP for Finance and Administration VP Enrollment Services</p>	<p>Provide departments with an early approval process from the University before detailed curriculum development is undertaken, for a new graduate program or a new undergraduate major, minor, or certificate.</p> <p>Deliberation on the approval of a new program is dependent upon a fit with the mission, as well as strategic and financial issues rather than curricular ones.</p> <p>Vice President for Academic Affairs shares the proposal and committee's recommendation with the President for approval. The Vice President for Academic Affairs notifies the department of the decision.</p>

Strategic Planning Committee	<p>4 faculty elected by Faculty Assembly 1 faculty appointed by President Chair of the Faculty Assembly</p> <p>2 administrative staff 1 support staff appointed for 2 year term</p> <p>2 students appointed for 1 year term</p> <p>President, <i>Ex-Officio</i> Vice President for Academic Affairs</p> <p>Vice President for Finance</p> <p>Vice President for Alumnae and Donor Relations Vice President for Mission & Identity</p> <p>Vice President for Enrollment Services</p> <p>Vice President for Student Affairs</p> <p>Senior Director of Information Technology</p> <p>Director of Institutional Effectiveness</p>	<p>Design and oversee the process for the development of a University-wide strategic plan.</p> <ol style="list-style-type: none"> 1) Develop the strategic plan based on the processes and in collaboration with University stakeholders. To that end, the committee will <ol style="list-style-type: none"> a) identify priorities, b) set timelines, c) and recommend resources. 2) Assist in implementation of strategic plan as needed. 3) Monitor and assess implementation of the strategic plan. 4) Evaluate the effectiveness of the overall plan regularly and updates the process as necessary. 5) Present annual update of strategic plan to University through University website and all-campus meeting if possible.
Innovative Technology in Education (ITEC) Committee	<p>Co-Chairs: Vice President for Academic Affairs & Senior Director of Information Technology</p> <p>6 faculty appointed by Faculty Assembly</p> <p>Student Government Technology Rep.</p> <p>3 Deans from the Academic Schools</p> <p>Registrar</p> <p>Library Director</p>	<p>Serve in an advisory role to constituencies at the University on academic technology and learning Spaces</p> <p>Maintain a reciprocal role in communication to and from operational areas about academic technology needs and delivery</p> <p>Support processes and procedures related to instructional design, quality assurance for distance delivery and online course development, classroom upgrades including technology and furniture, technology hardware and software requests</p>

Budget Committee	<p>Co-Chairs: All Members of President's Council</p> <p>All Deans</p> <p>3 faculty appointed by the President</p> <p>Senior Director of Business Office/Controller</p> <p>Finance & Business Analyst</p> <p>Executive Director of WLI; Corporate & Donor Relations</p> <p>Senior Director of Information Technology</p> <p>Senior Director of Human Resources</p> <p>Director of Institutional Effectiveness</p> <p>Director of Buildings & Grounds</p> <p>Director of Undergraduate Admissions</p> <p>Director of Public Safety</p> <p>Director of Marketing & Communications</p> <p>Director of Admissions Operations Team</p> <p>Associate Director of Financial Aid</p> <p>Assistant Director of Athletics</p>	<p>Serve as reviewers of all requested capital and operating requests from the campus. Discuss and prioritize all requests and make recommendations to the President about priorities in each category.</p>
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Making Changes and Updating the Governance Document Or Updating the Faculty Handbook

1. Any member of the Mount Mary Community may submit a proposal for change in the governance document to any member in the appropriate government body.
 - Proposals that affect the entire University community are submitted to the President's Council.
 - Proposals that affect the faculty are submitted to the Executive Committee of the Faculty Assembly.
 - Proposals that affect the administration are submitted to the President's Council.
 - Proposals that affect the support staff are submitted to the Director of Human Resources.
 - Proposals that affect the student governance are submitted to the Executive Board of Student Government.
2. The governing body will decide whether or not the proposal is a governance issue.
3. The person(s) who submitted the proposal will be notified in a timely manner regarding its status.
 - If the governing body does not take up the proposal, a reason will be provided and an alternative route may be recommended.
 - If the proposal is accepted, the respective governing body will decide if it requires the consent of that constituent assembly or whether it can be acted on in another way.
4. If the President's Council accepts a proposal and they determine that the matter needs approval by multiple constituent bodies, they will set up the appropriate process, e.g.
 - Meetings for information sharing,
 - E-mail and/or hard copy of information,
 - Ballot voting on designated days or by ballot vote within each assembly.

Updating of the Governance Document and Handbook

The authority to make additions and/or deletions of information in these documents remains the right and responsibility the appropriate constituencies. To assist in the clerical work associated with this task and to assure consistency in the documents:

- All proposals for changes in governance policy must be submitted and approved by the respective governance body/constituencies.
- Hard copies will be available in the library archives.

Committees, Work Groups and Task Forces

Committee Work

Committees play an essential role in the governance of the University. To insure that this work is carried out most effectively:

- All governing bodies will review the annual reports of the committees that report to them.
- Each committee will have a member of the appropriate governing body to serve as a liaison.

These steps are designed to:

- Facilitate responses to concerns of the committees,
- Avoid duplication of tasks,
- Provide proactive assistance to the committees.

How to Create, Dissolve or Redefine a Committee

A committee is defined as a standing governance body with policy-making authority. Under the Governance structure, committees are either All-University, e.g., Strategic Planning, or constituency related, e.g., Curriculum Committee.

To Create a Committee

1. Develop a proposal that defines the purpose and jurisdiction of the committee.
 - To the extent possible define what policies it will determine.
 - To the extent possible define its specific tasks.
2. Define the membership of the committee:
 - Number and qualification of members
 - Length of term
 - Method of selection
3. Take the proposal to the appropriate governing body for review.
 - They will review the proposal
 - The person(s) who submitted the proposal will be notified in a timely manner regarding its status
 - If the governing body does not accept the proposal, a reason will be provided and an alternative route maybe may suggested
 - If the proposal is accepted, the respective governing body will decide if it requires the consent of that constituent assembly or whether it can be acted on in another way
4. Membership on the committee will be routed through the appropriate faculty service committee or administrator.

To Redefine a Committee:

1. Develop a proposal that redefines the purpose and jurisdiction of the committee.
 - To the extent possible, define the committee's reconfigured role and explain the rationale for the changes that are being made.
 - To the extent possible, define its specific tasks.

2. Define the membership of the committee. Explain the rationale for any changes and specify:
 - Number and qualification of members
 - Length of term
 - Method of selection
3. Take the proposal to the appropriate governing body for review.
 - They will review the proposal.
 - The person(s) who submitted the proposal will be notified in a timely manner regarding its status.
 - If the governing body does not accept the proposal, a reason will be provided and an alternative route may be suggested.
 - If the proposal is accepted, the respective governing body will decide if it requires the consent of that constituent assembly or whether it can be acted on in another way.
4. Membership on the committee will be routed through the appropriate faculty service committee or appropriate administrator.

To Dissolve a Committee:

1. Develop a proposal why this body should not exist as a committee.
 - Explain how the tasks are being undertaken in other ways.
 - Explain why the committee no longer needs to be setting policy.
2. Take the proposal to the appropriate governing body for review.
 - They will review the proposal.
 - The person(s) who submitted the proposal will be notified in a timely manner regarding its status.
 - If the governing body does not accept the proposal, a reason will be provided and an alternative route may be suggested.
 - If the proposal is accepted, the respective governing body will decide if it requires the consent of that constituent assembly or whether it can be acted on in another way.

Work Group

The task of a work group is limited in scope and time but needs to be done periodically. To create a work group:

1. Develop a proposal that defines the purpose and jurisdiction of the group.
 - To the extent possible, define what specific work it will perform.
2. Define the membership of the group.
 - Number and qualification of members

- Length of term
 - Method of selection
 - The nature of the work may require individuals with specific skills or with specific positions within the University.
 - All other appointments will be made by the faculty service committee or appropriate administrator if the proposal has been accepted.
3. Take the proposal for a new work group to the appropriate governing body for review.
 - They will review the proposal
 - The person(s) who submitted the proposal will be notified in a timely manner regarding its status
 - If the governing body does not accept the proposal, a reason will be provided and an alternative route may be suggested
 - If the proposal is accepted, the respective governing body will notify the faculty service committee or appropriate administrator and ask that the work group be staffed

The Executive Committee will review the work groups under its purview every five years.

Task Force

A task force is created to meet a temporary, limited need of the University, not covered by any existing committee, work group, or department.

To create a task force:

1. Develop a proposal that defines the purpose and jurisdiction of the task force.
 - To the extent possible define what specific work it will perform.
2. Define the membership of the group:
 - Number and qualification of members
 - Length of term
 - Method of selection
 - The nature of the work may require individuals with specific skills or with specific positions within the University.
 - All other appointments will be made by the faculty service committee or appropriate administrator if the proposal has been accepted.
3. Take the proposal for a new task force to the appropriate governing body for review.
 - They will review the proposal.
 - The person(s) who submitted the proposal will be notified in a timely manner regarding its status.
 - If the governing body does not accept the proposal, a reason will be provided and an alternative route may be suggested.
 - If the proposal is accepted, the respective governing body will notify the faculty service committee or appropriate administrator and ask that the task force be staffed.

If there is an urgent need to create a task force, the President or any member of the President's Council may name a task force.

For example, the following group is a task force, not a committee: Search Task Force.

Chapter 3: General Employee Policies and Procedures

Safety, Security, and Health

Mount Mary University has established a set of security procedures, to cover daily and unusual circumstances (see Appendix for copies of these procedures). It is the responsibility of the Public Safety officers to see that these procedures are followed. Public Safety officers have the authority to protect the Mount Mary Community and enforce campus regulations within their jurisdiction. In the process all rights of individuals will be upheld.

Some general reminders to ensure safety: please lock areas that do not need to be accessible; please be alert to strangers. If you think someone is on the premises that should not be, please ask what his or her business is. If the person has no reason for being here, please ask the person to leave. If the person refuses, we have the right to call the police because this is private property.

Contacting the Public Safety Department

If you need to contact a Public Safety officer and you are on campus, go to any push-button campus phone and press “3333” to connect with an on duty Public Safety officer. You may also dial ext. 0, which is a direct line to the University Operator.

If you are off campus or using a cell phone, dial 414-930-3333 to speak with a Public Safety officer on duty.

Emergency Measures for a Bomb Threat

If the University receives a threat that a bomb has been planted in a building on campus, the switchboard operator will contact Public Safety. The Director of Buildings and Grounds will coordinate the evacuation. In the event the Director of Buildings and Grounds is not on campus, the Director of Public Safety will coordinate the evacuation. The President will be informed. Evacuation will be automatic.

In evacuating, personnel should check to see that nothing unusual or out-of-place is in their workspace. 911 will be called. Any further search will be done by Public Safety in consultation with the authorities. The door to the room should be closed as the last person evacuates.

Evacuation Procedures (Bomb Threat or Fire)

In the event of an emergency that requires an evacuation of Mount Mary University buildings, the following evacuation procedures will be followed:

1. All buildings evacuation will occur when the fire alarm sounds or upon notification by the President of University or a representative appointed by the President.
2. When the fire alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same. CAUTION: THE FIRE ALARM RINGS IN EVERY BUILDING SEPARATELY.
3. No one should use elevators in the event of fire.

4. Once outside, evacuees should proceed to a clear area that is at least 500 feet away from the affected buildings, keeping streets, fire lanes, hydrant areas, and walkways clear for emergency vehicles and personnel.
5. No one should return to an evacuated building unless told to do so by a University official.

Evacuation Procedures for Persons With Disabilities

The Registrar's Office, the Vice President for Academic Affairs Office, and the Human Resources Office will, at the beginning of each academic term, update a general list of those individuals requiring assistance during evacuation. This list will be provided to Public Safety in order to carry out an evacuation of the building if that is ever necessary.

In the classroom: In the event that an evacuation is necessary, faculty members (this includes Ewens Spirituality Center) who have a disabled student in their classroom, should remain in the classroom with the disabled student, with the door shut, once all the other students from that classroom have left. The fire department and/or Mount Mary Security will come to evacuate faculty and the disabled students. **EXCEPTION: IN THE CASE THAT IT WOULD PRESENT AN IMMEDIATE DANGER TO REMAIN IN THE CLASSROOM, THE TEACHER, WITH ASSISTANCE FROM OTHER STUDENTS, SHOULD MOVE THE DISABLED STUDENT TO A SAFE AREA FIRST AND THEN AS THE OTHER STUDENTS LEAVE TO EVACUATE, REMAIN WITH THE DISABLED STUDENT** (in this event, the teacher should tell someone who is evacuating to notify Public Safety or the fire department of their whereabouts). The fire department and/or Mount Mary Public Safety will come to assist in evacuation.

In the office: In the event that an evacuation is necessary, Supervisors who have a disabled employee in their department should remain in the office with the disabled employee, with the door shut, once all other employees from that department have left. The fire department and/or Mount Mary Public Safety will come to evacuate the supervisor and the disabled employee. **EXCEPTION: IN THE CASE THAT IT WOULD PRESENT AN IMMEDIATE DANGER TO REMAIN IN THE OFFICE, THE SUPERVISOR, WITH ASSISTANCE FROM OTHER EMPLOYEES, SHOULD MOVE THE DISABLED EMPLOYEE TO A SAFE AREA FIRST AND THEN AS THE OTHER EMPLOYEES LEAVE TO EVACUATE, REMAIN WITH THE DISABLED EMPLOYEE** (in this event, the supervisor should tell someone who is evacuating to notify Public Safety or the fire department of their whereabouts). The fire department and/or Mount Mary Public Safety will come to assist in evacuation.

Fire Drill Regulations

The purpose of the fire drill is to give practice in quick and orderly evacuation of all occupants of the building to a point of safety. A fire drill will be conducted at least once each year. A monthly drill is required by state law childcare centers.

Faculty members are responsible for moving their classes out of the building at the sound of the fire horn. All persons are to leave the building at once. Elevators are not to be used during the drill. *Everyone may return to the building after the return signal is given.*

Firearms/Weapons

Firearms and other dangerous weapons are not permitted on campus; nor is there an authorized storage space for them. They are not allowed in University administrative buildings, academic buildings, residence halls, or on any other University owned property.

Inclement Weather/Emergency Conditions Procedure

Overview

Mount Mary University realizes that inclement weather or emergency conditions may prevent employees from reporting to work. It is the policy of Mount Mary University to compensate employees under certain circumstances for temporary closing of all or some departments due to inclement weather or emergencies. Situations that may cause temporary closing include inclement weather, or emergency conditions such as fires, power failure, civil community emergencies, natural disasters, etc.

Scope

This document applies to the Mount Mary University faculty, staff and administrators responsible for its implementation.

Eligibility

All Mount Mary University employees are included within the scope of this procedure.

University Remains Open during Emergency Conditions

Employees are expected to report to work if reasonably possible. If weather or emergency conditions prevent employees from reporting to work on time, they are responsible for notifying their supervisor, within the first hour of the workday. All employees are urged to use their own discretion in deciding whether they can commute safely to work.

Administrator salaried exempt employees who are unable to work during inclement weather or other emergency period should use available vacation time as paid time off. If the employee does not have vacation time available, the employee will continue to be paid their regular salary during emergency period.

Staff non-exempt employees who are unable to report to work have the following options:

- ☐ Use available vacation time or personal time if employee wishes to be paid for hours of missed work. If employee does not have vacation time or personal time available, he or she will not be paid.
- ☐ Take time off without pay.
- ☐ Make up missed hours of work during the same work week.

University Closes During Emergency Conditions

When emergency conditions result in the closing of Mount Mary University, Administration will communicate the emergency closing in the following manner:

- ☐ Post message on My Mount Mary.
- ☐ Send communication through the RAVE Emergency Alert System.
- ☐ Notify the following local radio and television stations:

LOCAL RADIO STATIONS	LOCAL TELEVISION STATIONS
WTMJ 620 AM WISN 1130 AM WKTJ 94.5 FM WKLH 96.5 FM WMIL 106 FM	Channel 4 www.todaystmj4.com Channel 6 myfoxmilwaukee.com Channel 12 www.wisn.com Channel 58 www.cbs58.com

Since it is possible that the University would be closed for students, but staff and administration would be expected to report to work, it is important to pay attention to the details of any announcement. If the University would be closed for students only, the announcement would state the following, "Mount Mary University is closed for students. Administration and staff should report to work."

When a partial or full-day closing is authorized by Administration, the following pay and vacation practices apply:

- ☐ Administrator salaried exempt employees will continue to be paid their regular salary during the university closing.
- ☐ Staff non-exempt employees will be compensated at their regular rate of pay, for the hours they were scheduled to work, not to exceed maximum scheduled hours.
- ☐ All employees already using a full or partial sick day, personal day or vacation day during emergency closings will not be charged with the full or partial sick, personal or vacation day.
- ☐ Depending on the circumstances, some positions (e.g. public safety officer, maintenance staff, and facility engineer) may be identified as essential to report to work during a partial or full-day closing. If/when required to report to work by the employee's supervisor, a non-exempt employee will be paid at a rate of one and one-half their regular hourly rate of pay for the hours worked.

Mount Mary University does not want to have employees incur a negative financial impact; the above measures will remain in effect for up to one week following a temporary closing. Any on-going closing after one week will be evaluated for its unique nature, and decisions by the President of the University will be rendered concerning continued payment.

Should an emergency condition require the movement of work from the regular place of business to a predetermined location, employees are expected to report to work if at all possible. Otherwise, the guidelines under the Facility Remains Open during Emergency Conditions Section will apply.

TORNADOES

Violent thunderstorms and tornadoes are a part of Milwaukee's weather pattern. It is possible that the tornado siren would be sounded during school hours. It is important that all persons in any building seek shelter immediately in the lower corridors of the building, away from windows and objects that could cause injury. All should remain in the lower areas until the storm has passed and until the "all clear" signal is given.

Emergency Situations, Accidents or Health Problems Requiring Aid

When a health emergency occurs, and the person affected asks for an ambulance or paramedic, please call 911 immediately. Direct the requested assistance to the correct area of the University (correct entrance; either 92nd street or the Menomonee River Parkway entrance).

After calling 911, please call Public Safety at extension 3333, or 414-930-3333. Public Safety officers will respond to the emergency and provide aid until the emergency vehicle arrives.

Procedures for School Response after Student Suicide or Sudden Death

The Vice President for Academic Affairs is the central figure on campus during crises that result from the suicide or sudden death of a Mount Mary University student. She directs the crisis effort and makes final decisions in all administrative matters. She also protects the surviving students from threats to their own physical and emotional well-being. Specifically, the Vice President for Academic Affairs is charged with the following tasks, some of which may be delegated.

I. Emergency Measures

- A. If the suicide or sudden death of a student occurs while the person is on campus:
 - 1. The Vice President for Academic Affairs immediately notifies the family of what has happened.
 - 2. The police are summoned to help at the site of the death or accident.
 - 3. Emergency services are called.
 - 4. Persons who are at the scene when death is discovered or who witness the event are escorted to a quiet room where they can be comforted and supported by school officials and peers.
 - 5. General announcement of the death is made only after the family has been notified in an appropriate manner.
- B. If the suicide or sudden death of a student occurs while the person is *not* on campus, the Vice President for Academic Affairs verifies the death and obtains information about the circumstances of the death from a reliable source:
 - a. If the message informing the University of the student's death has come from someone outside the student's family or home, the student's home is called for verification of the death and more information.
 - b. If the message informing the University of the student's death has purportedly come from the family or someone in the student's home, the student's home is called back to verify the source of the information and obtain any additional information needed.
 - c. The police department or medical examiner's office may be of help in certain instances.

II. Announcement of the Death. The Vice President for Academic Affairs informs the President of the University of the death, and the President makes the appropriate official announcement. The Senior Director of Communication and Marketing is also notified.

III. Assessment of the impact of the death on the Mount Mary University community. With the assistance of the Crisis Intervention Team, the Vice President for Academic Affairs makes a

determination of the impact of the following factors upon the University community in order to predict the intensity and amount of help that may be needed.

- A. The timing of the death. In general, death that occurs at a time when school is in session has a greater impact on the student body than death that occurs during the summer, spring or winter vacation.
- B. The circumstances of the death. How and where the death occurs may be important.

IV. Crisis Intervention Team Response.

- A. The Crisis Intervention Team is solely concerned with providing immediate support and counseling services to "high risk" students or faculty and to make sure that the persons have adequate support at the time either from the school or community resources.
- B. The Crisis Intervention Team also provides crisis counseling for any staff members who desire it in order to assist them in working through their own grief.
- C. The Crisis Intervention Team members consult with the Vice President for Academic Affairs periodically throughout this crisis period and assess the impact of student reactions in order to adjust the size of the Team if necessary.
- D. The Vice President for Academic Affairs documents the activities of the Crisis Intervention Team and the entire incident.

V. Faculty Response to the Death.

- A. Teachers are encouraged to handle expressions of grief or loss in their classes to the extent that they are comfortable in doing so.
- B. Teachers should announce the availability of counseling and the locations of the Crisis Intervention Team members.

Campus or Classroom Demonstrations

1. As soon as any faculty or staff member (administrative or secretarial) becomes aware of the presence of unauthorized persons, or of a disruption or demonstration anywhere on campus, such persons should contact the Public Safety Department and the following administrators in the order listed. If the administrator is not on campus or is otherwise unavailable, the next in line should be contacted.

Vice President for Academic Affairs
Senior Vice President for Administration and Chief Financial Officer
Vice President for Student Affairs

2. The President is notified immediately but does not become involved initially.
3. If demonstrators appear in the classroom and the instructor has concluded that the class or activity has been materially disrupted, the instructor should, in a non-threatening manner, say, "You are disrupting my class and the regular procedure of this University. If you are students at this University, you will be liable to disciplinary action; if you are not, then you are trespassing and you may be liable to *civil sanction*. Will you please leave our classroom."

4. If the instructor wishes, the class may be asked whether to allow the persons causing the disruption to talk for a specified time.
5. Dismissal of the class should be avoided, since it is the responsibility of the instructors to hold classes at scheduled times, and it is the students' right to obtain the instruction.
6. Instructors should remain calm and use good judgment to avoid causing harm to anyone.

Campus Parking/Traffic Rules

In accordance with Mount Mary University regulations, Public Safety officers will patrol and enforce parking procedures. The ensuing parking regulations give definitive information on parking at Mount Mary University.

Every car parked on Mount Mary University property must have a properly displayed Parking Permit. [**Exception:** Delivery or Drop Off: Maximum Time 20 Minutes.]

Every regular car user of the Mount Mary University parking lot facilities *must be registered and display a current permit*. All permits must be hung from the inside rear view mirror.

Public Safety Officers will implement the following Mount Mary Parking/Traffic Rules. Violators will be ticketed, violations will be recorded, and fines will be imposed. Fines must be paid in person at the Business Office, or by mail addressed to the Public Safety Department c/o Mount Mary University. The University is not responsible for loss or damage to personal property of students, faculty or staff, whether such damage is caused by theft, fire, water or other calamities.

Citations are issued to students, staff and faculty for the following offenses with a fine amount of \$15.00 per citation.

- ☐ Parking in fire lanes*
- ☐ Parking a car not certified for handicapped driver in a "handicapped space" *
- ☐ Parking outside a lined space
- ☐ Parking in a non-student lot without Faculty/Staff permit
- ☐ Unauthorized parking
- ☐ Parked in a visitor space
- ☐ Parked without a current permit

*Because they are illegal, these parking offenses are subject to Milwaukee Police Citations in addition to the Mount Mary ticket.

Specific Users of Parking Facilities

Resident and commuter Students:	<i>Resident and commuter students</i> entering from 92nd Street use lined driveway spaces and Lot B (Southeast Lot). Commuters entering from Menomonee River Parkway use lined driveway spaces and Lot C (Theater Lot) until filled.
Evening students:	P.M. Students may use all Lots between 5:00 p.m. and 10:30 p.m.
Faculty/staff:	The Northeast Lot (Lot A) is reserved for Faculty and Staff during

the day. The Lot south of Haggerty Library is reserved for Food Service Staff and Personnel with offices in the Haggerty Library building.

Handicapped users: For parking in a space reserved for the handicapped, a state-issued Disabled car license plate, or a Certified Temporary Permit, must be displayed on rear window of driver's side. (Violators are subject to Milwaukee Police citations.)

Visitors (Admissions/sales/ Reserved for visitors; one-hour parking limit. Should more time etc.):
be needed, MMU Staff Member should inform Public Safety.

Guests of Faculty/ Staff: Administrators, faculty and /or staff expecting guests should notify Public Safety prior to the guest's arrival with the guest's vehicle information for assistance with the guests parking.

The only cars that may be parked in lot A, Monday through Friday before 5:00 P.M. are registered cars of faculty or staff.

Access to Residence Halls

After hours admittance by residents is done through the main archway entrance of Caroline Hall. All other doors are to remain locked. School I.D. must be shown as identification. A Public Safety Officer is stationed at that entrance from 11:00PM p.m. to 7:00 a.m.

Writing of Reports

Reports are kept of all incidents that happen on Mount Mary property and are kept on file in the Public Safety Office. Depending on the severity of an incident, a report may be filed with local authorities. Mount Mary University Public Safety reports are confidential.

Safety Escort

Upon request, a Public Safety officer will be dispatched to your location and will escort you safely to your car. To initiate this service call extension 421, or press "0" for the University Switchboard Operator, ask for an escort, and give your location.

Reporting of Injuries

All accidents, injuries and illnesses occurring on work premises or while performing required work off campus, should be reported before the end of the workday to a Public Safety Officer on duty and your supervisor. Anyone who has been exposed to blood may be referred to the department of Human Resources for information on Blood Borne Pathogens.

Anyone who has experienced an injury/illness or blood exposure should know that he or she has a responsibility to give a report, as a positive step, rather than an inconvenience. Anyone who witnesses an injury or blood exposure of a student or visitor should take the responsibility for assisting that person in giving a report as outlined in the first paragraph.

Statement on “AIDS”

When Mount Mary University becomes knowledgeable that an employee is HIV positive or has Acquired Immune Deficiency Syndrome (AIDS), the University will maintain the strictest confidence regarding this health matter. Mount Mary complies with all State and Federal laws governing employer’s consideration of employees with AIDS.

Smoke-Free Workplace

In an effort to promote a healthy environment for everyone, which is consistent with Mount Mary University's Mission statement, all buildings on campus are smoke-free. Smoking is not permitted less than 45 feet away from any building, with the exception of certain designated areas. Those areas are: the concrete aprons on either side of the front doors of Haggerty Library; the concrete table and benches outside the southeast door of Notre Dame Hall; the sidewalk leading to the woods at the northeast door of Notre Dame Hall; the west exit of Kostka Hall at the parking lot; and the linden arches of Bergstrom Hall, east of the exit at the Post Office. These areas are provided with receptacles for smoking materials. Violation of this policy may lead to disciplinary action; students may be fined \$50.00 for violating this policy.

Drug-Free Workplace Policy Statement

According to The Drug-Free Workplace Act of 1988, Mount Mary University hereby notifies its employees that the unlawful manufacture, distribution, dispensation, possession or use of controlled substances is prohibited in or on Mount Mary University owned or controlled property. A violation of this policy by a Mount Mary University employee will be reason for mandatory evaluation/treatment for the substance use disorder and/or for disciplinary action up to and including the termination of employment and any criminal sanctions provided by federal, state, and local law. Mount Mary University will make a good faith effort to ensure a drug-free workplace.

Drug-Free Workplace Policy

1. The Human Resources office will provide employee assistance program (EAP) information to all employees.
2. If any employee is convicted of any criminal drug statute violation that occurred in the workplace, that employee must inform the President's office of the conviction within 5 days under penalty of immediate dismissal. The University will then take the following actions:
 - a. In the case of a first conviction, the University reserves the right to suspend or dismiss any employee whose conviction could, in the judgment of the President, cause disruption to the University's operation.
 - b. Ordinarily in the case of a first conviction, the offender will be required in writing by the President's office to have a medical evaluation of the drug-related condition. If a drug abuse problem is diagnosed, the employee will be given the choice of participating in an approved treatment program, in a non-pay status and at his or her own expense, or of being dismissed.
 - c. In the case of a second conviction, the offender's employment will be terminated.

3. The University will require a written acknowledgement from any employee working on a Federally-funded program that the employee understands and agrees to abide by the Drug- Free Workplace Policy of the University.

Sexual Assault

Sexual assault perpetrated on any individual at Mount Mary University will not be tolerated and will be met with disciplinary action up to and including immediate employment termination and student dismissal. Discipline may be imposed upon a finding of a probable violation of University rules. If necessary, measures will be taken to separate the alleged assailant from the victim.

Students who are assaulted are urged to promptly report the crime both to the police and either the Vice President for Student Affairs, the Director of Residence Life and Student Engagement, or Mount Mary Public Safety. This action does not obligate prosecution, but it does make legal action possible if the decision to prosecute is made later. The earlier an incident is reported, the easier it is to collect valuable evidence.

The Vice President for Student Affairs, the Director of Resident Life and Student Engagement, the Director of Public Safety, or the Counseling Center will discuss with the victim the range of resources and alternatives available to her/him. Referrals regarding who should be contacted with requests for changes in academic, living, or work situations by those who have been a victim of a sexual assault can be provided.

Mount Mary University Public Safety offers educational information on prevention of date rape, crime prevention, and personal safety.

Whistleblower Policy

1.1 General. Mount Mary University (the “University”) is committed to lawful and ethical behavior in all of its activities and requires directors, officers, employees and committee members to conduct themselves in a manner that complies with all policies of the University, and applicable laws and regulations. As representatives of the University, directors, officers, employees and committee members shall practice honesty and integrity in fulfilling their responsibilities. To help ensure lawful and ethical behavior, honesty and integrity, the University established this Whistleblower Policy, which is intended to encourage and empower directors, officers, employees and committee members to report violations or suspected violations within the University prior to seeking assistance outside the University.

2.1 Reporting Responsibility. Each director, officer, employee and committee member shall report any violation or suspected violation of the policies of the University, and applicable laws and regulations in accordance with this Whistleblower Policy. For example, the types of concerns that shall be reports include but are not limited to:

- (a) Reporting of false or misleading information on the University’s financial statements, grant reports, tax returns or public documents;
- (b) Reporting of false or misleading information to, or withholding material information from, the University’s auditors, accountants, lawyers, directors, officers, managers or other persons who are responsible for ensuring the University’s compliance with its policies or applicable laws or regulations;
- (c) Self-dealing, embezzlement, private benefit, private inurement or misappropriation of funds;

(d) Violations of the University's governing documents and policies, including, but not limited to, Articles of Incorporation, Bylaws, Conflicts of Interest Policy, Whistleblower Policy, Document Retention Policy, or confidentiality rules;

(e) Discrimination in admissions or participation in any program or activity on the basis of a person's sex, race, religion, national origin or ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability;

(f) Discrimination against any qualified employee or qualified applicant for employment on the basis of sex, race, religion, national origin or ancestry, age, disability, veteran status, lawful source of income, marital status, or sexual orientation;

(g) Violation of any federal, state or local laws or regulations, including, but not limited to, the rules applicable to organizations exempt from federal income taxation under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended; and/or

(h) Concealing violation or suspected violation of any of the foregoing.

3.1 No Retaliation. A director, officer, employee or committee member who in good faith reports a violation or suspected violation pursuant to this Whistleblower Policy shall not be subject to termination, removal, threats, harassment, discrimination or retaliation as a result of one's actions as a whistleblower. Any person who believes he/she is being retaliated against for making a report under this policy must report the retaliatory conduct immediately under the procedures set forth in Section 4.1 below. A director, officer, employee or committee member who threatens, harasses, or discriminates or retaliates against someone who has reported a violation or suspected violation in good faith shall be subject to discipline including, but not limited to, termination of employment, removal from position, civil lawsuits and/or criminal prosecution.

4.1 Reporting.

(a) Employees. If at any time, an employee becomes aware of a violation or a suspected violation, then he or she shall report the concern to his or her supervisor or to the next level of administration as needed until the concern is satisfactorily resolved. However, if for any reason, the employee is not comfortable reporting the concern to his or her supervisor, or he or she does not believe the concern is being satisfactorily resolved by the supervisor, then he or she may report the concern to the President of the University, Chairman of the Board of Regents, or the University's legal counsel.

(b) Directors, Officers and Committee Members. If at any time, a director, officer or committee member becomes aware of a violation or suspected violation, then he or she shall report the concern directly to the Chairman of the Board of Regents, President, or the University's legal counsel.

(c) Manner of Reporting. Wherever possible and practical, such concerns should be reported in writing. Concerns also may be reported anonymously. However, because it is impossible to seek additional information from someone who has anonymously reported a concern, such reports should contain as much specific information as possible.

(d) Confidentiality. Reports of violations or suspected violations shall be kept confidential, to the extent possible and consistent with the need to investigate, prevent or correct the violation. Unnecessary disclosure of information relating to an investigation under this Whistleblower Policy will be viewed as a serious offense and may result in discipline including, but not limited to, termination of employment, removal from position, civil lawsuits and/or criminal prosecution.

(e) Good Faith. Any person who reports a violation or suspected violation shall act in good faith and have a reasonable basis for believing the matter raised is a serious violation. The act of making unsubstantiated allegations that prove to have been made maliciously, recklessly, with gross negligence or with the knowledge that such allegations were false shall be viewed as a serious offense and may result in discipline including, but not limited to, termination of employment, removal from position, civil lawsuits and/or criminal prosecution.

5.1 Handling of Reported Violations. All reported violations or suspected violations filed in accordance with this Whistleblower Policy shall be promptly investigated by the individual receiving the report and, where warranted upon the completion of the investigation, appropriate corrective action shall be taken.

The Family Educational Rights and Privacy Act (FERPA)

The University is in compliance with the Family Educational Rights and Privacy Act of 1974. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. For more details about these rights, refer to the full Annual Notification to Students available at <http://www.mtmary.edu/pdfs/resources/ughandbook.pdf>.

Rules/Regulations for Implementation of Rehabilitation Act of 1973 Section 504

The University Policy on Individuals with Disabilities:

Mount Mary University is committed to providing equal access to academically qualified students with disabilities. A part-time Accessibility Services Coordinator addresses the needs of otherwise qualified students with recognized physical, learning, sensory or psychological disabilities affecting a major life activity (e.g. walking, communicating, seeing, learning, etc.). Students with disabilities have access to tools and resources that provide them with an opportunity to demonstrate mastery of course content. Mount Mary University does not however, offer a specialized curriculum for persons with disabilities nor specialized disability advisors. Requested accommodations must be reasonable and students should not assume that accommodations provided in high school will be provided at Mount Mary University. Available services will vary depending on the nature of the disability.

EQUAL EMPLOYMENT OPPORTUNITY POLICY STATEMENT

It is the policy of Mount Mary University to prohibit discrimination against any employee or applicant for employment based on an individual's race, religion, color, sex, national origin, age, physical or mental disability; status as a disabled veteran, a recently separated veteran, an Armed Forces service medal veteran, another protected veteran; or any other protected group status.

Accordingly, all employment decisions shall be consistent with the principle of Equal Employment Opportunity. To implement this policy, Mount Mary University will:

1. Recruit, hire, train and promote qualified persons in all job titles, without regard to race, religion, color, sex, national origin, age, disability, protected veterans' status or any other protected group status.
2. Base employment decisions so as to further the principle of Equal Employment Opportunity.
3. Ensure that employment decisions are in accord with principles of Equal Employment Opportunity by imposing only valid job requirements.
4. Ensure that all personnel actions such as compensation, benefits, transfers, promotions, University-sponsored training, education, tuition benefits, and social and recreational programs, will be administered without regard to race, religion, color, sex, national origin, age, disability, protected veterans' status or any other protected group status.

Employees and applicants for employment will not be subjected to harassment, intimidation, threats, coercion or discrimination because they have engaged or may engage in filing a complaint, assisted or participated in an investigation, compliance investigation, hearing, or any other activity related to the administration of this policy, or have otherwise sought to obtain their legal rights under, or opposed any act or practice made unlawful under any federal, state or local employment law.

Overall responsibility for the management of this policy is delegated to the Senior Director of Human Resources.

SEXUAL HARASSMENT AND OTHER MISCONDUCT POLICY

PURPOSE

Mount Mary University (“University”) promotes an atmosphere of care and respect grounded in the University’s core values, Christian principles, and mission to develop the whole person. As such, the University has a zero tolerance policy for sexual harassment and other misconduct. All members and guests of the Mount Mary community are required in a manner that is respectful of others and does not infringe upon the rights of others or negatively adversely impact the academic environment, whether based on sex or otherwise.

Sexual misconduct and harassment are expressly prohibited by the University and are considered serious violations of University policy. All complaints of such misconduct or harassment will be taken seriously, and no student or employee making a good faith complaint will suffer retaliation or be subject to adverse action by the University. The University will not tolerate retaliation against any individual who alleges that she/he has been subjected to personal harassment or based on sexual misconduct.

When an allegation of misconduct is brought to an appropriate administrator’s attention for investigation, and an individual is found to have violated this policy, appropriate disciplinary action will be taken. Investigations and hearings in which the accused is a student will be conducted in accordance with the University’s student conduct procedures (see Mount Mary University Undergraduate Student Handbook). Investigations in which the accused is an employee will be conducted in accordance with the procedures set forth in the University’s employee handbooks (see Mount Mary University Faculty, Staff handbook).

Not all forms of sexual misconduct will be deemed to be equally serious offenses, and the University reserves the right to impose different consequences, ranging from a written warning to suspension or expulsion/termination, depending on the severity of the offense. The University will consider the concerns and rights of both the complainant and the accused in deciding on appropriate consequences.

SCOPE

This policy applies to all students and employees (faculty, staff and administration) of Mount Mary. While everyone within the Mount Mary community bears responsibility to ensure a safe and welcoming campus, the Title IX Coordinators are responsible for overseeing the process of investigations, providing related training, and assuring a fair and consistent process and accurate reporting, where appropriate.

DEFINITIONS

Sexual misconduct includes, but is not limited to, conduct prohibited by Wis. Stat. sec. 940.225.

- **Sexual Harassment** is unwelcome, gender-based verbal, written or physical conduct that is sufficiently severe or pervasive and objectively offensive that it unreasonably interferes with, limits or deprives someone of the ability to participate in or benefit from the University’s

educational program and/or activities. The conduct may be based on power differentials, may create a hostile environment, may constitute retaliation, may unreasonably interfere with the employee's or student's performance, or may create an environment which is intimidating, hostile or offensive to the employee/student.

Examples include, but are not limited to, the following:

- Attempting to coerce a person into a sexual relationship
 - Repeatedly subjecting a person to unwelcome touching or sexual attention
 - Making sexually-oriented comments about a person's body or lifestyle
 - Requesting sexual favors
 - Retaliating for a person's refusal to comply with a sexually-based request
 - Conditioning a benefit on submitting to sexual advances
 - Inflicting sexual violence
 - Inflicting violence on an intimate partner
 - Stalking
 - Bullying based on gender
- ☐ **Non-Consensual Sexual Contact** is any intentional sexual touching, however slight, with any object, by a man or a woman upon a man or a woman, without consent and/or by force.
- ☐ **Non-Consensual Sexual Intercourse** is any sexual intercourse, however slight, with any object, by a man or woman upon a man or a woman, without consent and/or by force.
- ☐ **Sexual Exploitation** is the taking of non-consensual or abusive sexual advantage of a person for the perpetrator's own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, where the behavior does not otherwise constitute one of the other sexual misconduct offenses. Examples include, but are not limited to the following:
- Invasion of sexual privacy
 - Prostitution of another
 - Non-consensual video or audio-taping of sexual activity
 - Voyeurism
 - Exposure of one's genitals in non-consensual circumstances
 - The persuasion of another to expose his/her genitals
 - Sexually-based stalking and/or bullying
- ☐ **Consent** is positive cooperation involving an act of free will, in the absence of coercion, intimidation, force or threat of force. A person cannot give consent if unable to comprehend what is going on. A person may not consent if she/he is unconscious, frightened, physically or psychologically pressured, or forced, intimidated, impaired because of a psychological condition and/or intoxicated by use of drugs or alcohol. Consent to one act does not imply consent to another. Silence and passivity do not equal consent. Sexual activity with someone whom one reasonably should know to be mentally or physically incapacitated (e.g., by alcohol or other drug use, unconsciousness or blackout) is non-consensual. Incapacitation is a state wherein the person cannot make rational reasonable decisions because s/he lacks the capacity to give knowing consent to sexual interaction. This policy also covers a person whose incapacity results from mental disability, sleep, involuntary physical restraint, or the consumption of a rape drug. Possession, use and/or distribution of any of these substances is prohibited, and administering one of these drugs to another student or employee is a violation of this policy.
- ☐ **Force** is the use of violence or coercion, physical or psychological, to gain sexual access.

Force includes threats, intimidation, implied threats, and coercion that overcomes resistance or produce consent such as saying, “Have sex with me, or I’ll hit you.” Coercion is unreasonable pressure for sexual activity. Coercive behavior differs from seductive behavior. When a person makes clear that s/he does not want sex, that s/he wants to stop, or that s/he does not want to go past a certain point of sexual interaction, continued pressure beyond that point is coercive. The presence of force is not demonstrated by the absence of resistance. Sexual activity that is forced is, by definition, non-consensual, but non-consensual sexual activity is not, by definition, forced.

COMPLAINT PROCESS

All students and employees are encouraged to report violations of this policy to the University. The following are several options available for victims of and witnesses to sexual harassment or other misconduct:

- ☐ **File a complaint with the Milwaukee Police Department** (see attached for contact information).
- ☐ **Seek confidential support by contacting the campus Counseling Center** (see attached for contact information). The Counseling Center staff can offer confidential resources, options and advice without any obligation to report, unless the individual requests or consents to reporting, or if the individual fears for his/her safety or the safety of others. If unsure of someone’s duties and ability to maintain privacy, ask the individual before talking to him/her. Talking to a member of the Counseling Center staff does not constitute reporting the incident to the University.
- ☐ **Seek support from employees who are responsible to take action.** A person who believes himself/herself to be a victim or who has witnessed sexual harassment or other misconduct is encouraged to speak to University officials (otherwise known as “responsible employees”, e.g., Vice President for Student Affairs, Deans, Public Safety employees, Human Resources employees) to report an incident of sexual misconduct. A “responsible employee” is someone who has the authority to take corrective action or is perceived to have the authority to address sexual and gender-based misconduct on behalf of the University. When speaking with such a responsible employee, the reporting individual should be aware of the employee’s confidentiality, privacy and mandatory reporting obligations. If the investigation reveals a need to protect the reporting individual or other members of the University community, personally identifiable information will be shared only as reasonably necessary and with as few people as feasible. All efforts will be made to protect the reporting individual’s privacy.
- ☐ **File a confidential/anonymous complaint.** If a person who believes himself/herself to be a victim or who has witnessed sexual harassment or other misconduct prefers not to disclose his/her identity, s/he can file a confidential/anonymous complaint. The document for doing so can be found online on *MyMountMary*, under the *Campus Life* tab, on the page entitled *Sexual Misconduct and Harassment Anonymous Report Form*. In order for the University to investigate concerns properly, it is important for the reporting individual to provide as many details as possible about the alleged sexual harassment or other misconduct.
- ☐ **File a formal complaint with the University.** Contact one of the Title IX Coordinators listed below to file a formal complaint. The investigation of the complaint will be kept confidential to the extent feasible, and information will be disclosed only on a need-to-know basis. In the event of a report of non-consensual sexual contact/intercourse, the University must notify the police. The Title IX Coordinator(s) have the responsibility to provide training, determine equitable remedies, where appropriate, and oversee the investigatory process. The formal complaint process is outlined below in “Procedures for Addressing Complaints.” The reporting individual will be

informed of the various support services available through the University, including counseling, and s/he may choose to use or refuse these services.

PROCEDURES FOR INVESTIGATING COMPLAINTS

- ☐ Upon receipt of a complaint, the Coordinator(s) will notify the complainant (or the complainant's parents, if the complainant is under Age 18) before beginning an investigation.
 - ☐ If the complainant requests confidentiality or asks that the complaint not be pursued, the University will take responsible steps to investigate and respond.
 - ☐ If the complainant continues to request that her/his name or other identifiable information not be revealed, the University will evaluate the request in the context of its responsibility to provide a safe and non-discriminatory environment for all students. The University will inform complainant if it cannot assure confidentiality.
 - ☐ Complaints of sexual harassment or other misconduct will be treated in confidence to the extent feasible, given the University's legal obligation to conduct a thorough investigation and take corrective action.
- ☐ The Coordinator(s) will take immediate and appropriate steps to investigate what is claimed to have occurred and take prompt and effective action depending on the outcome of the investigation. The investigation will proceed whether or not a related criminal matter is pending.
- ☐ Consideration will be given to taking interim measures, such as a "no contact" order between the parties, interim suspension, room reassignment, job reassignments, academic accommodations and/or counseling. Mediation will not be used for sexual harassment or non-consensual sexual contact/intercourse cases.
- ☐ The Coordinator(s) will assign the matter to the appropriate campus investigator based on the circumstances. The investigator will complete the investigation in no more than 60 days. As part of the investigation, the investigator will contact the complainant, the accused and witnesses and examine the facts of the complaint as presented by all. Coordinator(s) with an opinion as to whether a violation of the policy occurred. The standard of proof is a preponderance of the evidence.
- ☐ The Title IX Coordinator(s) will review the report and, where appropriate, refer it to the student conduct system, in the case of a student, or to the Human Resources Department, in the case of an employee.
- ☐ The University will balance the rights of the accused with the complainants' Title IX rights in disciplinary action.
- ☐ Complainants and the accused will be notified at the same time, in writing, of the outcomes of related University investigations or conduct proceedings. The complainant and the accused will be required to acknowledge and respect the privacy of all involved.
 - ☐
 - ☐ Both the complainant and the accused will be informed of their rights to appeal the University's decision; criteria for student appeals are listed in the Undergraduate Student Handbook. Requests for appeals must be submitted in writing to Student Affairs (if the aggrieved part is a student) within five school days from the date of the letter notifying the complainant or the accused of the original decision. Failure to

- appeal within the allotted time will render the original decision final and conclusive.
- The investigator will follow up with complainant to ensure she/he has not experienced retaliation or further incidents.

RIGHTS OF STUDENTS AND EMPLOYEES

Regarding any report of sexual harassment or other misconduct, students and employees can anticipate that:

1. The complainant and the accused will be treated with dignity and respect and in a non-judgmental manner.
2. The complaint of sexual harassment or other misconduct will be treated seriously regardless of the nature of the incident or the identity of the students involved.
3. The complaint will be addressed as promptly and completely as feasible.
4. Campus and community organizations and services that can assist students and employees will be identified.
5. A University “no contact” order may be filed to ensure that the parties in the matter are not in contact with one another. A complainant may request a “no contact” order on-campus housing relocation, transfer of classes, or other steps to prevent unnecessary or unwanted contact or proximity to one another when reasonably available.
6. A student complainant and the accused will be afforded the opportunity to request immediate on-campus housing relocation, transfer of classes, or other steps to prevent unnecessary or unwanted contact or proximity to one another when reasonable available.
7. All students and employees have the right to an environment free from sexual or physical intimidation, or any continuing disruptive behavior, by persons sharing rooms or work spaces or their guests, that would prevent a reasonable person from attaining his/her educational or workplace goals.
8. A student and an employee is entitled to know all evidence and testimony being considered in the decision of his/her complaint.
9. The sexual history of a complainant is not relevant to the investigation process, and will not be considered in the investigation or any proceedings which may follow.
10. The complainant and the accused will be notified at the same time in writing of the outcome of related University investigations or proceedings, and will also be notified of the process for appealing any such outcome.

RESOURCES

If you believe that you or another student or employee has been a victim of sexual harassment or other misconduct, the following resources are available to you and/or the other person:

RESOURCES	CONTACT INFORMATION
Milwaukee Police Department, District 7 (Non-Emergencies)	414-933-4444
Milwaukee Police Department, District 7 (Emergencies)	911
Mount Mary University Public Safety	414-930-3333 Extension 3333
Confidential Support with Mount Mary University Counseling Center	414-930-3485 Extension 3485
Filing an Anonymous Report	MyMountMary Portal Campus Life tab Sexual Misconduct and Harassment Anonymous Report Form
Filing a Formal Complaint with the University's Title IX Coordinator(s)	Sarah Olejniczak VP for Student Affairs Caroline Hall 149 414-930-3372 Extension 3372 Alisa Bendickson Sr. Director of Human Resources Notre Dame Hall 252 414-930-3578 Extension 3578
Sexual Assault Treatment Center	Aurora Sinai Medical Center 945 N. 12th St. Milwaukee, WI 53233 (414) 219-5555 (24/7) Aurora West Allis Medical Center 8901 W. Lincoln Ave West Allis, WI 53227 414-219-5555 (24/7)

Criminal Background Check Policy

Mount Mary conducts a criminal background check on all potential new hires as part of the University's pre-employment screening process.

If the criminal history provided by the applicant does not confirm the information obtained, the applicant will be given an opportunity to explain any inaccuracies. If a satisfactory explanation is not given, the applicant will not be considered further for the position.

If after employment any employee is discovered to have lied regarding his or her criminal history, that individual is subject to immediate discharge.

The University's equal opportunity policy will be followed with respect to any criminal history information. Accordingly, the following factors will be considered if an individual has a criminal history in determining whether to hire the individual:

- ☐ The nature of the criminal act
- ☐ The frequency and severity of criminal acts
- ☐ The time since the last conviction
- ☐ The time between convictions

The nature of the job and whether or not the conviction significantly relates to the job the individual has applied to or is currently working.

- ☐ The qualifications of the individual for the job
- ☐ Evidence that the individual has successfully rehabilitated himself or herself

Criminal background will not be considered in isolation, but rather in conjunction with the applicant's qualifications and job requirements. All criminal history record information shall only be used in accordance with our Policy and the law and shall be maintained in confidential files separate from personnel records.

METHOD OF OBTAINING RECORDS

Mount Mary will complete the background check of the applicable state(s) where the employee lived and/or worked.

EMPLOYMENT DATE

Applicant may not begin working for the University until a cleared background check has been successfully completed.

Immigration Reform and Control Act of 1986

In November 1986, President Reagan signed into law the Immigration Reform and Control Act of 1986. This law resulted in the first major revision of America's immigration laws in decades. The law seeks to preserve jobs for those who are legally entitled to them: American citizens and aliens who are authorized to work in our country.

Employees hired after November 6, 1986 must fill out a short form certifying that they are who they say they are and that they are eligible to work in the United States. Certain designated staff are authorized to sign this form. Since most of our employees will be U.S. citizens, they will need to present, when they come for the final employment interview, either 1) a U.S. passport, or 2) a state issued driver's license with a photograph *and* an original Social Security Number Card or a birth certificate. Other documents are also allowed, as listed on the back of the I-9 form. All employees must fulfill this requirement within 72 hours of beginning employment.

Employee Benefits and Leaves of Absence

Employment Classification for Purposes of Benefits

Full-time Faculty – Teaching at least 12 credits per semester

Part-time Eligible Faculty – Teaching at least 6 credits per semester (minimally 1,000 hours annually)

Part-time Ineligible Faculty – Teaching fewer than 6 credits per semester

General Benefits

Health Insurance: Mount Mary University makes a defined contribution (may change each year) to the premium for Full-time Employees who enroll in our health insurance plan.

Part-time Eligible Faculty are not eligible to enroll in the Mount Mary Health Insurance, Dental or Vision Plan.

Enrollment in the plan is not automatic; employees must complete the application process. Open enrollment is held every November for benefits beginning January 1st. Contact the Human Resources Office for details of coverage, premiums and enrollment procedures.

Upon leaving the University employees may continue participating in the health insurance plan – in accordance with current COBRA laws, and will personally assume the full payment of the premium. Employees who retire early may continue their coverage beyond the COBRA time period until eligible for Medicare. For more information, contact Human Resources.

Dental Insurance: Full-time Faculty may enroll in one of the University's dental plans, but must pay the full premium. The effective date shall be the first day of the month coincident with, or following, the employee's date of hire.

Enrollment in the plan is not automatic; employees must complete the application form.

Vision Plan: Full-time Faculty may enroll in one of the University's vision plans, but must pay the full premium. The effective date shall be the first day of the month coincident with, or following, the employee's date of hire.

Enrollment in the plan is not automatic; employees must complete the application form.

Flexible Spending Accounts: Enables employees to pay for qualified medical expenses as defined by the IRS pretax. All Full-time and Part-time Eligible Faculty who work a minimum of 1,000 hours per year are eligible to enroll in a (Flex 125; FSA) "Flexible Spending" or "Dependent Care" account whereby employees pay for out-of-pocket health, dental, vision and/or dependent care costs on a pretax basis. An employee determines how much to deposit into his/her account up to \$2650 maximum for a medical flexible spending account and \$5000 maximum for a dependent care account.

The effective date shall be the first day of the month coincident with, or following, the employee's date of hire or during open enrollment.

Every November there is an open enrollment for our FSA program, which runs from Jan. 1 – Dec. 31 of each year. This enrollment must be re-enrolled in annually during open enrollment.

Retirement Plan (403b): Regular Full-time and Part-time Eligible Faculty may participate in our 403 (b) Retirement Plan. The Plan is offered to Mount Mary Regular Full-time and Part-time Eligible Faculty with an expected annual service hours of 1,000 hours without a break and attaining the age of 18.

Mount Mary offers a discretionary “employer match” for those employees that have worked at Mount Mary or another institute of higher education for a minimum of two years of service and are contributing minimally 5% of their base salary earnings to the retirement plan. The discretionary match can change annually and in alignment with Mount Mary’s fiscal year. Any changes of the match will be communicated in June for a July 1st effective of change.

Eligibility for this program begins the first day of the month coincident with, or following, the employee’s date of hire or during open enrollment.

. Summaries of the plan, specific details and more information are available from the Human Resources Office.

For purposes of the participation requirements, the term “year of service” means a 12-month period starting with your date of employment – or anniversary date of employment – during which you complete 1,000 or more hours of service. If you do not complete 1,000 or more hours of service by the first anniversary of employment, the hours completed do not count toward establishing a year of service. You must make a new start toward meeting the hour’s requirement during the second year of employment. You cannot begin participation in the Plan until you have completed two CONSECUTIVE years of 1,000 hours each. The Human Resources Office has summaries available which describe the plan in detail.

Note: See Human Resources for more information on eligibility associated with previous work at another educational institution.

In order to participate the employee must formally enroll and contribute 5% of gross base wages and then the University contributes an employer match in consistency with the University defined “discretionary” match. This match can be modified as the University sees fit at any time.

Basic Employee Life and Accidental Death and Dismemberment Insurance: Mount Mary provides basic Employee Life and Accidental Death and Dismemberment (ADD) insurance to Full-time Faculty at no cost to the employee. The benefit amount is equal to the employee’s annual salary, rolled up to the nearest \$1,000 increment with a maximum benefit of \$50,000.

Short-Term Disability/Sick Pay: Mount Mary University provides Short-term Disability/Sick Pay to its Full-time Faculty, where employees continue to receive their normal pay when absent for personal illness or certified disability, for up to 6 months***.

If absent for more than three consecutive scheduled workdays, the employee may be asked to provide written certification of illness from a doctor. All documents, including a return to work notification from a doctor, must be turned into the Human Resources Office upon return to work.

Note: How long an employee's position will be "held open" will be based on the needs of the department as determined by the supervisor, as well as the application of the Family and Medical Leave Act.

***If an employee has been receiving the MMU Short-term Disability/Sick Pay for less than six months, for an injury or illness and returns to work, the employee may receive short-term disability/sick pay for the remainder of the six months should the employee need to be off of work again for an injury or illness.

This remainder must be within twelve (12) months of the beginning of the original disability leave. In other words, an employee may only receive short-term disability/sick pay for a maximum of six months in the twelve (12) month period beginning with the onset of the short-term disability/sick leave.

Faculty Maternity/Paternity Leave Policy:

This policy addresses leaves of absence due to the birth or adoption of a child.

Full-Time Faculty may opt to take ONE of the below options:

1. Time off post-delivery or post-adoption with full pay and full benefits
2. Working half a full-time load with full pay and full benefits (faculty member may choose the semester)
3. Off a full semester with one-half pay and full benefits (faculty member may choose the semester)

Option 1

- ☐ For the birth mother, the length of time off approved under this option will be based on the medical documentation received by the physician. While the lengths of leave will vary, it is typically 6-8 weeks immediately following the date of delivery.
- ☐ For a spouse or for adoption, option 1 will be set at 6 weeks and the leave must occur within 12 months of the delivery/adoption date.

Options 2 or 3

- ☐ The faculty member can take option 2 or 3 within the 2 semesters directly following the birth or adoption of the baby.
- ☐ If the birth mother delivers during the current semester, she may be subject to a salary reduction of the portion of the contract unable to be fulfilled due to inability to work following delivery of the baby. However, the faculty member also has the option of returning to work during the current semester, if released to return to work by the physician and with approval from the Department Chair and VPAA.

If both parents are faculty members of the University, only one will be able to take advantage of the maternity leave provisions.

Any medically necessary time off due to reasons not related to delivery of a baby will be handled separately by the University's Short-Term Disability policy.

The specifics of pay and return-to-work for each leave will be evaluated on a case-by-case basis. This policy will not interfere with an employee's rights under the State and/or Federal Family and Medical Leave Act (FMLA).

Long-Term Disability: Full-time Faculty may enroll in a Long-Term Disability Plan. Eligibility begins on the first day of the month coincident with, or following, the employee's date of hire or during open enrollment. Benefits begin after 180 days of calendar disability. Mount Mary University contributes half of the monthly premium.

This plan does not start automatically; you must complete an application form to request coverage. Premiums are based on wages. Please see the Human Resources office for a summary of the plan.

Tuition Waiver: The primary purpose of the Mount Mary University tuition program is to guarantee that those employees who have made a commitment to Mount Mary have the opportunity for personal enrichment and can provide for their dependents a Mount Mary University education regardless of salary/wage level.

The opportunities and conditions for the tuition waiver program are generally available on a year to year basis. However, the administration reserves the right to change, adapt, or adjust the conditions and requirements as fiscal and environmental factors change. Tuition waiver is offered as a fringe benefit for those who meet the requirements and is available through the Human Resources office. Prior to the first course, employees and/or dependents must file an application form with the Admissions Office and be accepted.

Tuition waiver ends upon termination of employment at the University. The employee will be allowed to complete any classes they are currently registered for in the semester with which they are terminating.

Full-Time Faculty

- a) After 3 months of employment, Full-time Faculty may register for up to 8 graduate or undergraduate credits per semester, including summer, on a space-available basis. Doctoral credit waivers may be granted on a case by case basis at the discretion of the VP for Academic Affairs and the President.
- b) Some specialized or practicum-type courses, such as music lessons, tutorials, field internships, etc. are not included in this tuition program.
- c) A tuition waiver form must be submitted with the registration form each semester. Forms can be obtained from Human Resources.
- d) All fees other than tuition and course fees are the responsibility of the employee. (Lab fees are excluded from Tuition Waiver).
- e) Classes should be taken outside the employee's normal work hours. If taken during work hours, prior approval of the supervisor and respective Council Member must be given.

100% undergraduate tuition waiver and 50% graduate tuition waiver will be granted to **spouses and dependents** (as defined by the IRS) of **full-time employees** upon the following conditions:

- a) Application for admission to the University must be made through the Admissions Office following the regular admission process.
- b) For dependents attending as full-time students, filing a Financial Aid Form (FAF) each academic year is a prerequisite for obtaining tuition waiver benefits. In the event that a student is receiving financial aid in addition to the University tuition waiver, the University reserves the right to determine the amount of the benefit. Note: For spouses attending as full-time students, a Financial Aid Form only needs to be completed the first year.
- c) Part-time students may not get tuition waiver for specialized courses indicated in (b) above.
- d) All fees and books are the responsibility of the student.

Part-Time Eligible Faculty

- a) After three months of employment Part-time Eligible faculty may register for up to four graduate or undergraduate credits per semester.
- b) All other stipulations are the same as for Full-time faculty.

- c) Dependents of Part-time employees are not eligible for tuition waiver benefits.

CIC Tuition Exchange: Mount Mary University participates in a network of CIC (Council of Independent Colleges) where member Universities willing to accept students from employee families of other Universities on the same basis as each University accepts other students. Each University in the network agrees to import a limited number of students from other participating Universities on a tuition free basis. Imported students are responsible for all other non-tuition charges (room, board, fees, etc.)

The following conditions apply:

- a) Applicants must first be admissible to the host institution in accordance with regular institutional admission standards and will be notified of the same.
- b) Applicants are required to complete all host institution requirements for filing of financial aid forms and award notices.
- c) Tuition Exchange Benefits will automatically be terminated if either the employee drops below full-time or the importing and/or exporting University fail to renew their membership to the Council of Independent Colleges or pay the Tuition Exchange administrative fee.

Further information and Tuition Exchange application forms can be picked up from the CIC Tuition Exchange Liaison Officer (Senior Director of Human Resources) who must approve export applications as eligible.

Tuition Exchange ends upon termination of employment at the University.

Courtesy Tuition Discounts will be granted to the following:

- a) Alumnae with a baccalaureate degree from Mount Mary receive a 50% reduction on a maximum of four undergraduate credits each semester. They receive no reduction on graduate courses.
- b) School Sisters of Notre Dame not employed by Mount Mary University may take up to a maximum of eight undergraduate or graduate credits each semester gratis on a space available basis.
- c) Senior citizens (62 or over) receive a 50% reduction for the first 4 undergraduate or graduate credits each semester.
- d) Retired former faculty and staff who are 62 or older and have worked at Mount Mary University at least 7 years full-time may take up to eight undergraduate credits gratis each semester on a space available basis. Former employees who worked at least seven years part-time (teaching at least six credit hours per semester or working an average of 20 or more hours per week) may take up to four undergraduate credits gratis each semester on a space available basis.

Discounts cannot be combined and do not apply to fees. These courtesy tuition discounts do not apply to summer session. Please see the summer bulletin for information regarding summer discounts.

Classes taken by faculty should be taken outside the employees normal work hours. If taken during work hours, prior approval of the supervisor must be given, and arrangements made to complete work normally accomplished during that time.

Spouse/Dependent Tuition Discount: A 50% tuition discount may be granted to spouses and dependents (as defined by the IRS) of full-time employees for up to eight credits per semester for select graduate programs (please see Human Resources for approved graduate programs).

This benefit will be granted as follows:

- After the employee has worked full-time for Mount Mary for three months.
- Discounts cannot be combined.
- This does not include specialized or practicum-type courses.
- The 50% Discount is only applied toward tuition, not books or fees.
- The Tuition Discount form must be submitted with the registration form each semester. Forms may be obtained from the office of Human Resources.
- Tuition Discount applies only when employee is working Full-time for Mount Mary.
- Tuition Discount ends upon termination of employment at the University.

Parking: At this time, employee parking is free.

Bookstore Discount: Please check with the Bookstore for discount information.

Workers' Compensation: Details concerning eligibility for Workers' Compensation may be obtained from Human Resources. Under this program, the University pays the premium to an insurance carrier to provide such benefits to all employees. There is no employee contribution to this program.

Social Security: All employees of the University participate in the Federal Social Security Program. As prescribed by law, the deduction paid by the employee is matched by the University in accordance with the current rate.

Holidays: All benefit-eligible Faculty are eligible for 11 1/2 paid holidays to include: New Year's Day, Martin Luther King Jr. Day, the Thursday before Good Friday (1/2 Day), Good Friday, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, The Day After Thanksgiving, Christmas Eve Day, Christmas Day, New Year's Eve Day.

Full-time 9, 10, or 11 months Faculty will receive pay for those holidays which fall within their work year.

Part-time Eligible Faculty will be paid their regular salary if the holiday falls on their day of assigned work.

While President's Council may make changes when necessary, generally Holidays will be observed as follows: If the holiday falls on a Saturday it will be observed on the preceding Friday and if the Holiday falls on a Sunday it will be observed on the following Monday.

Compassionate Leave: Compassionate leave of up to three paid days may be given to a regular full-time employee should a death occur in the employee's or employee's spouse's immediate family (spouse, child, step-child, parent, brother, sister, grandchild).

One day of pay will be given for a regular full-time employee to attend the funeral of an extended family member, aunt, uncle, cousin, niece, nephew or grandparent. Compassionate leave pay will be prorated for part-time eligible employees who are out on compassionate leave on regularly scheduled workdays. **Note:** Compassionate leave includes step-family.

Compassionate leave pay will be prorated for part-time eligible employees who are out on compassionate leave on regularly scheduled workdays. **Note:** Compassionate leave includes step-family.

Details of the deceased must be provided to the Human Resources Office and documentation may be required.

Jury Duty: Regular full-time and part-time eligible employees called to jury duty will retain all rights and privileges as an employee while performing such duty. Details of the Jury Duty assignment must be provided to the Human Resources Office. If these requirements are met, full regular pay for jury duty days will be paid.

Military Leave: Mount Mary University complies with the legal provisions regarding the re-employment rights of persons on active duty or training in the Armed Forces, Reserves and National Guard. The Human Resources staff can describe these rights to you in detail upon your request. Requests for Military Leave should be made as far in advance as possible to allow for replacement scheduling. Employees must return to work within the time prescribed by law from the date of discharge or release from active duty, otherwise military leave will end. Military leave is an unpaid leave. Employees going on military leave must inform the Human Resources of any Military Leave they need to take and must provide proper documentation as requested

Guidelines for Longevity and Retirement Recognition

a) Longevity – Mount Mary University each year at a dinner or luncheon, pays tribute to those employees who have given 10, 25 or 40 years of service to the University. For employees who are rehired, actual total years of service will be considered for service recognition.

b) Recognition for Retirement – Any employee who has a minimum of two years of service and retires will be honored at an all-University function and will be eligible for certain "Courtesies". (See Human Resources for this list.)

The recognition as stated does not preclude that any employee leaving Mount Mary University for any reason cannot be honored or recognized by the individuals they either worked or associated with at Mount Mary University. Employees who are re-hired will be considered for service recognition based on total actual years of service.

Library: The Human Resources Office will assist any Mount Mary employee to obtain an identification card for the purpose of checking out books, audio tapes, or video tapes from the Library.

Food Service: Food Service International provides the food and catering services to the Mount Mary University community. Generally, cafeteria meals are served in the Alumnae dining room Monday through Friday, and in the University dining room on weekends. Both dining rooms are located on the first floor of Caroline Hall. Hours of operation and cost of meals are posted at the entrance to the dining rooms.

The Cyber Café eatery is located on the lower level of Gerhardinger Center. Hours of operation and prices are posted in the Café.

The Parkway Grill is located in the lower level of Bergstrom Hall. Hours of operation and prices are posted in the Grill area.

There are soda and snack vending machines in various locations on campus.

Mail Room: The Mount Mary University Mail Room is located on the lower level of Bergstrom Hall. Employees may purchase envelopes and send packages by UPS, airmail, overnight or priority mail.

Family and Medical Leave – Wisconsin & Federal

Statement of Policy

It is the policy of Mount Mary University to comply with the requirements of the State of Wisconsin and Federal Family and Medical Leave Acts (FMLA). Generally, an eligible employee will be granted up to 12 weeks of FMLA leave during a 12-month period on a rolling- backward basis. The leave may be paid, unpaid or a combination of paid and unpaid, depending on the reason for the leave and the benefits for which the employee may be eligible. This policy will be administered in compliance with the National Defense Authorization Act of 2008 as it amends the Family and Medical Leave Act of 1993, and the new regulations implementing the Family and Medical Leave Act of 1993 effective January 16, 2009.

The State and Federal laws differ in a number of areas, and the University will comply with both. When the reason for a leave qualifies under both State and Federal law, the following rules apply:

- The employee is deemed to be exhausting his/her entitlement under both laws concurrently; and
- The provision(s) most generous to the employee will apply.

The taking of leave under this policy will not be used against an employee in any employment decision, including the determination of promotions, discipline, compensation, etc.

Eligibility

To be eligible for Federal leave under this policy, an employee must have been employed by the University for at least 12 months. Periods of employment preceding a 7-year break in service do not count toward the 12 months of employment unless the break in service was due to National Guard Service or Reserve Military Service, or where otherwise provided under written agreement. In addition, in the 12 months immediately preceding the commencement of the leave, the employee must have worked at least 1250 hours:

- To be eligible for Wisconsin FMLA leave under this policy, an employee must have been employed by the University for more than 52 consecutive weeks and compensated for 1,000 hours during the 52-week period immediately preceding the commencement of the leave.

The University will inform employees requesting leave whether they meet the basic eligibility requirements for State and Federal FMLA leave. At the same time, the University will inform the employee of any additional information required to verify that the need for leave is for an FMLA qualifying reason and the employee's right and responsibilities while taking FMLA leave.

Amount of Leave Available

As stated above, an eligible employee is generally eligible for up to a total of 12 weeks of protected leave within a rolling-backward year for any combination of reasons. It is possible that an employee could qualify for leave only on the basis of hours worked under the Wisconsin law, which generally covers shorter periods of time than the 12 weeks provided by Federal law. These situations will be discussed on a case-by-case basis with affected employees.

Types of Leave Covered

Birth or Placement for Adoption or Foster Care

Family leave will be available to eligible male and female employees for the birth of a child or for placement of a child with the employee for purposes of adoption or foster care. Such leave must generally be completed within 12 months of the birth or placement (the leave must commence within 16 weeks of the birth or placement for leave taken only under Wisconsin law). Wisconsin law permits up to 6 weeks of leave in a calendar year for this purpose.

Serious Health Condition of Employee

An eligible employee who experiences a serious health condition as defined by the State and/or Federal law may take medical leave under this policy. A serious health condition is an illness, injury, impairment, or physical or mental condition for which the employee:

- Receives inpatient care in a hospital, hospice or nursing home;
- Suffers a period of incapacity of more than three consecutive full calendar days accompanied by continuing treatment/care by a health-care provider;

Subject to certain conditions, the continuing treatment requirement must be met by the period of incapacity combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment; or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Medical leave may be taken all at once or, when medically necessary, in smaller increments. The need for leave must be documented by the employee's treating health-care provider through the medical certification process.

An employee may be paid for all or part of a medical leave to the extent s/he is eligible for benefits such as short-term disability or sick time.

A fitness-for-duty statement will be required in order for an employee to return from a medical leave. Failure to provide the statement may result in a delay in the return to work.

Wisconsin law permits up to two weeks of leave in a calendar year for this purpose.

Serious Health Condition of Immediate Family Member

An eligible employee may take family leave under this policy in order to care for a son, daughter, spouse or parent with a serious health condition (see above section for general definition). (The Wisconsin FMLA also covers the serious health condition of an employee's parent-in-law, domestic partner (registered or unregistered) and domestic partner's parent.) This leave may be taken all at once or, when medically necessary, in smaller increments. It will be necessary for the family member's treating health-care provider to document the need for leave through the medical certification process. An employee may be required to provide certification of domestic partner relationship.

Wisconsin law permits up to two weeks of leave in a calendar year for this purpose.

Qualifying Exigency for Military Family Leave

An eligible employee may take family leave under this policy while the employee's spouse, son, daughter, or parent (the "covered military member") is on active duty or call to active duty status requiring deployment to a foreign country for any qualifying exigency under Federal law. A

qualifying exigency may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings. This leave may be taken all at once or, in smaller increments. However the Federal FMLA does not provide for a full 12 weeks of leave for all types of qualifying exigencies. It will be necessary to submit a complete and sufficient certification for FMLA leave due to a qualifying exigency.

Notice of leave for a qualifying exigency must be provided as soon as practicable, regardless of how far in advance such leave is foreseeable.

Leave to Care for a Covered Service member with a Serious Injury or Illness

An eligible employee may take up to 26 weeks of family leave in a single 12-month period under this policy to care for the employee's spouse, child, parent, or next of kin who is a covered service member that incurs or aggravates a serious illness or injury while in the line of duty on active duty. A "covered service member" is a service member who incurs (or aggravates) an illness or injury in the line of duty on active duty that renders the service member medically unfit to perform the duties of his/her office, grade, rank, or rating. A covered service member must also be a current member of the Armed Forces, including a member of the National Guard or Reserves, or, the National Guard or Reserves who is on the temporary retired list, who has a serious injury or illness incurred in the line of duty on active duty for which he or she is undergoing medical treatment, recuperation, or therapy; or otherwise in outpatient status; or a veteran undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves) at any time during the period of five years preceding the date on which the veteran undergoes that medical treatment, recuperation, or therapy. This entitlement will be applied on a per-covered- service member, per-injury basis. It will be necessary for the covered service member's treating health-care provider, as defined by law, to document the need for leave through the medical certification process. In certain instances, this leave may be combined with all other FMLA leaves, limiting the employee's FMLA leave entitlement for all purposes to no more than a total of 26 weeks of leave during the single 12 month rolling backward period.

Notifying the University of the Need for Family or Medical Leave

Generally, an application for leave must be completed for all leave taken under this policy. When the need for leave is foreseeable, the employee should provide notice at least 30 days in advance. When this is not possible, notice should be provided as soon as the employee learns of the need for leave. In cases of emergency, verbal notice should be given as soon as possible (by the employee's representative if the employee is incapacitated), and the application form should be completed as soon as practicable. Failure to provide adequate notice may, in the case of foreseeable leave, result in a delay of the leave. Leave application forms are provided by the Human Resources Department.

If the employee is capable of complying with the University's normal call-in and reporting procedures or arranging for the University to receive timely notice of the employee's absence and fails to do so, the University may delay or deny the FMLA leave.

Calling in "sick" does not qualify as FMLA leave. An employee must provide sufficient information regarding the reason for an absence for the University to know that protection may exist under this policy and the timing and duration of the leave. Sufficient information may include that, because of a serious health condition, the employee is unable to perform job functions, a family member is unable to perform daily activities, or the employee or family member require hospitalization or continuing treatment. Sufficient information may also include circumstances

supporting the need for military family leave. The University may then collect other information from the employee to properly determine whether the absence will be treated as FMLA leave. Failure to provide this information as requested will result in the employee's forfeiting all rights under the policy. This means the absence may then be counted against the employee for purposes of discipline for attendance, etc.

If the employee is seeking leave for a FMLA-qualifying reason for which the University has previously provided FMLA protected leave to the employee, the employee must specifically refer to the qualifying reason for leave or the need for FMLA leave which previously has been taken or certified. Failure to do so may result in the delay or denial of FMLA approved leave.

Medical Certification of a Serious Health Condition

Generally, the University will require medical certification to verify that an employee or family member's illness meets the definition of serious health condition and to determine the nature and duration of the leave. In the case of a family illness, the provider must also verify that the employee is needed to care for the family member.

Periodic recertification to verify that a condition is ongoing may be required as provided by the law.

The appropriate form should be obtained from the Human Resources Department and must be returned within 15 days. If the employee cannot comply with this deadline, the employee must contact Human Resources and request an extension prior to the date the form is due. The University has discretion on whether an extension will, in fact, be granted. Failure to provide this certification may result in delay or denial of the leave.

Additional Certifications

If the University has reason to question the validity of a medical certification, an employee may be required to provide a second certification from a health-care provider selected and paid for by the University. If the second opinion differs from the first, a third opinion may be required. The health-care provider for the third opinion must be mutually chosen by the employee and the University and paid for by the University. The third opinion, by law, is binding on all parties.

Use of Paid and Unpaid Leave

Both State and Federal FMLA mandates that an employer provide unpaid leave to eligible employees. However, an employee or employer may elect to substitute a paid benefit for which the employee is eligible in order for the employee to receive pay during the leave. In some cases the University may require that benefits, such as vacation, be used before the employee may take unpaid time. When paid benefits are substituted for the otherwise unpaid time, the employee is using the benefits concurrently with FMLA leave, and those benefits will not be available to the employee later. Similarly, substitution or use of paid leave does not extend the amount of FMLA leave available to an employee, it provides for pay. When paid benefits are substituted, the employee may be required to satisfy any procedural requirements of the organization's paid leave policy (for example, advance notice to use paid leave, use of paid leave in established increments, etc.). The University will not require substitution where the employee is taking leave under Wisconsin's FMLA.

In cases where substitution of a paid benefit is not possible, the employee will receive reduced compensation consistent with the number of hours the person actually works.

As appropriate, employees on medical leave (for the employee's own serious health condition) may simultaneously be eligible for and receive disability or worker's compensation benefits. In such cases, disability and worker's compensation leaves of absence will run concurrently with FMLA leave.

Intermittent or Reduced Schedule Leave

Intermittent and/or reduced schedule leave will be permitted when it is medically necessary and for qualifying exigencies, if an employee wants to take FMLA for birth or placement for adoption or foster care on an intermittent basis, the employee should discuss with Human Resources. Such a request may not be granted in all instances. In all cases, the total amount of leave taken in one year should not exceed the 12 weeks defined earlier in this policy.

Intermittent and reduced schedule leave for planned medical treatment should be scheduled with minimal disruption to an employee's job. To the extent an employee has control, medical appointments and treatments related to a serious health condition should be scheduled outside of working hours or at such times that allow for a minimal amount of time away from work.

Where leave is taken on an intermittent or reduced schedule basis, the University may, in some cases, transfer an employee to an alternative position, with equivalent pay and benefits, in order to better accommodate the need for intermittent or reduced schedule leave.

Benefit Continuation during Leave

Employees may elect to continue group health insurance while on leave in the same manner as if the employee had continued working. Employees will be required to continue to pay their portion of the premium as if they had continued working. Other employment benefits, such as group life insurance, AD&D, etc., will also be continued during the leave, so long as the employee continues to pay any required contribution. If an employee has pay substituted for otherwise unpaid FMLA leave or has appropriate pay available, the employee contribution toward the premium will be deducted as part of a normal payroll deduction, to the extent permitted by law. To the extent a payroll deduction is not available to fully cover the employee contribution, the employee must make the appropriate premium payment no later than the pay day to which coverage relates. If an employee does not make the appropriate employee contribution to the cost of a group health plan coverage within 30 days of the payment's due date, the employee's group health benefits will cease. Payment arrangements will be discussed with individuals upon their request for leave.

Use of FMLA leave will not result in the loss of any employment benefit that accrued to an employee prior to the start of an employee's FMLA leave.

Rights upon Return from Leave

An employee who takes leave under this policy will be reinstated to the same job or an equivalent position upon completion of the leave. If an individual has exhausted all leave under this policy and is still unable to return to work, the situation will be reviewed on a case-by-case basis to determine what rights and protections might exist under other company policies. The law provides that an employee has no greater rights upon a return from leave than the individual would have had if s/he had continued to work. Therefore, an employee may be affected by a layoff or other job change if the action would have occurred had the employee remained actively at work. In such cases, the official date of the layoff will mean the end of FMLA leave for the employee. If the employee is recalled, if FMLA leave is still required, it may then continue.

Worker's Compensation Absences

When an employee is absent due to a work-related illness or injury which meets the definition of a serious health condition, the absence will be counted against the employee's allotment of FMLA leave under Federal law. In other words, the employee is using Federal FMLA leave concurrently with the worker's compensation absence.

Early Return from Leave

An employee who wishes to return to work earlier than originally anticipated should provide at least two days' notice of such request. A fitness-for-duty certification may be required.

Miscellaneous

The Wage and Hour Division of the U.S. Department of Labor is the federal agency that regulates the Federal FMLA. Federal law makes it unlawful for an employee to interfere with, restrain, or deny the exercise of any right provided under the FMLA; or to discharge or discriminate against any person for opposing any practice made unlawful by the FMLA or for the involvement in any proceeding under or relating to the FMLA. Nothing in the FMLA affects any Federal or State law prohibiting discrimination, or supersedes any State or local law or collective bargaining agreement which provides greater family and medical leave rights. Employees have the right to file a complaint with the U.S. Department of Labor ("DOL") or bring a private lawsuit if they feel the University has violated their rights under the FMLA. For more information, you may contact the DOL at 866-487-9243 or www.wagehour.dol.gov. That being said, it is the preference of the University that its employees first bring any concerns to the attention of the Human Resources Department.

This policy provides an introduction to the rights provision of the Family and Medical Leave laws. Questions employees may have about this law should be directed to Human Resources.

Email Use Policy

Email is one of the means with which Mount Mary University communicates with faculty, support staff, administration and students. All students, faculty, administration and support staff are assigned an official Mount Mary University email account on Outlook. This address is [your username]@mtmary.edu.

The University has the right to expect that such communications will be received and read in a timely fashion. Official email communications are intended to meet only the academic and administrative needs of the campus community. It is also University policy that only this University email account be used for all university-related communication.

Faculty, administration, support staff and students should check their Mount Mary University email account on a regular basis in order to stay current with University-related communications. The University will not be responsible for any communication received on a non-Mount Mary University email account, and for the handling of email by outside vendors.

For any technical assistance with the use of your email account, please contact the IT Services Help Desk at (414) 930-3048 or by e-mail at mmu-helpdesk@mtmary.edu.

Computer Systems and Data Networks Use Policy

Information Technology Acceptable Use Policy

Mount Mary University provides numerous information technology resources for use by the University community to support its educational mission. The use of these resources must be consistent with the goals of the University. As a member of the Mount Mary University community, you are expected to act responsibly and to follow the University's guidelines, policies and procedures in utilizing information technology and electronic networks accessed by such technology. The University's acceptable-use policy includes the following guidelines and the requirement of each community member, including faculty, students, staff or other users to:

General Usage

Respect the rights of others to freedom from harassment or intimidation. Sending of abusive or unwanted material causing the work or university experience of others to be disrupted is a violation of University policies. It may also violate the law, and is unacceptable.

Respect copyright and other intellectual-property rights. Copying of files or passwords belonging to others will be considered a violation of University policies, a violation of law and may constitute fraud, plagiarism or theft. Software licensed by the University must only be used in accordance with the applicable license. Modifying or damaging information without authorization (including but not limited to altering data, introducing viruses or simply damaging files) is unethical, a violation of University policies and may be a felony in Wisconsin.

Identify yourself clearly and accurately in electronic communication. Anonymous or pseudo-anonymous communications appear to dissociate you from responsibility for your actions and are inappropriate.

Concealing your identity or misrepresenting your name or affiliation to mask or attempt to distance yourself from irresponsible or offensive behavior is a serious abuse and violation of University policies. Using identifiers of other individuals, including using such identifiers as your own, constitutes a violation of University policies and constitutes fraud.

Abide by security restrictions on all systems and information. Violating security restrictions of the University threatens the work, privacy and well-being of many others. Engaging in activities, which are attempts to bypass security restrictions, is a serious violation of University policies, grounds for immediate suspension of your access privileges and other disciplinary action. Such activities may include but are not limited to: distributing or making your password or another person's password or access code available to others; or otherwise attempting to evade, disable or "crack" password or other security provisions or assisting others in doing so.

Use resources efficiently. Accepting limitations or restrictions on computing resources, such as storage space, time limits or amount of resources consumed, when so instructed by the University. Such restrictions are designed to ensure fair access for all users.

Recognize limitations to privacy in electronic communications. You may have an expectation that the contents of what you write, create, store and send be seen only by those to whom you intend or give permission. However, the security of electronic information on shared systems and a network is approximately that of paper documents in an unsealed envelope--generally respected, but breachable by someone determined to do so. Also note that, as part of their responsibilities, technical managers or other persons may need to view the contents to diagnose or correct problems.

Accept responsibility for your own work by learning appropriate uses of software to maintain the integrity of what you create. Keep archives and backup copies of important work. Learn and properly use the features for securing or sharing access to your information on any computers that you use. Change passwords frequently and do not share them.

Resources may be used for lawful and permitted purposes only. Use of resources for unlawful purposes or for uses not specifically permitted by the University, or assisting another in such use, is a serious violation of University policies and grounds for disciplinary action and other sanction.

The University extends University policies and procedures for use and access to information technology and systems outside the University accessed via University facilities. Network or computing providers outside the University may additionally impose their own conditions of appropriate use, for which you are responsible.

In the University's discretion to maintain continued reasonable services to the rest of the community, or in cases of irresponsible use, units providing resources may suspend privileges and may disallow connection of computers (even personal ones) to the campus network or take or recommend other action necessary or appropriate. System maintenance may involve the investigation of technical problems or possible unauthorized or irresponsible. Mount Mary University users are expected to cooperate with investigations by resource managers or other University officials. Failure to cooperate with official investigations may be grounds for suspension or loss of access privileges or other action determined by the University. Cases of apparent abuse or violation of University guidelines, policies or procedures will be referred to the appropriate University body for action.

Issues concerning these guidelines or allegations of harassment or other irresponsible use of information technology resources should be brought in writing to the attention of the Director of Human Resources or the Director of Computer Services.

On-line Network Use

Use of On-Line Networks. Mount Mary University has computers capable of accessing Internet, World Wide Web and other on-line computer networks (collectively, "on-line networks"). Members of the University community are encouraged to use on-line networks for educational purposes under the appropriate circumstances. However, in order to protect University rights and the rights of others and to lessen exposure to potential liability resulting from the nature and use of information a student or faculty member posts on or transmits through on-line networks, certain rules must be followed. Anyone who violates University policies including those set forth in the Mount Mary University Student Handbook, and others adopted by the University from time to time or applicable law, shall be subjected to sanctions determined by the appropriate University personnel and policies.

Passwords. You may be given passwords for accessing on-line networks ("Mount Mary passwords") and be authorized to use one or more Mount Mary password for specific purposes. You are responsible for maintaining all Mount Mary passwords in confidence and not to disclose or make available any to third parties without our prior written consent. You will be held responsible and will be liable for any harm resulting from your disclosing or allowing disclosure or improper use of a Mount Mary password.

On-Line Conduct. On-line networks shall be used only as permitted by the University, only in accordance with applicable University policies and only for lawful purposes. Any conduct that in our sole discretion restricts or inhibits others from using an on-line network or violates University policies or applicable law is not permitted and will be subject to sanction and disciplinary action. Users are prohibited from posting on or transmitting through any on-line network any unlawful, harmful, threatening, abusive, harassing, defamatory, vulgar, obscene, profane, hateful, racially or ethnically demeaning or threatening material of any kind. Users are also prohibited from posting on or transmitting any material, which encourages conduct that would constitute a criminal offense, give rise to civil liability or otherwise violate any applicable law or University policies. The University reserves the right to restrict and/or interrupt communications through or by use of any of its computers or computer services, which is believed to be harmful to the University or to others. More specifically and without limitation, the following conduct violates University policies and is not permitted.

Offensive Communication. Use of vulgar, abusive or hateful language is prohibited.

Harassment. Targeting another person or organization to cause distress, embarrassment, injury, unwanted attention or other substantial discomfort is harassment, which is prohibited. Personal attacks or other action to threaten or intimidate or embarrass an individual, group or organization, or attacks based on a person's race, national origin, ethnicity, handicap, religion, gender, veteran status, sexual orientation or another such characteristic or affiliation are prohibited.

Offensive Graphic Files Transmitting through or posting on any on-line network sexually explicit images or any other content deemed to be offensive is prohibited.

Impersonation. Communication under a false name or designation or a name or designation you are not authorized to use, including instances in conjunction with representing that you are somehow acting on behalf of or under the auspices of Mount Mary University are prohibited.

Chain Letters and Pyramid Schemes. Transmission of chain letters and pyramid schemes of any kind is prohibited. Certain chain letters and pyramid schemes are illegal. Letters or messages that offer a product or service based on utilizing the structure of a chain letter are also of questionable legality.

Improper Advertising, Solicitation. Use of any on-line network to send unsolicited advertising, promotional material or other forms of solicitation to others is prohibited, except as permitted by law and when not prohibited by University policies and in those areas that are designated for such a purpose, for example, a classified ad area.

Improper Use of Copyright and Proprietary Information of Others. You may, subject to University policies and authorization, upload to software files or otherwise distribute on on-line networks only information (1) not subject to any copyright, trademark, trade secrets or other proprietary rights of others, or content in which the author has given express written authorization for on-line distribution. Any copyrighted content submitted or used with the consent of the copyright owner should contain a phrase such as "Copyright owned by (name of owner); used by permission." Unauthorized transmission of copyrighted or other proprietary content is prohibited and constitutes a violation of University policies and could subject you to criminal prosecution as well as personal liability in a civil suit, in addition to other sanctions.

Use of Mount Mary University Name. You may not, under any circumstances, without the University's prior written consent, use the name "Mount Mary University" in any form or use any symbol or logo or graphic used by or associated with Mount Mary University alone or with the name "Mount Mary University" or any name, symbol, logo or graphic confusingly similar to Mount Mary University's name, symbols, logo or graphics as part of an e-mail address, a "home page" or a second or higher level domain name for any online network you utilize, originate or register with Internet or similar authority. Unauthorized use of the name "Mount Mary University" or any symbol, logo or graphic used by or associated with the University or any confusingly similar thereto, is a violation of University policies and subject to sanctions.

(1), Information may include software, photographs, videos, graphics, music, sounds and other material collectively referred to as "content"

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Chapter 4: Faculty

Faculty Bill of Rights

These regulations are designed to enable Mount Mary University to protect academic freedom, tenure, and the requirements of academic due process in those situations where applicable. The principles implicit in these regulations are for the benefit of all who are involved with or are affected by the policies and programs of the University. In the words of the United States Supreme Court:

(Institutions) and teachers and students must always remain free to inquire, to study and to evaluate, to gain new maturity and understanding; otherwise our civilization will stagnate and die.

Academic Freedom

Institutions of higher education are conducted for the common good, and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies both to teaching and research. Freedom in its teaching aspect is fundamental for the protection of the teacher in teaching, and of the student to freedom in learning; freedom in research is fundamental to the advancement of truth. In all cases, such freedom carries with it duties correlative with rights.

1. **Institutions.** The teacher is entitled to freedom in conducting classes, but in the exposition of material should refrain from introducing controversial matter that has no relation to the subject.
2. **Research.** The teacher is entitled to freedom in research and in the publication of the results, subject to adequate performance of other academic duties. Research for pecuniary return should be based upon an understanding with the authorities of Mount Mary University.
3. **Extracurricular Duties.** The teacher is entitled to freedom in the performance of extracurricular duties. Although faculty members expect as a matter of course to serve in student advising, on committees, with professional societies, and in certain administrative capacities, too heavy a commitment in any of these areas, will, of course, impair the effectiveness of the faculty member as a teacher and scholar. No universally applicable rule can be advanced here. However, those responsible for individual assignments or requesting additional services should consider an appropriate and equitable reduction of workload based on an objective estimate of the hours that further additional duties require.
4. **Community.** As a member of a community, a faculty member is entitled to freedom as a citizen, with the rights and obligations of any citizen. One must measure the urgency of these obligations in the light of responsibilities to subject matter, students, profession, and Mount Mary University. Speaking or acting as a private citizen, one may not present oneself as speaking or acting for Mount Mary University, nor create the impression of so doing.

5. Violations

- a. If the administration of Mount Mary University thinks that academic freedom has been seriously abused, it may proceed to file charges set forth in this chapter (Academic Tenure—Termination of Appointment by Mount Mary University).
- b. If a member or members of the Mount Mary University faculty think that academic freedom has been seriously abused, grievance procedures may be initiated as set forth in chapter on committees see Grievance Committee and Procedures.

Academic Tenure

Tenure is a means to certain ends; specifically, academic freedom as set forth in this chapter, and a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

Statement of Terms and Appointments

1. The terms and conditions of every appointment to the faculty will be stated or confirmed in writing, and a copy of the appointment document will be supplied to the faculty member.
2. The University will notify tenured and probationary faculty members of the terms and conditions of their renewals by March 1.
3. All full-time appointments are of three kinds:
 - temporary appointments
 - probationary appointments
 - appointments with continuous tenure
4. Part-time appointments include
 - adjunct temporary
 - pro-rated temporary
 - semi-retirement with continuous tenure
 - visiting artist

Faculty Appointments

1. **Temporary Appointments.** These appointments (which may be part-time or full-time) may be for any stated period of time and are not probationary, i.e., they are non-tenure track appointments. These positions are contingent on the needs of a department on a short-term basis, such as student enrollment fluctuations, and do not support the conditions of probationary appointments.

If there is any need to continue the arrangement for a full time temporary position beyond a two-year period, the chair must present the recommendation to the administration for review.

The President or the Vice President for Academic Affairs has the option to move a full-time temporary appointment to a tenure-track position if circumstances necessitate. Time spent in the temporary track can be credited toward tenure at the discretion of the administration. (This parallels the option to credit a probationary appointment with full-time service at another institution.) Service does not need to be continuous.

2. Probationary Appointments. The total period of full-time service at Mount Mary prior to the acquisition of continuous tenure will not exceed seven years. These seven years include full-time service in the rank of instructor (for a maximum of three years) or higher and need not be continuous. They may, at the discretion of the President or the Vice President for Academic Affairs, include full-time service at other institutions of higher learning. Summer school is excluded.

Notice of intention not to reappoint an untenured faculty member with a probationary appointment is to be given in writing during the academic year in which the appointment expires, not later than March 1 for a beginning faculty member (first year on the faculty) or December 1 for faculty who have been teaching more than one year.

- Tenure is not awarded solely on length of service. Faculty members must successfully complete the application process in order to obtain tenure. The institution will exercise its responsibility to assure that the tenure process is followed.
 - Regarding previous experience that cannot be classified as teaching experience, the President and the Vice President for Academic Affairs shall determine the time to be credited toward tenure.
 - Time spent on personal leave of absence shall not normally be credited toward attaining tenure.
 - Applicants must have the rank of Assistant Professor or higher.
 - An applicant must meet the criteria for items relating to teaching performance, university and community service, and professional growth at the rank of Assistant Professor or higher in order to be tenured.
 - The granting of tenure is not tied to gaining promotion to the rank of Associate Professor.
3. Appointments with Continuous Tenure.
 - Once acquired, tenure as a faculty member is retained regardless of promotion to a higher rank or appointment to an administrative position.
 - All tenured faculty must participate in post-tenure review.
 4. Semi-Retirement Option for Full-time Tenured Faculty. Semi-retirement options are available to tenured faculty who have been employed full-time at Mount Mary for a minimum of 10 years prior to making a request for semi-retirement status. This policy provides an opportunity for faculty to serve in a reduced workload capacity with pro-rated compensation based on full-time salary.

Objective:

- To offer faculty members the opportunity to elect semi-retirement
- To assure a reasonable take-home pay for faculty members who have served the University on a full-time basis for at least ten (10) years.
- To plan for the hiring of new faculty to replace those who choose semi-retirement.
- To create the conditions for both effective mentoring of new faculty and planned change.

Options:

(Faculty should consult with Human Resources regarding the availability of benefits under each option.)

- 3/4 time (18 credits) and benefits
- 1/2 time (12 credits) and benefits.
- 1/4 time (6 credits) and benefits

Program Requirements:

- Semi-retirement status will be limited to two years.*
- After a faculty member has selected a semi-retirement option, return to full-time status will only happen at the explicit request of the President.
- After a faculty member has moved to a lower proportion--say 1/2 time--return to a higher proportion will only happen at the explicit request of the President.
- Obligations other than teaching—such as university, departmental and committee service, student advising, etc.—will be worked out proportionately.
- Issues regarding the application of other policies, such as leave of absence, will be dealt with on an individual basis.

*Exceptions to the two-year limit will be made only at the invitation of the President in consultation with the Vice President for Academic Affairs and the relevant school dean and department chairs. Any exception will be dependent upon the needs of the University.

Emerita/Emeritus Status

Emerita/us status is awarded by the University to a select group of retiring or retired faculty who have distinguished themselves through their teaching, service, and scholarship.

Eligibility

Emerita/us status will be granted to full-time faculty who have reached the rank of Associate or Full Professor and have been teaching at the University for at least 15 years. Semi-retired faculty are eligible if they have taught full-time for at least 15 years. This status is given to faculty who have made significant contributions to the mission of the University, especially to the education of students. Through their lives and leadership they have demonstrated their strong, continuous commitment to the general welfare of the academic community.

Nominations

Nominations of faculty for Emerita/us awards may come from a peer, a group of peers, or the person who is retiring. Nominations should include a brief explanation of how the person fulfills the above mentioned criteria. The faculty member's curriculum vitae should also be included.

Nominations may be made during the faculty member's final year at the University until one year after the retirement.

Nominations should be sent to the Vice President for Academic Affairs by November 1st. The Vice President for Academic Affairs will take the nomination to the Promotion and Tenure Committee for consultation and a recommendation. The recommendations from the Promotion and Tenure committee and the Vice President for Academic Affairs will be sent to the President for consideration. The President will announce the awarding of emeritae status to the Board of Trustees.

Privileges

Professors Emeritae/i should contact Human Resources to learn of the courtesies extended to them.

Termination of Appointment by a Faculty Member

1. A faculty member may terminate an appointment effective at the end of an academic year, provided that notice is given in writing at the earliest possible opportunity, but not later than thirty days after receiving notification of the terms of appointment for the coming year.
2. The faculty member may properly request a waiver of this requirement of notice or a release of contract in case of hardship, or in a situation where the faculty member would otherwise be denied substantial professional advancement or other opportunity.

Termination of Appointment by Mount Mary University

Mount Mary strives to treat each employee with respect, especially during difficult times such as an employment termination. Since each employee's circumstances are unique, the University gives careful consideration to minimizing the negative effects of the separation process on the employee, as well as on the entire University community. Reasons for a termination vary, as do the roles and responsibilities of each employee, all of which are factors in shaping the termination process in any particular instance. However, a core principle in every case is the preservation of the dignity of the human person, consistent with the mission of the University, in the decision to terminate and the way in which that decision is carried out.

Any termination of an appointment with continuous tenure or termination of a temporary or probationary appointment before the end of the specified term of employment may be effected by Mount Mary University only for adequate cause.

1. If termination of an appointment takes the form of a dismissal, it will be pursuant to the procedure specified in the subsequent Dismissal Procedures.
2. Where termination of appointment is based upon financial exigency or the bona fide discontinuation of a program or department of instruction, (Dismissal Procedures) will not apply. However, a faculty member shall be able to have the issues reviewed by the faculty or by a faculty grievance committee with the ultimate review of all controverted issues by the Board of Trustees as specified in Grievance Committee and Procedure.
3. If an appointment is terminated before the end of the period of appointment because of financial exigency or discontinuance of an instruction program, the released faculty member's place will not be filled by a replacement within a period of two years, unless the released faculty member has been offered reappointment and a reasonable time within which to accept or decline.
4. If an appointment to continuous tenure is terminated for reasons other than misconduct, Mount Mary University shall notify the incumbent one year prior to the date on which the appointment will be terminated or pay the incumbent one academic year's salary.

Discipline and Dismissal of Faculty

1. Adequate cause for a dismissal will be related, directly and substantially, to the faculty

member's professional performance/effectiveness as a teacher, researcher, student advisor or representative of Mount Mary University. Dismissal will not be used to restrain faculty members in their exercise of academic freedom or rights of American citizens.

2. Dismissal of a faculty member with continuous tenure, or with a temporary or probationary appointment before the end of the specified term of employment, will be preceded by the following process:
 - a. The faculty member and the department chair discuss the matter in question, looking toward a solution or mutual settlement. Written documentation of these discussions, signed by both parties, will be placed in the departmental file.
 - b. If the above discussions do not resolve the issue, the chair takes the matter, including any appropriate documentation, to the school dean who will then meet with the faculty member and determine if a verbal warning is appropriate. If a verbal warning is issued, it will include a statement that if the behavior or problem is not corrected within a designated time and according to a specific method of evaluation (ideally one mutually agreed upon), disciplinary action may occur and the person's employment status may be jeopardized.

NOTE: Written documentation of this discussion will be placed in the faculty member's faculty file.

- c. When a verbal warning has been issued, and the behavior or problem has not been corrected in the designated time frame, the school dean takes the matter to the Vice President for Academic Affairs who, after discussion with the faculty member, may issue a written warning. This warning will state the particular charges and caution the faculty member that his or her employment status is in jeopardy and that, if the behavior/problem continues, additional disciplinary action will occur.
 - d. When a written warning has been issued, if the problem is still not corrected, the Vice President for Academic Affairs may issue a final warning which will state the particular charges and indicate that any further occurrence of the behavior or problem will be grounds for immediate dismissal.
 - e. One or more steps of the disciplinary process may be repeated or skipped, depending on the nature and/or severity of the surrounding circumstances as well as the faculty member's past conduct and work record. In the unusual event that the alleged offense is of such a serious nature that immediate harm to self or others is threatened, the faculty member may be suspended or assigned to other duties, pending an investigation by the Vice President for Academic Affairs and the President. When the investigation is completed, the faculty member may be reinstated with or without back pay, or face disciplinary action, or be dismissed. If the faculty member wishes to file a grievance, it is at this point, when disciplinary action has been determined, that the Grievance Committee would be brought into the process. The grievance must be submitted no later than thirty (30) calendar days after the determination of the disciplinary action or dismissal.
3. A faculty member who wishes to respond to or refute, in writing, any of the charges, may do so at any point in the disciplinary process. This statement will become part of the faculty member's personnel file along with the statement of charges/sanctions.

Suspensions

Until the final decision upon termination of an appointment has been reached, the faculty member will be suspended, or assigned to other duties in lieu of suspension, only if immediate harm to self or others is threatened by the faculty member's continuance. Suspension is appropriate only pending a hearing. A suspension that is intended to be final is a dismissal, and will be dealt with as such.

A faculty member who believes there is cause for grievance that cannot be resolved through normal channels (Department Chair, School Dean and Vice President for Academic Affairs) may submit a petition to the Grievance Committee. A grievance may relate to terms and conditions of employment or arise from an alleged breach of University policy. The grievance may involve another person or the University.

Grievance Committee and Procedures

Grievance Committee

This committee shall be a committee in its own right, comprised of a three-member elected core committee of tenured faculty members, to which two members are added to hear a grievance. (See Membership).

Election Procedures

1. The election for the Grievance Committee will be held in the spring semester for terms beginning in the fall. Each year, one new member of the core committee will be elected for a three-year term, and two alternates elected for one-year terms. The Faculty Service Committee will initiate and conduct a primary and final election and report the results to the faculty.

An official primary ballot shall be prepared from which each eligible voter will select five (5) names. Faculty members whose names are on the Faculty Assembly eligibility list may vote in this election.

The final ballot shall consist of the seven (7) people (or more in case of a tie) who received the most votes in the primary. On the final ballot the voter will choose three (3) names.

The person receiving the highest number of votes on the formal ballot is elected to a three- year term on the core committee. The two faculty members receiving the next- highest number of votes become alternates for one year. If there is a tie for the third position, it may be broken by drawing lots.

The Faculty Service Committee will maintain a record of election results.

2. Within five (5) school days of the election the Faculty Service Committee will call the core committee together to elect a chairperson.

Membership

1. When a grievance is filed, the Committee hearing the grievance will be comprised of five (5) members:
 - a. The core committee of three (3) persons: who are elected for a term of three (3) years by those who are eligible for voting in the Faculty Assembly; and who

- assume responsibility for any grievance petition presented to the committee after the date of their election;
 - b. Two additional members: one faculty member eligible to vote in the Faculty Assembly chosen by the complainant(s); and one faculty member eligible to vote in the Faculty Assembly chosen by the respondent.
2. When the grievance involves tenure, academic freedom, promotion, suspension, or dismissal, all five (5) members of the Grievance Committee must be tenured faculty.
3. If a member of the Grievance Committee is unable to serve, or has been involved in the issue that is being grieved as it passed through the normal channels, that person shall be replaced by the first alternate.
4. If either the complainant or the respondent asserts that any member of the Grievance Committee has a tangible conflict of interest, then either may raise the issue. The merit of this challenge will be determined by the core committee, or by the remaining two members of the core committee. If they judge that a conflict of interest exists, that person shall be replaced by the next alternate.
5. The President, the President's Council, and members of the Board of Trustees, by virtue of their positions, shall not serve on the Grievance Committee.
6. Obligations of the Grievance Committee supersede all other academic commitments for teaching faculty, except for the assigned hours of instruction and office hours.

Grievance Procedure

1. Whenever possible, a grievance should be resolved on an informal basis, at the departmental level. In order to file a grievance, a faculty member must demonstrate that an attempt has been made to resolve the matter through the normal channels (i.e. the Department Chair, the School Dean and the Vice President for Academic Affairs).

The grievance must be submitted to the chairperson of the Grievance Committee no later than thirty (30) calendar days after the occasion of the grievance. In the chair's absence the complainant submits the petition to any committee member.

2. The petition should set forth in writing the nature of the problem, the charge, the party or parties against whom the grievance is directed, including witnesses to the charge, a description of previous attempts to resolve the problem, the remedy sought, and any other information the complainant considers important. The chair will notify the entire committee.
3. After the Committee has received the petition, the chair of the Committee will notify the President and the Vice President for Academic Affairs.
4. Although circumstances may not always allow, throughout this procedure, stated time frames will be followed as closely as possible. The elected members of the Grievance Committee will meet within five (5) school days after the petition has been received. If the petition is received during any break between semesters, the members of the Grievance Committee will meet as soon as possible to determine an appropriate time to initiate the grievance procedure.
5. If the Committee finds that the petitioner has not demonstrated an attempt to resolve the matter through normal channels, it can require the petitioner to attempt further resolution. If the Committee finds that all normal channels have been exhausted, it will give the respondent (the person against whom the grievance has been brought) a copy of the petition and request a

written response within ten (10) school days and request that each party to the grievance name a designated member to the Grievance Committee and provide a list of witnesses within five (5) school days and arrange a meeting time and place where the complainant's petition will be presented to the entire committee.

6. The Grievance Committee will initiate a closed hearing (or hearings) within five (5) school days after receipt of the respondent's statement.

At least two (2) school days before the hearing(s), both parties shall be given in writing a full report of the charges and the response.

At the closed hearing(s), the complainant and the respondent shall have the right to be heard, but they need not be present at the same time.

Both parties shall be permitted witnesses to testify in their own behalf, but witnesses will be asked to leave after having testified. Neither party has the right to have legal counsel present.

There shall be a taped record of the entire hearing(s).

7. It is to be understood that, without unduly prolonging the process, the Grievance Committee can meet privately, at will, and as necessary, before and after the hearing(s), to deliberate. It holds the prerogative to call upon any person(s) for information and/or interviews pertinent to its inquiry. Such private proceedings shall be deemed privileged and therefore confidential to the Grievance Committee. If the Grievance Committee bases its decision on the information learned from such closed proceedings, then a summary of this information must be made known to the parties.
8. The Grievance Committee will report its decision, summarizing the bases on which it was formulated, to the President, the complainant, and the respondent. If the issue warrants, the Committee will submit to the President recommendations for implementing the decision.

The President will consider the Grievance Committee's recommendations for implementation, determine an action plan, and communicate it to the complainant, the respondent, and members of the Grievance Committee.

When the President is the respondent, the Grievance Committee will report its decision to the Executive Committee of the Board of Trustees. The Executive Committee will consider the Grievance Committee's recommendations for implementation, determine an action plan, and communicate the plan to the complainant, respondent, members of the Grievance Committee and the complainant's Council member.

Final Recourse

This section applies only in cases related to tenure, academic freedom, promotion, suspension, or termination.

1. If either the complainant or respondent wishes to appeal the Grievance Committee's decision, this must be done in writing within five (5) business days of the date of the written copy of the Committee's decision and sent to the President with a copy to the other party and the chairperson of the Grievance Committee. When the President is the respondent, the appeal should be sent to the Executive Committee of the Board of Trustees, following the same procedure and timeline as above.
2. The chair of the Grievance Committee will forward all materials regarding the complaint,

including a copy of the hearing tape(s), to the President (or Executive Committee of the Board of Trustees when the President is the respondent). The President (or the Executive Committee of the Board of Trustees) shall within ten (10) business days, set a time and date for a meeting with the complainant, the respondent and the chair of the Grievance Committee to receive any further information before rendering a decision on the appeal. Within five (5) business days of the meeting, the President (or Executive Committee of the Board of Trustees) will render a final and binding decision and send written copies of it to the complainant and the respondent.

Amendments to the Faculty Bill of Rights

The Executive Committee of the Faculty Assembly will determine whether amendments to the Bill of Rights merit adoption by a simple majority vote or by a two-thirds vote of the Faculty Assembly.

Faculty Code of Ethics

We, the faculty of Mount Mary University, guided by the American Association of University Professors' "Statement on Professional Ethics" (2009) set forth this document as our faculty code of ethics. It serves to elaborate aspirational standards, derived from a general professional consensus about the existence of certain principles as basic to acceptable faculty behavior.

It is the intent of this Code to protect academic freedom, to help preserve the highest standards of teaching and scholarship, and to advance the Mission of the University as an institution of higher learning. This Code underscores the principle of respect for students, academic colleagues, individual disciplines, the institution, and the community at large. It also serves to remind faculty of the potential for abuse inherent in any authority relationship, such as the teacher/student relationship, as well as in interactions with support staff and colleagues. Faculty has an active obligation to avoid circumstances or the appearance of circumstances that would compromise the professional relationship with a student. Faculty is encouraged to seek collegial and administrative guidance in matters related to ethical boundaries.

Ethical Principles

The ethical principles outlined in this document are organized around the individual faculty member's relation to teaching and students, to their colleagues, to their discipline, to the University, and to the larger community. Ethical principles are best considered as aspirational in nature and represent objectives toward which faculty members should strive.

In the interest of maintaining professional standards, the members of the Faculty Assembly of Mount Mary University support the aspirations inherent in the establishment of the Faculty Code of Ethics, and link these statements to our University's mission. Faculty are encouraged to use the Mount Mary Mission statement to guide interactions with all students, colleagues, and the community at large:

"Mount Mary University, an urban Catholic university for women sponsored by the School Sisters of Notre Dame, provides an environment for the development of the whole person. The University encourages leadership, integrity, and a deep sense of social justice arising from sensitivity to moral values and Christian principles. Mount Mary commits itself to excellence in teaching and learning with an emphasis on thinking critically. The baccalaureate curriculum integrates the liberal arts with career preparation for women of diverse ages and personal circumstances; the programs at the graduate level provide opportunities for both men and women to enhance their professional excellence."

Furthermore, Faculty will use the Mount Mary University Vision Statement to guide their interactions with the local, national, and global community: "Mount Mary University is recognized as a diverse learning community that works in partnership with local, national and global organizations to educate women to transform the world".

Students

Ethical Principle:

"As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their disciplines. They demonstrate respect for students as individuals, and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom." (AAUP, 2009)

Colleagues

Ethical Principle:

"As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates even when it leads to findings and conclusions that differ from their own. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution." (AAUP, 2009)

Disciplines

Ethical Principle:

"Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry." (AAUP, 2009)

University

Ethical Principle:

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

Community

Ethical Principle:

"As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to the institution. When they speak or act as private persons they avoid creating the impression of speaking for or acting on behalf of their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom." (AAUP, 2009)

References

American Association of University Professors (2009), Statement on Professional Ethics

Retrieved from:

<http://www.aaup.org/AAUP/pubsres/policydocs/contents/stateentonprofessionalethics.ht?PF=1>

*The document contained within is meant to supplement, not supplant, the Faculty Handbook.

Faculty Responsibilities

Full-time Faculty

Faculty members are assigned to a department, report to a department chair or the school dean and have the following responsibilities. These responsibilities apply to semi-retired faculty and pro-rated faculty according to the percentage of their contracts:

1. to be in attendance during the academic year according to the contractual dates unless excused by the President for extended leaves or the Vice President for Academic Affairs and/or department for daily leaves;
2. to prepare an effective program of studies and detailed courses of instruction in written syllabus form, (see Chapter VI/Appendix--Outline for Creating a Course Syllabus), to keep them current, and to provide a copy dated for the current semester to both the department chair and school dean at the beginning of each semester (the school dean will review the syllabi and pass a copy on to the Office of the Vice President for Academic Affairs);
3. to prepare for their classes effectively;
4. to meet their classes regularly and punctually and to provide instruction during the entire time assigned to the class (inability to meet a class must be reported in advance to the department chair who will in turn inform the school dean);
5. to take an active interest in their students individually;
6. to hold a minimum of six (6) office hours for student contact distributed throughout the week. Additional hours may be necessary for university and departmental needs;
7. to engage in scholarly activities in their particular fields, and to share their knowledge and experience with others, e.g., educational, civic, social, political, or church activities both within and beyond the university community;
8. to attend pre-session meetings, faculty orientation, faculty and departmental meetings, faculty and administrative personnel meetings, and all official functions of the University;
9. to render promptly such administrative or other reports as may be required;
10. to comply with the requirements of the University's Assessment Program according to the needs of the University and the departments;
11. to conform to all administrative rules and regulations of the University;
12. to work diligently for the improvement of their own work and the University generally;
13. to act as Academic Advisors and as needed Club Advisors;
14. to show an evidence of interest in the University community by their presence at extra-curricular activities;

15. to serve on work groups or all-university committees of the University when appointed by the President or Vice President for Academic Affairs, elected by the Faculty, or appointed by the Executive Committee of the Faculty Assembly through the Faculty Service Work Group;
16. to submit to the School Dean at the close of the school year a faculty update (Chapter VI/Appendix);
17. to use mid-term grades, progress reports and early alerts for all students doing unsatisfactory work;
18. to state the class attendance policy to the students at the beginning of the semester and maintain records of attendance in E-Learning;
19. to follow appropriate procedures regarding professional activities and field trips (e.g., putting a notice on the board in the regular classroom when a class is meeting elsewhere);
20. to abide by the policies regarding faculty rank and faculty evaluation;
21. to have the approval of the Vice President for Academic Affairs upon recommendation of the department chair for outside employment.

Adjunct Faculty

Adjunct faculty members are assigned to a department, report to a department chair or the Vice President for Academic Affairs and have the responsibility

1. to prepare an effective program of studies and detailed courses of instruction in written syllabus form, (see Chapter VI/Appendix--Outline for Creating a Course Syllabus), to keep them current, and to provide a copy dated for the current semester to both the department chair and school dean at the beginning of each semester (the school dean will review the syllabi and pass a copy on to the Office of the Vice President for Academic Affairs);
2. to prepare for their classes effectively;
3. to meet their classes regularly and punctually and to provide instruction during the entire time assigned to the class (inability to meet a class must be reported in advance to the department chair who will in turn inform the school dean);
4. to hold at least one office hour per week for each class taught;
5. to take an active interest in their students individually;
6. to render promptly such administrative or other reports as may be required;
7. to conform to all administrative rules and regulations of the University;
8. to work diligently for the improvement of their own work and the University generally;
9. to use mid-term grades, progress reports and early alerts for all students doing unsatisfactory work;

10. to state the class attendance policy to the students at the beginning of the semester and maintain records of attendance in E-Learning;
11. to follow appropriate procedures regarding professional activities and field trips (e.g., putting a notice on the board in the regular classroom when a class is meeting elsewhere);
12. to abide by the policies regarding faculty rank and faculty evaluation.

Department Chair/Graduate Program Director Job Descriptions

	Department Chair	Graduate Program Directors
1	Promotes the department and works to meet the needs of the University and the community through programming and strategic planning.	Promotes the graduate program and works to meet the needs of the University and the community through programming and strategic planning.
2	Handles discipline-specific needs and issues of faculty and students within the department.	Handles discipline-specific needs and issues of faculty and students within the graduate program.
3	Identifies classes that need to be scheduled for each session. Coordinates schedule with other department chairs as needed. Works with registrar, school dean/chair and graduate program director on course scheduling. Proofreads departmental section of the schedule.	Identifies classes that need to be scheduled for each session. Coordinates schedule with other department chairs as needed. Works with registrar and department chair on course scheduling. Proofreads graduate program section of the schedule.
4	Collaborates w/schools on search process and recommends faculty for full-time and part-time positions. Works with HR on advertising faculty positions and conducting searches. Expedites hiring of part-time faculty. Submits course assignment form for adjuncts and overloads.	Collaborates w/school deans/chairs on search process and recommends faculty for full time and part time positions. Works with HR on advertising faculty positions and conducting searches. Expedites hiring of part-time faculty. Submits course assignments form for adjuncts and overloads.
5	Collaborates with school dean/chair on budget and oversees department and graduate program budgets.	Collaborates with department chair on budget and oversees graduate program budget.
6	Oversees curriculum development. Collaborates with library liaison to identify new acquisitions. Works to coordinate the degree programs in each department.	Oversees graduate curriculum development. Collaborates with library liaison to identify new acquisitions.
7	Meets with department members individually and collectively. Attends Chairs and Directors meetings. May serve on Graduate Council (optional).	Serves as a member on the Graduate Council.
8	Communicates policy and procedures to the department faculty individually and collectively. Ensures adherence to University policies and procedures.	Communicates Graduate Council discussions and decisions to the program faculty individually and collectively. Ensures adherence to these and other University policies and procedures.
9	Responsible for assessment of the department, including program review, annual updates and accreditation if applicable. Prepares accreditation documentation and provides reports to accrediting bodies.	Responsible for assessment of the graduate program, including program review, annual updates and accreditation if applicable. Prepares accreditation documentation and provides reports to accrediting bodies.
10	Coordinates recruitment, advising and registration of new students. Works with admission staff to meet enrollment goals.	Coordinates recruitment, advising and registration of new students. Works with graduate admission staff to meet enrollment

	Works with marketing staff to create appropriate and effective departmental marketing materials.	goals. Works with marketing staff to create appropriate and effective departmental marketing materials.
11	Mentors, evaluates, supervises faculty, including reviewing course evaluations, faculty updates and contributes to recommendation for promotion and tenure. Encourages professional growth of faculty. Supervision of administrative staff.	Mentors, evaluates, supervises faculty, including reviewing course evaluations, faculty updates and contributes to recommendation for promotion and tenure. Encourages professional growth of faculty. Supervision of administrative staff.
12	Mentors and evaluates new faculty members. Provides feedback on teaching and encourages professional development.	Mentors and evaluates new graduate faculty. Provides feedback on teaching and encourages professional development.
13	Mentors and evaluates new adjunct faculty members. Ensures full communication with part-time faculty in the department.	Mentors and evaluates new adjunct faculty members. Ensures full communication with part-time faculty in the program.
14	Coordinates academic advising and departmental advising records. Maintains departmental records.	Coordinates academic advising and program advising records. Monitors student progress. Maintains program records.
15	Oversees departmental requirements such as student teaching, internships, practica, field work placements, affiliate relationships, etc.	Oversees program requirements such as culminating experiences (e.g. research projects, theses, comprehensive exams), internships, practica, field work placements and affiliate relationships.
16	Maintains outside contacts, including alums	Maintains outside contacts, including alums
17	Coordinates departmental scholarships.	

Term of Office

The chair of each department is appointed by the President after consultation with the Vice President for Academic Affairs, school dean and members of the department. The term of office is normally five years. At the end of this time, appointments may be renewed for another term or a new chair is appointed.

Faculty Contracts

Contracts are issued to full-time faculty members on or before March 1 of each year. The term of the contract is for one academic year of nine months. Faculty members must return the signed contracts to the Office of the Vice President for Academic Affairs by April 1 of the same year.

Faculty Assignments During Academic Year

Full-time faculty members are hired upon the assumption that a full-time position will entail the equivalent of a teaching load of twenty-four credits per academic year (Fall and Spring Semester). If fewer than twenty-four credits are assigned the Vice President for Academic Affairs must be notified. The balance of the time is to be used for duties designated by the President or Vice President for Academic Affairs, in consultation with the graduate program director, school dean or department chair. (See "Faculty Load Guidelines" below.)

A full-time position also entails availability to students beyond classroom contact. It is understood that since administrative and student needs vary across departments, schedules may also differ from department to department. When hiring faculty members, chairs are expected to discuss the specific time commitment the position requires. Generally, each faculty member should establish regular office hours; the schedule of a minimum of six hours distributed through the week should be posted, announced to students and filed with the Vice President for Academic Affairs. Additional contact hours may be necessary for university and departmental needs such as registration, examination, and others.

Faculty Load Guidelines

Striving to maintain excellence, and recognizing the diversity of work entailed in different academic areas, the faculty load is defined in terms of six categories of tasks and responsibilities.

Instruction

- Instruction normally consists of face-to-face or on-line format during the regular semester (day as well as evening) or in the accelerated evening program. Twelve credit hours per semester is considered a normal teaching load, nine credit hours for graduate faculty.
- When allocating course assignments, department chairs need to take into consideration the following: new course preparation, new text preparation, number of preparations, writing-intensive courses, and assessment time for courses with large enrollments (more than 35), graduate courses, and length of instructional day. Consideration should also be given to time for competency testing, life experience evaluation, and study abroad. Faculty members should not have too many of these factors impinging on them at one time. In addition, lecture and lab assignments of 18 contact hours per semester are considered maximum.

- Credit load assignment for team teaching depends on the following definitions:
 1. Members of the team plan, attend all classes, share the workload and jointly evaluate students--full credit.
 2. Members of the team plan coordinately, one does the teaching, the other attends all classes, both share evaluation--credit depends upon percentage of load.
 3. Members of the team plan coordinately, each faculty teaches her/his portion of the course, each person evaluates separately and they combine the grade for the course--1/2 the credit (50%).

Note: Policies for Independent Studies, Internships and Underenrolled Courses may be found in Chapter VI/Appendix.

Interaction with Students

- All faculty serve effectively as academic and/or professional advisors. Advising more than 25-30 hours per semester may be considered an overload. Faculty will hold a minimum of six (6) office hours, for personal contact with students and with colleagues. These hours are distributed through the week. Additional contact hours may be necessary for University and departmental needs.
- E-mail response time should be clearly explained in the course syllabus.
- At the discretion of the faculty member, time may also be allocated to tutoring.

Academic Advising

Academic advising at Mount Mary University is based on a developmental advising model. Incoming students are assigned an advisor in their major department, with double majors assigned advisors in both departments. Students who are exploring and have not yet declared a major, or students in transition between majors, will be provided with an advisor with expertise in advising students in transition. To change majors, students should fill out a new Declaration of Major Form in the Advising and Career Development office and an advisor in the new major will be assigned.

Institutional Service

- Faculty are expected to attend school/department meetings, Faculty Assembly meetings, and official functions of the University (such as Investiture, Honors Convocation, and Graduation).
- Faculty are required to serve on at least one university committee when appointed by the President or Vice President for Academic Affairs, elected by the faculty, or appointed by the Executive Committee of the Faculty Assembly through the Faculty Service Committee. Normally a faculty member is asked to serve on only one major committee at a time. Faculty may be asked to serve on additional work groups or task forces by the administration.
- Faculty time may be allocated to chairing committees, administrative duties, lab management, recruitment, fund raising, and service on self-study committees. If there is a heavy time commitment in any of the above, adjustments in other areas of load can be made. Waivers from committee assignments will be determined by the Vice President for Academic Affairs

Research, Scholarship and Creative Activities

Mount Mary University faculty are professionals who engage in research, scholarly activities, and creative activities and share the results of their work with fellow professionals and the public. Faculty members may request workload reduction for a significant artistic production, research, or presentation at major conference.

Professional Development

Since faculty members are professional persons, they are expected to assume responsibility for their own continuing development. Activities in this area include professional reading, workshop attendance, participation in professional organizations, or serving as an officer of a professional organization. Faculty workload is not ordinarily reduced for such activities, but adjustments can be made if there is a heavy time commitment in these areas. (Course release or reduction in committee service may be requested through the Vice President for Academic Affairs.)

Public Service Activities

Public service and professional activities such as speaking and performance engagements, consulting (gratis), serving on accreditation review teams, participating in civic organizations and adjudicating competitions, are strongly encouraged. Adjustments in other areas of load can be made if there is a heavy time commitment in these areas.

Outside Employment

Full-time faculty members are expected to carry out their duties and responsibilities as listed in this Faculty Handbook. If a faculty member seeks outside employment in addition to an assignment at Mount Mary University, discussion of that employment with the appropriate academic administrator must take place and the faculty member must receive approval in advance from the Vice President for Academic Affairs. The approval of the Vice President for Academic Affairs is for the semester in which it is requested and must be renewed at the start of each subsequent semester of continued outside employment. The approval of the Vice President for Academic Affairs is dependent upon the ability of the faculty member to carry out the responsibilities as listed and reinforced throughout the Faculty Handbook.

Sabbatical and Mini-Grant Policy

Sabbaticals and mini-grants are among the most important means by which faculty members' teaching effectiveness may be enhanced, scholarly potential developed, and Mount Mary's academic program strengthened. A sound program of sabbaticals is, therefore, of vital importance to Mount Mary University, and it is the obligation of every faculty member to make use of available means, including sabbaticals and mini-grants, to promote professional competence.

A sabbatical or mini-grant may involve but does not necessitate physical absence from the University community.

Sabbaticals

Definition and Purpose. A sabbatical is defined as the release of a tenured faculty member from regular duties during the university contract year in order to devote time to specialized scholarly activities or advanced study. The faculty member on sabbatical does not participate in committee work. Sabbaticals are given on the basis of merit rather than specified time intervals. Faculty must have taught at the University for seven years before going on a sabbatical.

Eligibility. Tenured facultyProcedure Schedule for Sabbaticals.

- **August:** The Vice President for Academic Affairs announces the deadline for application and makes Sabbatical Leave Application forms available (see Chapter VI/Appendix). Interested faculty members apprise their chairs of their intent to apply.
- **October 1:** Deadline for submission of sabbatical application directly to the Vice President for Academic Affairs.
- **November 1:** The Vice President for Academic Affairs, after consultation with the Sabbatical and Mini Grant Subcommittee as needed, makes recommendations to the President who presents them to the Board of Trustees.
- After Board of Trustees approval, President will announce sabbatical awards for the following year.
- Within two weeks of the announcement, each recipient will formally accept the agreement.

Financial Arrangements.

1. Sabbaticals of one semester at full salary or an academic year at half salary may be provided for tenured faculty.
2. Sabbatical for a year or less shall not interfere with the opportunity for promotion or increase in salary.
3. Coverage under the various types of insurance programs continues while the faculty member is on sabbatical leave. The cost is paid by the University and the faculty member.
4. When the faculty member is on sabbatical with pay, both the University and the individual shall continue contributions toward retirement annuity.
5. If the faculty member is on a sabbatical without pay and takes a temporary but full-time appointment at another institution or organization, it is reasonable to expect the appointing institution to assume the cost of institutional contributions to the individual's retirement annuity and group insurance programs.
6. Foundations, government agencies and other organizations supporting sabbaticals for scholarly purposes should normally include in their grants an amount sufficient to maintain institutional annuity and group insurance contributions as well as salaries.
7. A faculty member on sabbatical cannot collect two salaries--one from Mount Mary and one from another institution.

Obligations. A faculty member receiving a sabbatical is expected to honor an agreement to return to Mount Mary University for a period of two academic years unless other arrangements are mutually agreed upon. (See "Sabbatical Application" for further details.)

Mini-Grants

Definition and Purpose. A mini-grant is awarded to full-time faculty members, tenured or untenured, in order to pursue scholarly activities designed to promote professional competence. (See "Forgivable Loans")

Specialized scholarly activities may include research, advanced study, writing, or may be designed to provide cultural experience and enlarged perspective by such means as travel, visiting other university campuses, etc. Course redesign, if requested by the University or the department, will be

considered for Mini-Grant support. Ordinarily, attendance at conventions is supported through the department budget. Mini-Grants may be used to supplement department budgets in order to assist a faculty member who is presenting at a conference or an active participant at a conference beyond attendance.

Eligibility. Tenured and untenured faculty.

Procedure Schedule for Mini-Grants. Funds for Mini-Grants may be available in both the fall and spring semesters. The schedule for submitting proposals follows.

Fall Semester Schedule (applications for the following spring).

- August: The Vice President for Academic Affairs announces the deadline for application and makes Mini-Grant Application forms available. (see Chapter VI/Appendix)
- October 1: Deadline for submission of applications for Mini-Grants to Vice President for Academic Affairs who then refers the applications to the Sabbatical and Mini- Grant Subcommittee.
- November 1: Sabbatical and Mini-Grant Subcommittee makes written recommendations to the President through the Vice President for Academic Affairs.
- November 15: Announcement by the President of Mini-Grants awarded. The precise terms of the mini-grants are presented in written form to the faculty member.
- December 1: Recipient formally accepts the agreement.
- June 30: Funds need to be spent by the recipient.

Spring Semester Schedule (applications for the following summer and fall).

- January: The Vice President for Academic Affairs announces the deadline for application and makes application forms available. (see Chapter VI/Appendix)
- March 1: Deadline for submission of applications for Mini-Grants to the Vice President for Academic Affairs who then refers the applications to the Sabbatical and Mini- Grant subcommittee.
- April 1: Sabbatical and Mini-Grant Subcommittee makes written recommendations to the President through the Vice President for Academic Affairs
- April 15: Announcement by the President of awards for the summer and fall. The precise terms of the Mini-Grants are presented in written form to the faculty member.
- May 1: Recipient formally accepts the agreement.
- December 31: Funds need to be spent by the recipient. Funds to be spent in late summer and fall will be carried over from the previous budget.

Financial Arrangements. Financial arrangements for mini-grants will be considered on an individual basis.

Obligations. A faculty member receiving a Mini-Grant is expected to honor an agreement to return to Mount Mary University for a period of two academic years, unless other arrangements are mutually agreed upon. She/he is also expected to share newly gained knowledge or expertise with the University community by presenting at a Faculty Forum or other internal event.

Mini Sabbaticals/Course Release

A limited number of mini-sabbaticals in the form of course releases may be available for full time faculty members to pursue major scholarly work or to undertake major institutional projects. A separate application will be sent out with Mini-Grant forms. The procedure schedule is the same as that for Mini-Grants. (See Chapter VI/Appendix)

Forgivable Loans

Five-year forgivable loans to pursue graduate degrees now substitute for Mini-Grants for courses taken. For each year that the faculty member teaches at the University after the semester of study, 20% of the amount of the loan will be forgiven.

Loans will be given for full-time faculty who are pursuing advanced degrees that relate to their primary teaching responsibilities and that meet the needs of the University. The amount of the loan will be determined by the resources of the University.

Loans will be payable after evidence is provided that the course has been successfully completed, e.g. copy of a transcript or a letter from the registrar or another appropriate administrative officer.

Fall Semester Schedule (applications for the following spring).

- August: The Vice President for Academic Affairs announces the deadline for application and makes Forgivable Loan Application forms available. (see Chapter VI/Appendix)
- October 1: Deadline for submission of applications for forgivable loans to Vice President for Academic Affairs.
- November 1: Sabbatical and Mini-Grant Subcommittee makes written recommendations to the President through the Vice President for Academic Affairs.
- November 15: Announcement by the President of forgivable loans awarded. The precise terms of the loans are presented in written form to the faculty member.
- December 1: Recipient formally accepts the agreement.

Spring Semester Schedule (applications for the following summer and fall).

- January: The Vice President for Academic Affairs announces the deadline for application and makes Forgivable Loan Application forms available. (see Chapter VI/Appendix)
- March 1: Deadline for submission of applications for forgivable loans to Vice President for Academic Affairs.
- April 1: Sabbatical and Mini-Grant Subcommittee makes written recommendations to the President through the Vice President for Academic Affairs
- April 15: Announcement by the President of awards for the summer and fall. The precise terms of the loans are presented in written form to the faculty member.
- May 1: Recipient formally accepts the agreement.

Faculty Rank, Promotion, Tenure, and Evaluation

Introduction

An academic career is a growth process. While new faculty members are often inexperienced as university teachers or new to their discipline, they typically grow and mature as guides in their fields. Their first years at the University are times of experimentation and analysis as they master the art of teaching. As they become increasingly proficient, they want to shape the learning environment by contributing to university committees; they also seek ways to learn from and influence colleagues in their disciplines. They constantly gather and analyze data, share insights and challenge theories, teach and mentor and learn from students and colleagues. As their expertise grows, they become increasingly influential and involved in shaping students, the University, and their professional field.

Universities typically equate these stages in a scholar's career with the academic ranks, viewing faculty as apprentices moving toward the kind of mastery of complex responsibilities that is represented by full professorship. Universities typically offer encouragement for faculty members to move through these stages to full participation in all facets of academic life. A university experience offers students exposure to teacher-scholars who are actively engaged in their disciplines, involved in the University's ongoing development, and enthusiastic about bringing students into their fields.

Mount Mary shares these goals of developing engaged teacher-scholars whose commitment to the University and to their discipline will inspire students. Such faculty development is crucial to the vitality of the University.

The awarding of tenure and/or promotion assumes commitment to the value structure of Mount Mary University, to excellence in teaching, service and professional growth. Although evidence of strength areas must be presented, teaching will carry the most weight. (For an expanded outline of general evaluative criteria in the three major areas [excellence in teaching, service and professional growth] see [Criteria for Faculty Evaluation: List](#) later in this chapter.)

Policies and Guidelines

1. Teaching members of the faculty appointed on a full-time basis are assigned to one of four ranks on the evidence of their graduate training, their years of experience, and testimony as to their professional competence. These ranks in ascending order are instructor, assistant professor, associate professor and professor. When hiring full-time faculty who have had previous full- or part-time experience, the administration may consider that experience in determining rank and starting salary. Such evaluation will be made only at the time of hiring. The President and Vice President for Academic Affairs reserve the right to make appointments at rank higher than assistant professor as appropriate or desirable.
2. At the time of hiring a full-time faculty member, the Vice President for Academic Affairs completes a Status Form for that person which specifies the type of appointment, the amount of time granted toward tenure, and the dates for pre-tenure and tenure review.
3. At the time of hiring a full-time faculty member, a maximum of two years of service at another institution may be credited toward tenure. If a faculty member is moving from a

part-time to a full-time position at Mount Mary, equivalency is calculated by credits: 24 credits equaling one year, 18 for graduate faculty, with a maximum of two years.

4. Experience as a teaching assistant (T.A.) or equivalency at another institution is not counted toward tenure. However, experience as a graduate student serving as an adjunct faculty member with full responsibility for one or more courses may be counted, as determined by the Vice President for Academic Affairs.
5. The promotion and tenure requirements for faculty members teaching at the graduate level are not different from other faculty. The Promotion and Tenure Committee will expect that the level of graduate course work accomplished by the students will be more advanced than work at the undergraduate level.
6. There is no limit on the number of years that a non-tenure track faculty member may serve in a given rank. Promotion from one rank to another is not automatic, and only under exceptional circumstance will it be made at less than three-year intervals.
7. Stopping the clock relative to the promotion and tenure process may be requested by a faculty member due to illness, personal or family crisis, opportunity to study, do a project or write a book, or extraordinary university needs as determined by the administration. The written request is submitted to the Vice President for Academic Affairs who will contact the Promotion and Tenure Committee if the request for stopping the clock was approved.
8. Promotion from one rank to another requires recommendations based on the evaluation of certain criteria expressed in quantitative and qualitative terms. Exceptions may be made to the criteria in consideration of unusual professional competence.

Specific Criteria for Appointment or Promotion to Faculty Ranks

These criteria apply to the appointments made at the time of hiring as well as the promotion of faculty already employed at the University.

Instructor

For faculty hired on the tenure track, this rank is considered an entry-level one only, designated for anyone who does not yet meet the criteria for Assistant Professor but who can foreseeably meet those criteria within three years. Tenure-track faculty cannot remain at the Instructor rank beyond three years. The decision to change classification from Instructor to Assistant Professor is made by the Vice President for Academic Affairs. An Instructor must:

- have at least a Master's degree in the subject area
- have demonstrated or show promise of the ability to teach successfully at the university level
- give promise of general scholarship (through indicators such as academic record and recommendations)

Assistant Professor

An Assistant Professor must:

- have a doctoral degree, Master of Fine Arts, or other terminal degree in the field of hire or a related discipline,
 - or 30 graduate credits beyond the Master's in the field of hire or a related discipline,
 - or 12 graduate credits beyond the Master's and one of the following: research, publication, other professional credentials in the field, or the equivalent. An

applicant having fewer than 30 credits must present a case for consideration of other credentials in lieu of credits. This option is to be determined at the time of hiring by the Vice President for Academic Affairs in consultation with the department chair.

- give evidence of developing into an effective teacher
- give evidence of a commitment of service to university, department and profession, and give evidence of scholarship in her/his discipline

A faculty member may be awarded tenure as an Assistant Professor. A person may continue in the rank of Assistant Professor without prejudice throughout a career at Mount Mary University.

Associate Professor

An Associate Professor must:

- have a doctoral degree, Master of Fine Arts, or other terminal degree in the field of hire or a related discipline, at least three years prior to application for promotion
- have taught at least six years at the university level
- have achieved the status of an accomplished teacher, as reflected in the quality of and enthusiasm for teaching, knowledge of subject matter and current developments in the field, regular updating of courses, effectiveness of methods, concern for students
- have demonstrated a pattern of involvement and service in the department, to the University, and to the civic and professional community
- have demonstrated a pattern of professional and scholarly activities both inside and outside the institution

An initial appointment to Associate Professor is not usual and is conferred only if the candidate meets the same standards required of those who are promoted to this rank from within the University. A person may continue in the rank of Associate Professor without prejudice throughout a career at Mount Mary University.

Professor

The rank of Professor, the most distinguished academic rank awarded, is a recognition of a faculty member's acknowledged excellence, both as a teaching scholar who contributes to and is recognized within her/his field and as a seasoned member of the University community who works effectively within the institution to insure its strength and growth.

In addition to meeting all of the requirements for the other ranks, a Professor must:

- have taught at least nine years at the university level
- have demonstrated excellence in teaching; increasing responsibilities outside the classroom should not diminish teaching skill and concern for students
- have established a record of continuous service at the University that includes providing leadership not only in the department, but also by active participation on committees
- give evidence of a record of professional activities whose quality is recognized beyond the local area, as reflected in, for example, research and scholarly publications. The University values presentations and leadership at regional and national levels. For promotion to the rank of Professor, original research and peer reviewed publication or equivalent activity appropriate to the discipline, such as juried exhibitions, are essential.

Evaluation of Faculty Members: Procedures and Documentation

Each faculty member is responsible for maintaining a file of materials that demonstrate her/his performance as it relates to the criteria.

A formal faculty file is maintained in the office of the Vice President for Academic Affairs. It contains a copy of the contracts, Faculty Update and memos of evaluation by the Promotion and Tenure Committee. It also may contain copies of publicity about the person, special accomplishments, and evaluations by the department chair. If a faculty member fails to fulfill University obligations, the file may contain documentation of such failure. The individual's file is available only to the Vice President for Academic Affairs, the President of the University, the school dean, and the faculty member. The faculty member may request to see the file at any time, and may contest any material in the file. By mutual agreement of the Vice President for Academic Affairs and the faculty member, the Vice President for Academic Affairs can remove such material. If the Vice President for Academic Affairs and the faculty member cannot reach agreement, the faculty member may write a rebuttal, which must be kept as a permanent part of the file.

Comprehensive evaluation will take place for the pre-tenure review, tenure application, and every fifth year thereafter for tenured faculty, whether or not the person is applying for promotion.

- Faculty submit a pre-tenure review at the end of their third year toward tenure. (Faculty may be given up to two years toward tenure at the time of hiring.)
- Tenure-track faculty hired after fall 2014 must apply for tenure at the end of their sixth year. Faculty hired before fall 2014 have the option of selecting either the five-year (previous tenure requirement) or new six-year policy. Faculty must notify the Vice President for Academic Affairs of his/her decision at the time of their pre-tenure review meeting.

Timeline Table

[illegible]

	B. Course evaluations	Every class	End of course	<ul style="list-style-type: none"> • Vice President for Academic and Students Affairs • Department Chair/School Dean
	C. Syllabus	Every class	End of first month	<ul style="list-style-type: none"> • Vice President for Academic Affairs • Department Chair
III. Adjunct	A. Course evaluations	Every class	End of course	<ul style="list-style-type: none"> • Vice President for Academic Affairs • Department Chair/School Dean
	B. Syllabus	Every class	End of first month	<ul style="list-style-type: none"> • Vice President for Academic Affairs • Department Chair

Evaluation Instruments

- Faculty Update
The form for updating faculty records (see Chapter VI/Appendix) is used for annual updating. Faculty members should file copies of the annual Faculty Update in the offices of the department, chair, and the school dean by June 1 of each year.
- Course Syllabi (see Chapter VI/Appendix)
- Course evaluations
Students should evaluate all classes electronically each semester.

The form for the faculty member's evaluation of the course is optional. It can provide helpful information about a course for the department chair and the Promotion and Tenure Committee.

Faculty are encouraged to have students evaluate courses over the last two weeks of class, preferably not during or after a final examination. Spreading out course evaluation over a couple of weeks will help students approach each evaluation in a more thoughtful manner.

The faculty member should keep course evaluations on file for a period of three years.

Sequence of Formal Evaluations

Beginning full-time faculty, first to fourth semesters

The school dean meets with the faculty member during the first year to discuss feedback after a class visit. The chair reviews the course evaluations and holds a conference once a year with the faculty member. The department chair, the graduate program director and the school dean review the Faculty Update when submitted and discuss pertinent matters with the faculty member. All feedback of this type should be reported and addressed in the three-year review.

Full-time faculty undergoing pre-tenure review

The pre-tenure review exists as part of the evaluation process for faculty; it is a required step in the general process of gaining tenure. If a faculty member is granted one year toward tenure when hired, the review file is submitted at the end of the second year of full-time teaching at Mount Mary University. If a faculty member is granted two years toward tenure when hired, the review file is submitted at the end of the first year of full-time teaching at Mount Mary University. When circumstances warrant a delay, a request may be made to the Vice President for Academic Affairs to have the review postponed for a year.

The faculty member presents documentation showing fulfillment of the criteria of the Mount Mary University Evaluation Program and submits a portfolio to the department chair by June 1. If you chair a department, the materials are presented to the appropriate academic administrator (e.g. school dean). By August 1, the appropriate academic administrator presents the portfolio to the Vice President for Academic Affairs who adds the confidential letters of review and forwards the total file to the Promotion and Tenure Committee by August 15.

The faculty member must include the following items in the portfolio when applying for pre-tenure review:

- A table of contents listing the items included in the portfolio
- A list of names of those from whom you have requested evaluation letters
- A brief cover letter that explains in a general way how the criteria have been met

- A reflective essay evaluating your growth in the areas of teaching, service and professional growth over the past three years. Faculty who have assumed an administrative role in the University, school or department as a percentage of workload should include a description of and reflection on their performance and accomplishments. This essay should also contain projections for professional and scholarly growth.
- A curriculum vitae which includes your academic degrees and academic work beyond your highest degree. It should also include the number of years employed at the University part-time and/or full-time.
- Faculty Updates from the past three years or for the time stipulated in the Status Form
- Course syllabi for all courses from the past three years or for the time stipulated in the Status Form. Include supplemental material such as exams, directions for projects and presentations, and/or some central handouts – Whatever will demonstrate the scope of your courses and your expectations of students.
- Course evaluations for the past three years or for the time stipulated in the Status Form examples of professional materials (articles, books, pictures of art work, musical scores, etc.)

The faculty member must request the following items for separate inclusion in the portfolio:

- A letter of evaluation from the department chair or school dean, as appropriate, outlining strengths and concerns, regarding the three criteria used for promotion and tenure evaluation (excellence in teaching, service and professional growth).
- A letter of evaluation from each full-time member of the department. If you chair a department, these letters should also address administrative work. In the case of small departments (1-2 members), additional letters from colleagues familiar with your work are strongly encouraged. In general, peer reviews are highly recommended. All letters are confidential, addressing the criteria that they are able to evaluate. (See Suggestions to Department Chairs and All Others Who Write Letters of Evaluation.) These letters are submitted directly to the Vice President for Academic Affairs who forwards them to the Promotion and Tenure Committee by August 15.
- An evaluation of university service by the chair(s) or members of committees if the applicant is the chair of the committee, and by several academic advisees, etc. Evaluation forms are available at the end of this chapter. These evaluations are submitted directly to the Vice President for Academic Affairs who forwards them to the Promotion and Tenure Committee by August 15.

The Promotion and Tenure Committee reviews the portfolio and creates a memo with both commendations and recommendations. This memo is submitted to the Vice President for Academic Affairs who shares the memo with the faculty member and the appropriate academic administrator. A copy of the memo remains in the faculty member's file.

The discussions and reports of the Promotion and Tenure Committee are confidential. The Vice President for Academic and Students Affairs returns the portfolio to the faculty member after the letters of recommendation have been removed and shredded.

Full-time faculty applying for tenure

In the fifth year of full-time service or when the individual is eligible to apply for tenure, the faculty member prepares documentation showing fulfillment of the criteria of the Mount Mary University Evaluation Program and submits a portfolio to the department chair or appropriate academic administrator by June 1. By August 1, the appropriate academic administrator presents the portfolio to the Vice President for Academic Affairs who adds the confidential letters of review outlining strengths and concerns and forwards the total file to the Promotion and Tenure Committee by August 15.

The faculty member must include the following items in the portfolio when applying for tenure:

- A table of contents listing the items included in the portfolio
- A list of the names of those from whom you have requested evaluation letters
- A brief cover letter that explains in a general way how the criteria have been met
- A reflective essay of self-evaluation in the areas of teaching, service and professional growth over the past three years. This essay should also contain projections for professional and scholarly growth. Faculty who have assumed an administrative role in the University, school or department as a percentage of workload should include a description of and reflection on their performance and accomplishments.
- A curriculum vitae which includes your academic degrees and academic work beyond your highest degree. It should also include the number of years employed at the University part-time and/or full-time.
- Faculty Updates from the past three years
- Course syllabi for all courses from the past three years. Include supplemental material such as exams, directions for projects and presentations, and/or some central handouts--whatever will demonstrate the scope of your courses and your expectations of students.
- Course evaluations for the past three years
- Examples of professional materials (articles, books, pictures of art work, musical scores, etc.).
- A copy of the pre-tenure review by the Promotion and Tenure Committee and your response to it

The faculty member must request the following items for separate inclusion in the portfolio:

- A letter of evaluation from the department chair or school dean, as appropriate, outlining strengths and concerns, regarding the three criteria used for promotion and tenure evaluation (excellence in teaching, service and professional growth).
- A letter of evaluation from each full-time member of the department. If you chair a department, these letters should also address administrative work. In the case of small departments (1-2 members), additional letters from colleagues familiar with your work are strongly encouraged. In general, peer reviews are highly recommended. All letters are confidential, addressing the criteria areas that they are able to evaluate. (See Suggestions to Department Chairs and All Others Who Write Letters of Evaluation.) These letters are submitted directly to the Vice President for Academic Affairs who forwards them to the Promotion and Tenure Committee by August 15.
- An evaluation of university service by the chair(s) or members of committees if the applicant is the chair of the committee, and by several academic advisees, etc. Evaluation forms are available at the end of this chapter. These evaluations are submitted directly to the Vice President for Academic Affairs who forwards them to the Promotion and Tenure Committee by August 15.

The Promotion and Tenure Committee reviews the portfolio. The committee creates a memo with its recommendation for or against tenure and provides a list of commendations and recommendations. This memo is submitted to the Vice President for Academic Affairs. The Vice President for Academic Affairs shares the memo with the faculty member and the appropriate academic administrator. A copy of the memo remains in the faculty member's file.

The Vice President for Academic Affairs submits the recommendation of the Promotion and Tenure Committee to the President. If the Vice President for Academic Affairs does not concur with the recommendation of the committee, evidence must be submitted to the President supporting the counter-recommendation. If the President concurs in a recommendation in favor of tenure, that recommendation, along with supporting information, is submitted to the Academic and Student Affairs Committee of the Board which, in turn, prepares a recommendation

for the Executive Council of the Board of Trustees. This group prepares its own recommendation for the full Board. The names of faculty recommended for tenure and their supporting information are made available to the Board. The Board's decision is communicated to the applicant no later than December 1.

A faculty member who is not recommended to the Board for tenure is given written notification from the President by December 1. Failure to receive tenure means that employment is terminated after the following year of service.

The discussions and reports of the Promotion and Tenure Committee are confidential. The Vice President for Academic Affairs returns the portfolio to the faculty member after the letters of recommendation have been removed and shredded.

Faculty applying for promotion

The faculty member prepares documentation showing fulfillment of the criteria of the Mount Mary University Evaluation Program and submits this portfolio to the department chair or appropriate academic administrator by June 1. By August 1 the appropriate academic administrator presents the portfolio to the Vice President for Academic Affairs who adds the confidential letters of review outlining strengths and concerns and forwards the total file to the Promotion and Tenure Committee by August 15.

The faculty member must include the following items in the portfolio when applying for promotion:

- A table of contents listing the items included in the portfolio
- A list of the names of those from whom you have requested evaluation letters
- A brief cover letter that explains in a general way how the criteria have been met
- A reflective essay of self-evaluation in the areas of teaching, service and professional growth over the past three years and beyond where appropriate. This essay should also contain projections for professional and scholarly growth. Faculty who have assumed an administrative role in the University, school or department as a percentage of workload should include a description of and reflection on their performance and accomplishments.
- A curriculum vitae which includes your academic degrees and academic work beyond your highest degree. It should also include the number of years employed at the University part-time and/or full-time.
- Faculty Updates from the past three years
- Course syllabi for all courses from the past three years. Include supplemental material such as exams, your directions for projects and presentations, and/or some central handouts-- whatever will demonstrate the scope of your courses and your expectations of students.
- Course evaluations for the past three years
- Examples of the professional materials (articles, books, pictures of art work, musical scores, etc.)
- A copy of your last review by the Promotion and Tenure Committee and your response to it

The faculty member must request the following items for separate inclusion in the portfolio:

- A letter of evaluation from the department chair or school dean, as appropriate, outlining strengths and concerns, regarding the three criteria used for promotion evaluation (excellence in teaching, service and professional growth)
- A letter of evaluation from each full-time member of the department. If you chair a department, these letters should also address administrative work. In the case of small departments (1-2 members), additional letters from colleagues familiar with your work are strongly encouraged. In general, peer reviews are highly recommended. All letters are confidential, addressing the criteria areas that they are able to evaluate. (See Suggestions to Department Chairs and All Others Who Write Letters of Evaluation) These letters are

submitted directly to the Vice President for Academic Affairs who forwards them to the Promotion and Tenure Committee by August 15.

- An evaluation of university service by the chair(s) or members of committees if the applicant is the chair of the committee, advisees, etc. Evaluation forms are available at the end of this chapter. These evaluations are submitted directly to the Vice President for Academic Affairs who forwards them to the Promotion and Tenure Committee by August 15.

The Promotion and Tenure Committee reviews the portfolio. The committee creates a memo with its recommendation for or against promotion and provides a list of commendations and recommendations. This memo is submitted to the Vice President for Academic Affairs. The Vice President for Academic Affairs shares the memo with the faculty member and the appropriate academic administrator. A copy of the memo remains in the faculty member's file.

The Vice President for Academic Affairs submits the recommendation of the Promotion and Tenure Committee to the President. If the Vice President for Academic Affairs does not concur with the recommendation of the committee, evidence must be submitted to the President supporting the counter-recommendation. If the President concurs in a recommendation in favor of promotion, that recommendation along with supporting information is submitted to the Academic and Student Affairs Committee of the Board which, in turn, prepares a recommendation for the Executive Council of the Board of Trustees. This group prepares its own recommendation for the full Board. The names of faculty recommended for promotion and their supporting materials are made available to the Board. The Board's decision is communicated to the applicant no later than one week after the first Board of Trustees meeting of the spring semester.

An applicant whose promotion application is not advanced to the Board is notified by the President no later than one week after the first Board of Trustees meeting of the spring semester.

The discussions and reports of the Promotion and Tenure Committee are confidential. The Vice President for Academic Affairs returns the portfolio to the faculty member after the letters of recommendation have been removed and shredded.

Five-year review of tenured faculty.

Every five years, or five years from the date a promotion takes effect, the full-time tenured faculty member prepares documentation showing fulfillment of the criteria of the Mount Mary University Evaluation Program outlined below and submits it to the appropriate academic administrator by November 1 or December 1 if the person is a chair.

The individual will submit the following:

- Faculty updates from the past two years
- Course syllabi for all courses taught from two of the past five years and the most current
- Course evaluations from the past three years are required
- Letter from the appropriate academic administrator
- Letter of reflective self-evaluation of your scholarly, professional growth of past five years
Reflect on all three areas; teaching performance, professional growth and university/community service. This letter would also contain projections of professional and scholarly growth.

In consultation with the VPAA the candidate for review selects a small group, which includes the department chair, school dean, and faculty peers (4-6 members total).

- Group members ask prepared questions or offer comments based on the reading of the letter of reflection and review of the portfolio.
- Members provide recommendations for professional development.
- Department chair and school dean summarize discussion and comments.

Candidate meets with the department chair and school dean to discuss professional development, establish future goals, and identify resources and sources to support those goals.

Post-tenure review of semi-retired Faculty

This policy applies to a tenured faculty member, who has a percentage contract and is teaching eight or fewer credits in an academic year. The faculty member should:

- write a letter of reflection as defined in the Faculty Handbook
- obtain a letter from her or his chair
- have a one-on-one meeting with the School Dean

Pro-rata faculty (not semi-retired)

Faculty should submit their syllabus for each course at the beginning of the semester. They should update the syllabus on a regular basis. The appropriate academic administrator should conference with part-time faculty at the end of the first semester of teaching at Mount Mary and after every two semesters thereafter. This conference should review the course evaluations, the faculty members' syllabi, and their professional development.

Adjunct faculty

Faculty should submit their syllabus for each course at the beginning of the semester. They should update the syllabus on a regular basis. The appropriate academic administrator should conference with part-time faculty at the end of the first semester of teaching at Mount Mary and after every two semesters thereafter. This conference should review the course evaluations, the faculty member's syllabi, and their professional development.

Annual non-tenure track faculty.

Annual non-tenure track faculty will follow the appropriate review procedures outlined in Annual faculty evaluation.

Guidelines for Writing a Reflective Essay

The reflective essay is one of the most important elements of the tenure and promotion application process. It is a self-evaluation in the areas of teaching, service and professional growth over the past three years and beyond, when appropriate. The goal is to make clear connections among teaching, service and scholarly work. It should provide the candidate's perspective on and interpretation of these areas; it should go beyond simple reiteration of the content of the portfolio. This essay should also contain projections for professional and scholarly growth. Faculty who have assumed an administrative role in the University, school or department as a percentage of workload should include a description of and reflection on their performance and accomplishments.

The reflection essay, in conjunction with the supplementary materials, should provide evidence that the candidate is developing in the areas of teaching, service, and professional growth, and that there is evidence of future promise.

Here are some questions you might consider when addressing the three primary areas of evaluation in your reflective essay. This is not a comprehensive list, but instead is meant to be a general guide.

Teaching

- What is your teaching philosophy?
- How would you describe your growth and development as a teacher?
- What is the value and impact of your teaching?
- How do you foster student achievement?
- How to do ensure that your course content reflects current knowledge and professional practice?

Service

- Summarize your service contributions to the department, University, and community (including leadership roles and dates of service). How do your service contributions support the mission of MMU?
- Which committees, task forces, etc. have you participated on, and what was your level of responsibility and impact?
- How do your service contributions relate to ongoing or emerging needs of the institution?
- Do you advise a student organization within your discipline? Do you complete community service activities with students in your major? How do these activities benefit your program and students?

Professional Growth

- What is the impact of your professional work on your field?
- How does your participation in professional development activities benefit students, your department, and the University?
- How does your scholarly work show promise for ongoing professional growth activity?

How to Address Areas in Need of Growth

Your reflective essay is an opportunity for you to address areas in need of growth related to teaching, service, and professional growth. It is important to recognize growth opportunities and explain what you have done (or are currently doing) to remedy the situation. This will help the promotion and tenure committee better understand gaps, inconsistencies, or incongruities in your record.

For example, if you implemented a new teaching method that proved to be ineffective and it affected your teaching evaluations, but you recognized the problem and addressed it in future semesters, discuss that in your reflection letter. Explain how you adjusted your teaching methods to address the concerns of the students.

Suggestions to Department Chairs and All Others Who Write Letters of Evaluation

Chairs and all others who write a letter to accompany a candidate's file for pre-tenure review, tenure, or promotion are advised that this letter is not a mere formality but a crucial ingredient in assessing the merits and collegiality of the candidate. Therefore, the letter should specifically address the criteria for evaluation stipulated in the Faculty Handbook teaching, university and community service, and professional growth. (Peer reviews outside the department would not necessarily be able to address all of these.) The letter should not merely state that the applicant is strong in these areas, but help the Promotion and Tenure Committee to evaluate the candidate's qualifications.

The letter regarding a candidate for tenure, especially the chair's letter, needs to clearly indicate either unqualified support, qualified support, or the withholding of support.

Letters for the pre-tenure review should be written as letters of evaluation rather than recommendation. While praise and support are appropriate, so are suggestions of what the person can do to become a more excellent faculty member and member of the University community. Letters should therefore point out any concerns about or potential obstacles to attaining tenure in the future. In fairness to the candidate and the University, these letters need to be honest guideposts to help the candidate assess her/his progress toward tenure.

Peer reviewers submit their evaluations directly to the Vice President for Academic Affairs.

Criteria for Faculty Evaluation: List

The following is a list of factors to be considered by administrators when making decisions regarding retention, promotion, tenure and for periodic faculty evaluation.

<u>Teaching Performance</u>	<u>University & Community Service</u>	<u>Professional Growth</u>
Objectives	Required university service	Professional activities
Subject matter, content	Required/voluntary department service	Professional recognition
Methodology	Voluntary university service	
Interpersonal effectiveness	Community service	
Student evaluation		

Below is an expanded description of these criteria, including appropriate points for inclusion and methods of documentation. Please use the organizational pattern suggested as you assemble your materials in support of your application for retention, promotion or tenure, or for your periodic review. You will further wish to incorporate the sub-points described as evidence of fulfillment of the criteria.

Note: Documentation of criteria. Notations in parentheses following each criteria:

E--Student evaluations

P--Peer/Administrator evaluation within classroom, by invitation: general observation or focused observation of e.g. questioning skills, ability to increase student participation, presentation skills

S--Syllabus

U--Faculty Update

Criteria: Explanation

Teaching performance

Objectives

- Integrates course objectives with the Mission of the University, department, realm, and/or Graduate School objectives. (S)
- Clearly states course objectives that are realistic and/or appropriate in relation to content, credit weight of course, and student abilities. (S)

Subject Matter and Content

- Instructor competence in subject matter: is knowledgeable about the field and the subject; displays an understanding of course content. (P,S)

- Quality of course content
 - Presents content as specified in the objectives on the course syllabus. (E)
 - Updates course content regularly. (S,U)
 - Develops and implements innovative courses when feasible. (S,U)

Methodology

- Learning Activities
 - Utilizes learning activities appropriate to content, objectives, and student needs. (P,S)
 - Develops and implements innovative teaching techniques where feasible. (S,U)
 - Materials (texts, handouts, other multi-media material, etc.) Utilizes current materials appropriate to content, objectives and student needs. (P,S)
 - Presentation
 - Implements learning activities in an organized way. (E)
 - Avoids excessive repetition of text and/or other resource material. (E,P)

Interpersonal Effectiveness

- Demonstrates ability to adjust pace of class appropriate to content, objectives, and student need. (E)
- Displays enthusiasm in teaching and creates in students a desire to learn and enjoy learning. (E)
- Relates to students in ways that promote mutual respect. (E)
- Responds constructively to student suggestions, criticisms, and comments about her/his teaching (E,P)
- Holds regular office hours as stipulated in faculty responsibilities. (S)
- Is available for individual conferences and keeps appointments. (E,P)

Evaluation

- Uses appropriate methods of assessment coordinated with instructional materials. (E,S)
- Gives prompt, frequent, and useful feedback from assessments (i.e. assignments, projects, tests, term papers, oral reports, etc.) (E)
- Explains grading system clearly. (E,S)
- Bases grades on sufficient assessments, i.e. assignments, projects, tests, etc. (E,S)
- Grades fairly and impartially, basing judgments on competence concretely revealed. (E,S)

University and Community Service

Required University Service

Fulfills assigned academic, administrative and departmental responsibilities in accordance with the policies, procedures and time lines established by the University. (P, U)

- Serves effectively as advisor and/or advisor of student organization. (E, U)
- Serves effectively on university committees and other groups if elected or appointed. (U)
- Regularly attends Faculty Assembly Meetings and official functions of the University. (U)
- Relates to colleagues in ways that promote mutual respect. (P)
- Manifests an attitude that is generally supportive of the institution's mission, goals and procedures. (P)

Voluntary University Service

Gives voluntary service to the University (service including but not limited to participation in special events and extracurricular activities, writing grants /proposals, representing the university at designated functions). (Self-report)

Community Service

- Voluntary community service. (U)
- Consultant services in accordance with University policy. (U)

Professional Growth

In most cases, professional growth activities are readily distinguishable from presentations or projects offered as university or community service: the former are intended for an audience of peers and involve the dissemination of original research results (or the equivalent according to one's discipline), while the latter are opportunities for information-sharing with a broader, non-specialist public. Professional growth activities should have significance or impact on the candidate's discipline.

Scholarly activities

- Category I (U,P)
 - Advanced study
 - Research
 - Grant applications and reports
 - Publications, exhibits, performances
 - Service as an officer of professional organizations
 - Presentations at scholarly meetings (this includes presentations, conference panels, and/or organizational role in the conference.)
 - Service on committees of professional organizations
 - Practical experience in the professional field that enhances or expands one's knowledge base
 - Pedagogical materials such as textbooks, textbook chapters or case studies
- Category II (U)
 - Attendance at meetings and workshops that relate to one's professional growth.
 - Attendance at performances and exhibits that relate to one's professional field.

Professional Recognition (U,P)

Receives professional recognition from local, state and/or national organizations through awards, offices, and committee/board leadership.

Addendum A: Evaluation Forms

Evaluation of Committee Chair by Committee Member

Evaluation of Committee Member by Committee Chair

Evaluation of Department Chair by Department Member

Evaluation of Student Advisor by Advisee

Evaluation of Student Organization Advisor

Evaluation of Committee Chair by Committee Member

Name of Evaluator _____

*Name of Chair Being Evaluated _____ Academic Year _____

*Name of Committee _____

Circle your code choice:

	4-Always	3-Usually	2-Occasionally	1-Never	0-Not Applicable
1. Schedules and prepares for meetings.	4	3	2	1	0
2. Identifies issues and keeps group productive.	4	3	2	1	0
3. Allows for discussion of issues by committee members.	4	3	2	1	0
4. Has the confidence of committee members.	4	3	2	1	0
5. Treats confidential information with discretion.	4	3	2	1	0

Please share further observations regarding this applicant's service to the committee.

Signature of Evaluator: _____ date: _____

Submit this confidential form directly to the office of the Vice President for Academic and Student Affairs.

*To be completed by committee chair being evaluated

Evaluation of Committee Member by Committee Chair

Name of Evaluator _____

*Name of Person Being Evaluated _____ Academic Year _____

*Name of Committee _____

Circle your code choice:

	4-Always	3-Usually	2-Occasionally	1-Never	0-Not Applicable
1. Arrives promptly for meetings	4	3	2	1	0
2. Attends scheduled meetings.	4	3	2	1	0
3. Actively participates in proceedings.	4	3	2	1	0
4. Accepts and completes assignments on time.	4	3	2	1	0
5. Treats confidential information with discretion.	4	3	2	1	0

Please share further observations regarding this applicant's service to the committee.

Signature of Evaluator: _____ date: _____

Submit this confidential form directly to the office of the Vice President for Academic and Student Affairs.

*To be completed by committee member

Evaluation of Department Chair by Department Member

Name of Evaluator _____

Name of Department Chair Being Evaluated _____

Academic Year _____

Name of Department _____

Circle your code choice:

	4-Always	3-Usually	2-Occasionally	1-Never	0-Not Applicable
1. Schedules and prepares for meetings.	4	3	2	1	0
2. Identifies issues and keeps group productive.	4	3	2	1	0
3. Allows for discussion of issues by department members.	4	3	2	1	0
4. Assigns department responsibilities fairly.	4	3	2	1	0
5. Handles budgetary decisions fairly.	4	3	2	1	0
6. Has the confidence of department members.	4	3	2	1	0
7. Generates constructive ideas.	4	3	2	1	0
8. Respects the scholarly autonomy of individual department members.	4	3	2	1	0
9. Encourages the growth of department members in the art of teaching.	4	3	2	1	0
10. Encourages the professional growth of department members.	4	3	2	1	0
11. Treats confidential information with discretion.	4	3	2	1	0
12. Encourages long-range planning within the department.	4	3	2	1	0
13. Is available for consultation with members of the department.	4	3	2	1	0

Please share further observations regarding this applicant's service to the department on the reverse side of this page.

Signature of Evaluator: _____ date: _____

Submit this confidential form directly to the office of the Vice President for Academic and Student Affairs.

Evaluation of Student Advisor by Advisee

Name of Student Advisee Evaluator _____ Major _____

*Name of Advisor Being Evaluated _____ Academic Year _____

Circle your code choice:

	4-Always	3-Usually	2-Occasionally	1-Never	0-Not Applicable
1. Presents options and encourages you to assume responsibility for decisions.	4	3	2	1	0
2. Keeps appointments when made in advance.	4	3	2	1	0
3. Stays current on policies and course offerings.	4	3	2	1	0
4. Treats confidential information with discretion.	4	3	2	1	0

Please share further observations regarding your advisor.

Signature of Student Evaluator: _____ date: _____

Submit this confidential form directly to the office of the Vice President for Academic and Student Affairs.

*To be completed by faculty advisor

Evaluation of Student Organization Advisor

Name of Student Evaluator _____

*Name of Advisor Being Evaluated _____ Academic Year _____

*Name of Student Organization _____

Check one: Submitted by Organization Officer ☐ Organization Member ☐

Circle your code choice:

4-Always 3-Usually 2-Occasionally 1-Never 0-Not Applicable

- | | | | | | | |
|----|--|---|---|---|---|---|
| 1. | Provides guidance to officers/members concerning activities and functions of the organization. | 4 | 3 | 2 | 1 | 0 |
| 2. | Sees that financial affairs of the organization are handled in a business-like manner. | 4 | 3 | 2 | 1 | 0 |
| 3. | Sees that organization and University regulations, policies and procedures are followed. | 4 | 3 | 2 | 1 | 0 |
| 4. | Attends meetings and functions of the organization. | 4 | 3 | 2 | 1 | 0 |
| 5. | Encourages the development of leadership skills. | 4 | 3 | 2 | 1 | 0 |
| 6. | Is available for consultation and guidance. | 4 | 3 | 2 | 1 | 0 |

Please share further observations regarding your organization's advisor.

Signature of Student Evaluator: _____ date: _____

Submit this confidential form directly to the office of the Vice President for Academic and Student Affairs.

*To be completed by faculty advisor

Addendum B: Terminal Degree by Discipline

	Ph.D.	Ed.D.	J.D.	M.F.A.	M.A.	M.S.	M.S.W.	M.B.A.	
ANT	x								
ART				x					
ATH	x								DAT professional doctorate accepted
BUS	x							x	Degree in business related area (MBA/MSM). Other universities use this for hiring. Not known about P/T.
COM	x								
CON	x					x			
DTS	x								
EDU	x	x							
ENG	x			x					MFA—terminal degree for writing professionals
FSH	x			x	x			x	All accepted with industry experience
GRD					x				MA in related field with industry experience
HIS	x								
INT					x	x			MA or MS in related field with industry experience
IST	x								Ph.D. in related fields such as political science, economics
JUS	x		x						
MAT	x	x							
MUS	x								
OCT	x	x							Advanced practice professional (OTD/DPH)
PED				x	x	x			Masters in related field
PHI	x								
PSY	x	x	x						
SCI-	x								
SCI-	x								
SCI-	x								
SOC	x								
SWK	x						x		MSW is also a terminal degree
THY	x								
WLS	x								

Terminal degree is determined in consultation with the department chair and the school dean.

Chapter 5: Academic Policies

Our Beliefs

In keeping with the spirit of the School Sisters of Notre Dame who founded Mount Mary University and in light of the mission and vision of the University, the curriculum emerges from the following principles articulated in the Constitution of the School Sisters of Notre Dame, You Are Sent.

The Curriculum Is Founded on Christian Principles

“Our ministry [education] demands a Christian vision of what the human person is called to be...”

Theory: The human person is not simply a collection of biological and behavioral responses, but is a being fundamentally oriented toward the transcendent, that is, toward God. Through the person and mission of Jesus the Christ, we receive insight into who the human person is and who we are destined to become. We are the most free and active agents, under God, promoting the forward movement of history itself.

Curricular corollaries flowing from theory:

- Theology, at the center of the curriculum, discloses ultimate meanings—the person’s relationship to God. Endowed with free will, a person must search out her/his own understanding of ultimate meanings.
- Philosophy’s distinctive function is the interpretation of meanings. Philosophy assists individuals to ask critical questions so that they can search meaningfully.
- It is essential that Christian principles, such as the dignity of the human person, rights and responsibilities in relation to the community, economic justice and the care of creation, permeate the entire curriculum.
- Campus ministry, with its emphasis on the development of the whole person, is a vital aspect of the total University mission.

“...and what the world is destined to become” (You Are Sent, 22).

Theory: In the process of education throughout life, human persons are drawn to ever-wider interaction with others in their search for meaning. They discover the world in which they live and seek ways to pattern their understandings into a meaningful whole; they come to love and respect others, taking responsibility for lives beyond their own; they expand their love and concern to include all peoples and the gifts of God’s creation.

Curricular corollaries flowing from theory:

- Wherever possible, the curriculum includes opportunities for student participation in community activities and service learning.

- Whenever possible, course content includes leadership development in critical areas of social justice within contemporary culture.

The Curriculum Promotes Women of Integrity and Leadership

Like Mother Theresa Gerhardinger, “we exclude no one from our concern, but are especially sensitive to youth and women and are impelled to prefer the poor” (You Are Sent, 24).

Theory: It is still necessary in our society to provide distinct opportunities for the education of women in an atmosphere that emphasizes and develops their potential. In order for all voices to be heard in matters that concern the well-being of our society and of the planet, under-represented voices need to be developed and to become a compelling influence in decision-making.

Curricular corollaries flowing from theory:

- The curriculum places special emphasis upon the needs and interests of women.
- Women are able to begin and complete their higher education in a university which takes into account their diverse ages and personal circumstances.
- The University provides ways to make higher education available to students most in need – that is, to students from under-represented groups.

“For us, education means enabling persons to reach the fullness of their potential as individuals created in God’s image and assisting them to direct their gifts toward building the earth. Like Mother Theresa, we educate with the conviction that the world can be changed through the transformation of persons” (You Are Sent, 22).

Theory: Human persons act because they want to be more truly themselves. They realize in some way that they are not yet complete. They are impelled to stretch and meet situation after situation in order to become all they are capable of becoming.

In their stretching beyond present bounds, human beings of every age have struggled to find values and purposes in life, challenging attitudes of futility, frustration and skepticism. Today, values that are undergirded by faith, by hope and by compassion are often threatened by a pervasive depersonalization, the sheer mass of knowledge, and the rapid rate of change. It is essential that educators guide students in the formulation of a strong value system and offer tools for the continual re-evaluation and fine-tuning of values worthy of the transformation of the human person, who, in turn, will help to transform society.

Curricular corollaries flowing from theory: With the Mount Mary Leadership Model as a backdrop, the curriculum seeks to develop self-generating individuals who will continue to foster their gifts, promote mutual respect, and inspire others after graduation.

- Students are encouraged to mature along a self-directed path, so that the integrity they claim is truly their own.
- Each course in the core curriculum provides:

- Insight into how this particular realm of knowledge can be a source of meaning in the present or at a future stage in life, providing an avenue toward a more just and truly human world;
 - A methodology for organizing knowledge according to this realm's inner structure in order to gain new insights and understandings;
 - A body of content that gives a broad foundation upon which to build for the future.
- It is critical that the curriculum be more holistic than fragmenting so that students have time to search out and contemplate their value system.

The Curriculum Is Grounded in the Liberal Arts

*Through the freedom of our educational
process,
“we... [administration, faculty, and students] are mutually
enriched.
We are enabled to grow in communion with God and with one another and
in acceptance of responsibility for the earth and its people” (You Are Sent,
25).*

Theory: A Catholic university provides the community of scholars with an environment where the two dynamisms toward knowing—faith and reason—meet and draw the whole person toward the search for truth and meaning. Reason, the human drive to know, stretches persons toward comprehensive meaning. Faith, grounded in the ultimacy of a liberating God, keeps reason open to possibility and impels person to deeper understanding.

Curricular corollaries flowing from theory:

- The curriculum provides for close contact between departments and meaningful relationships between faculty and students.
- Both faculty and students share in the search for truth and meaning, constantly holding faith and reason in a healthy tension.
- The curriculum enables the students to see the interrelationships of knowledge.

*There is an equitable exposure to a course of studies rooted in the liberal
arts: the humanities, the arts, the social and natural sciences.*

Theory: Human persons are beings who 1) search to find ultimate meanings, 2) understand and express themselves through symbols, 3) respond to beauty and truth, and 4) live as social beings 5) in a physical environment.

If the University assumes responsibility for educating the whole person, these five basic aspects of the human person must be encompassed in the curriculum.

Curricular corollaries flowing from theory:

- Students are required to choose some courses in each of several areas.

- The curriculum enables students to see the interrelationships of knowledge.
- Through broad exposure to the basic aspects of the human person, students are encouraged to develop a moral vision for society as a whole.

Choices ought to be provided within the liberal arts framework.

Theory: The University is an institution whose purpose is to help each student learn to master the process of her/his own education in the context of society and culture. To fulfill its purpose, the school must construct a curriculum which includes the totality of knowledge, values and skills needed by any person to appropriate those roles necessary for her/his own and society's well-being. The school must also construct a set of learning experiences which will enable students to appropriate that part of the total course offerings that is pertinent to them.

Curricular corollaries flowing from theory:

- Students are given some opportunity to plan their own program built on their own background, interests, aptitudes, and future goals.
- The curriculum allows for independent study.
- A good advisory system assists students to make wise choices.

It is possible to integrate professional and pre-professional training with a liberal arts education.

Theory: Since students must live in a society demanding ever-increasing skills and knowledge, the University assists them in developing these for their own and society's benefit. Through each student's choice of a profession or a major area of specialization, she/he will express her/his meanings to the wider community.

Curricular corollaries flowing from theory:

- The curriculum allows for depth in the major field of study.
- Where necessary, the curriculum allows for the fulfillment of accrediting standards in the professional areas.

The Curriculum Promotes a Particular Kind of Institutional Atmosphere

As an Institution, Mount Mary provides an environment conducive to the development of the whole person, with emphasis on a distinctive mode of leadership which develops the person in relation to the community:

“She/he is guided by her/his need for personal development and by the common good... The true development of each [person] fosters both diversity and a potential for greater unity.... We work actively, especially in our local situations, to eliminate the root causes of injustice in order to realize a world of peace, justice, and love. ...” (You Are Sent, 45 & 17).

Theory: The human person has both a sacred and a social dimension. Persons realize their dignity, their rights, and their responsibilities in relation with others, in community. The development of the whole person can be realized and protected only in the context of right relationships with the broader society.

Curricular corollaries flowing from theory:

- Aspects of the University program beyond course work are vital to the education of the whole person.
- Teachers promoting the institutional environment encourage students to broaden their social, cultural, service and personal experiences.
- The University has a responsibility to provide students with opportunities for the enhancement of their sacred and social dimensions, such as religious activities, guest lecturers, cultural events, and student organizations.
- The implicit curriculum includes the esthetic atmosphere, which the University develops in an intentional manner in order to enhance the kind of teaching/learning environment distinctive of Mount Mary University.

Undergraduate Education

To pursue its mission and beliefs most effectively, Mount Mary University has developed an academic program specifically designed to serve the educational needs of contemporary women. It encourages students to develop their abilities and respond to society's challenges from an educated perspective.

Students divide their studies among four areas: graduation course and competency requirements, which include writing, communication, mathematics and world language courses and global competency; a core curriculum which provides a liberal arts framework for understanding human knowledge; a major which integrates more intensive study in a field of special interest to the students and which often leads to a career; and elective courses.

Students complete 128 credits for graduation: 48 core credits (including the required writing, communication, mathematics and world language courses), an approved major with a minimum of 24 credits, 3-4 credits in a "global designated" course (participation in a Mount Mary faculty-led, credit bearing study abroad program may fulfill the requirement of a "global designated" course), and elective credits.

Students in continuous enrollment can normally expect to graduate by completing the course, competency, core curriculum and major requirements in effect when they matriculated. Note, however, that some of these requirements are determined by external accreditation agencies or regulatory bodies, and mandated changes may immediately affect current programs, especially within certain majors. Students are subject to such changes in regulations or programs made after their first registration unless, in the judgment of the Vice President for Academic Affairs, undue hardship can be substantiated.

Mount Mary builds its academic program around a core curriculum based on the human search for meaning. Through this search, students explore their own responses to the questions, "What does it mean to be a human?" and "What can a person become?"

Core Curriculum

The core curriculum consists of studies in five realms: Philosophy/Theology, Communication/Math, Fine Arts, Humanistics and Science. Each realm investigates the meaning of life from a different

perspective and with different methods. The core courses provide breadth within the liberal arts by allowing students to construct an understanding of the perspectives that each of the disciplines offers in each person's lifelong search for meaning.

The goals of the core curriculum are articulated in seven mission-based general education student learning outcomes. (See the Institutional Effectiveness Plan for information on learning outcomes assessment.) The Mount Mary University graduate will be able to:

1. Question and investigate the human meaning of life through study and dialogue of intellectual and/or religious traditions, especially the Christian tradition.
2. Critically analyze and evaluate ideas, texts, evidence and situations or products, develop an informed interpretation and effectively communicate conclusions or a point of view in writing.
3. Develop an analytical frame of mind that can make critical judgment of texts, situations, and/or products (e.g. courses in the major).
4. Develop an aesthetic awareness of the environment and/or develop creative self-expression for personal growth and enjoyment which can be shared with others.
5. Respect cultural differences, and recognize the interrelatedness of global domains (e.g. national, economic, technological, political, sociocultural, environmental, and aesthetic).
6. Act on issues of social justice within the contexts of personal values and shared leadership.
7. Identify and solve problems (i.e. scientific or quantitative reasoning) using relevant information and strategies.

A minimum of 48 credits is required to meet the core requirements. Certain departments designate specific courses to fulfill core requirements. Courses that count towards fulfillment of core requirements in a specific realm have a parenthetical realm designator following the course code. For example, ENG120 (cm) counts in the Communication/Math realm.



Creative Attributes

With the addition of the creative campus initiative in 2013, new elements of student learning are being inserted into the educational experiences of students. Faculty and students are being encouraged to step outside traditional learning approaches to prepare graduates who are creative and think innovatively. Establishing new student learning outcomes and assessing creativity are important elements of an expanded assessment process.

In 2014, the Strategic Planning Committee identified five attributes that characterize a creative campus. The attributes were also included in the final report of the Creative Campus Initiative Task Force. It is expected that through their course work, students will exhibit these attributes.

The task of the academic departments is to determine how the attributes connect to their goals, identify appropriate learning experiences, and establish assessment measures. The attributes are:

1. **Agility:** The ability to change course or direction in thought and/or action in response to sometimes unpredictable circumstances. Students who are agile are fluent, organized, perceptive, innovative, and utilize multiple approaches to problem solving. They exhibit dispositions of flexibility, improvisation, adaptability, and risk taking.

2. **Exploration:** The willingness to attempt something new and different and embark into unknown areas for purposes of understanding and enlightenment. Students who explore are observant, analytical, curious, speculative, and are pioneers, among the first to do such things. These students are adventurous, skeptical, not afraid to fail, inquisitive, and tenacious.
3. **Imagination:** The ability to create form for something new, connecting ideas to develop new creations, insights, patterns, solutions that pose counterfactuals and reason through their implications. Students who are imaginative generate ideas, synthesize complex issues, utilize questioning (What ifs), are resourceful, and exhibit divergent thinking. Dispositions include being contemplative, curious, and persistent.
4. **Open-mindedness:** While maintaining personal beliefs and perspectives, the ability to incorporate and apply outside frameworks into thought and practice. Students who are open-minded regularly revise their perspectives, are reflective, self-assessing, active listeners, and engage in divergent thinking. Dispositions include being receptive, flexible, empathic, self-aware, and tolerant.
5. **Navigating Complexity:** The ability to identify the separate components of a situation and to understand the connections and potential relationships between those components. Students are able to consider many factors simultaneously, synthesize and distill larger amounts of information, engage in multidimensional thinking, and are intuitive and spontaneous thinkers. Dispositions include the ability to see shades of gray, search for options, being comfortable with ambiguity, spontaneous, and are able to internalize multiple cultures.

A department may discover that not all five attributes are appropriate and/or related to the goals of its major. The identified attributes should be included as appropriate.

Description of Core Realms

Philosophy/Theology (phi/thy) Realm

The Philosophy/Theology (phi/thy) realm presents an overall definition of the meaning of life. Through study of theology and philosophy, students reflect on their own identity, their purpose in life and their relationship with God.

Students are required to earn 10 or more credits in the philosophy/theology realm. These credits must include the introductory course entitled “Search for Meaning,” three or more credits in theology and three or more credits in philosophy.

By means of the core courses in this realm, the student is to:

- Engage in a self-developing investigation on the large questions of human life in the framework of Christian truth and heritage.
- Become critically aware through this investigation of her own role in society and her responsibility to society.
- Acquire, by the very nature of the realm, an appreciation of the meaning of the arts, the humanities and social and natural sciences.

Communication/Math Realm

The Communication/Math (cm) realm develops a student's ability to express themselves and translate others' self-expressions. Through the communication arts of composition, speech, linguistics, world language, mathematics and computers, students learn to communicate the meanings they discover in other realms.

Students are required to earn eight or more credits in the Communication/Math realm. These credits must include an appropriate math course, one semester of a world language, Composition II, and a minimum of two credits in a designated public speaking course.

Writing Requirement

Students are expected to successfully complete ENG 120: College Research Writing prior to their junior year. Transfer students with more than 60 credits must begin coursework to complete the writing requirement within their first 16 credits of enrollment and must complete the writing requirement within their first 24 credits of enrollment.

Many students begin the writing sequence in ENG 110: Introduction to College Writing. Depending on their placement in the writing sequence, some students will concurrently enroll in a 1-credit hour, pass/fail course, ENG 111: College Writing Workshop, alongside ENG 110. Students placed into ENG 110: Introduction to College Writing must receive a grade of "C" or better in order to enroll in ENG 120: College Research Writing.

Individual departments may require earlier completion of the College Composition writing requirement.

Mathematics Requirement

All Mount Mary University students must successfully complete a math course (min. 3 credits) in category 3 or higher. Students must enroll in a course in their placement category, or appeal the placement category to the Chair of the Math Department.

Students must complete the Math requirement prior to their junior year. Transfer students with more than 60 credits must begin coursework to complete this requirement within their first 16 credits of enrollment and must complete the requirement within their first 24 credits of enrollment.

World Languages Requirement

All Mount Mary University students must have exposure to a language other than English. This requirement may be satisfied in the following ways:

- Successful completion (passing grade) of an appropriate three- or four-credit world language course at Mount Mary University;
- Two years of study of the same language in high school with average grades of C or higher;
- Three or more years of study of the same language in high school with passing grades;
- Transfer of an appropriate college-level world language course with a grade of C or higher;

- Successful completion of a language proficiency exam. Students wishing to use this option must contact a testing center for a proficiency exam in their language. Some institutions may charge a fee for this exam. Students are responsible for ensuring the results of such an exam are communicated to the Admission Office at Mount Mary University;
- A score on the TOEFL (Test of English as a Foreign Language) exam that qualifies a non-English speaking international student for admission to the University; (Available for international students only.)
- Documentation from the student's guidance counselor or advisor to indicate that the student is a non-native speaker of English.

Oral Communication Requirement

All Mount Mary University students must demonstrate proficiency in basic oral communication skills. This requirement may be satisfied in the following ways:

- Successful completion (passing grade) of one of the following Mount Mary courses: COM 104 Public Speaking; COM 205 Professional Business Presentations; COM 210 Speech Communication for the Classroom Teacher;
- Transfer credit for a skills-based course focused on public presentations.

Questions regarding the oral communication graduation requirement should be addressed to the chair of the Communication Department.

Humanistics (ant/hum/psy/his/soc) Realm

The Humanistics realm focuses on the relationships among people. Through the study of history, political science, sociology, psychology, anthropology, cultural geography and economics, students explore past and present societies.

Students are required to earn nine or more credits in the Humanistics realm. These credits must include three or more credits in history and three or more credits in the behavioral or social science area.

By means of the core courses in this realm, the student is to:

- Develop a deeper appreciation and understanding of the human person as an individual and as a member of society through a study of her past and her interrelationship with her total environment;
- Become a discerning citizen who can utilize principles of social justice to make a contribution to society;
- Broaden perspectives concerning other people and ideas;
- Acquire skills significant for approaching today's problems: the ability to think critically, analyze objectively, and draw logical conclusions.

Literature/Fine Arts (lit/fa) Realm

The Literature/Fine Arts realm emphasizes the human relationship to beauty. Students study literature, music, art, drama and dance to understand and appreciate this relationship.

Students are required to earn nine or more credits in the Literature/Fine Arts realm. These credits must include three or more credits in fine arts and three or more credits in literature.

By means of core courses in this realm, the student is to:

- Develop an aesthetic awareness of the human person and her environment;
- Use her creative expression for her own pleasure or for sharing;
- Confront the expression of the human person's creative nature and develop a respect for it;
- Improve critical judgment and artistic taste.

Science (sci) Realm

The Science realm studies the relationships between people and their physical environment. Students study earth science, biology, chemistry and/or physics. Students are required to earn three or more credits in the Science realm.

By means of the core course in this realm, the student is to:

- Grow in appreciation of her physical person, her physical surroundings, and her individual and corporate responsibility to the environment;
- Acquire facility in applying the scientific method in her pursuit of knowledge by observing critically;
- Recording data accurately;
- Drawing logical conclusions;
- Keeping an open mind to new development;
- Become scientifically literate;

SYM 110: Leadership for Social Justice

All traditional age, first year students with fewer than 15 credits are required to take SYM110 Leadership Seminar for Social Justice. Some programs may also require this course for all of its students. This course may count toward the 48-credit core requirement, but does not satisfy a requirement in any specific realm.

Global Competency

All Mount Mary students are required to take one "global-designated" course (3-4 credits) or participate in a Mount Mary faculty-led, credit bearing study abroad program.

Undergraduate Academic Programs

A list of current majors and minors offered at Mount Mary University can be found in the current Undergraduate Bulletin and on the University website at www.mtmary.edu.

The following policies apply to students in each of the academic programs. Exceptions are noted in the description.

Majors

A major is generally understood as a well-organized, progressively more challenging, sequence of courses in a single area of study. A minimum of 24 semester hours is required in the field of a major sequence. Unless otherwise specified, transfer students are required to complete a minimum of 12 semester hours within the major at Mount Mary University.

It is the general policy of the University that a student must have been accepted by her major department prior to registering for her junior year. Departmental advisors will not approve course selections beyond 60 credits if the student is not a member of that department. (Note department-specific timelines for transfer students.)

Department Admission Requirements

Specific requirements for admission to a professional area or a department are to be found in the “Programs of Study” section of the Undergraduate Bulletin.

Professions

A number of the majors are intended to prepare the student for a particular profession. The choice of a profession leads an individual to express most clearly who she is. Her profession allows a woman to convey her unique interpretation of meaning to the wider community. By means of the professional courses, the student is to:

- Open an avenue of self-expression in the individual’s search for meaning;
- Bring to professional practice a sensitivity to human needs based on knowledge of the person and Christian principles;
- Recognize and deal with her particular assets and limitations to become a competent professional;
- Develop effective interaction through use of the communication arts;
- Develop the ability to incorporate personal esthetic sensitivity to professional service;
- Understand the significant contribution her profession can make to improve the quality of life;
- Acquire specialized knowledge, skills, and attitudes appropriate to competence in a given profession;
- Demonstrate basic complementary knowledge pertinent to her professional preparation;
- Integrate theoretical knowledge with practical knowledge through professional learning experiences in the community;
- Affirm the ethical values basic to her profession;
- Develop an enthusiasm for the pursuit, evaluation, and acceptance of new knowledge for a professional lifetime.

Professional Fieldwork for Accredited Academic Programs

Mount Mary University students involved in any course of study that requires supervised fieldwork prior to or beyond graduation, for which Mount Mary University makes arrangements, may be considered enrolled during such affiliation. Such students must complete the appropriate enrollment forms for the semester through the Registrar’s Office in order to be considered enrolled. State law requires that background checks be conducted prior to beginning fieldwork experience. A fee is charged; see the

appropriate academic department listing in the Undergraduate or Graduate Bulletin for more information.

Paid and Unpaid Internships for Non-Accredited Academic Programs

Students involved in any course of study that requires or offers an optional internship experience must register for the internship along with other courses during the designated semester and fulfill all requirements for the internship within the semester in which the placement is scheduled. Early start and late end dates that are **required** by the internship site but fall within close proximity (e.g. 2-3 weeks prior to or after) to a specific semester may occur. In the case of a late end date that may extend beyond a deadline to submit grades, faculty and students must submit a Course Completion Agreement Form to the Registrar's office. Students participating in placements that require work over multiple semesters must register for the internship along with other courses each semester.

Faculty must align internship supervision credits toward load during the semester in which a student is registered.

Student-Designed Majors

Students may design their own majors by seeking the sponsorship of two faculty members and preparing a rationale and proposal for the major to be approved by the departments involved and the Dean for Humanities, Social Sciences and Interdisciplinary Studies. The Dean for Humanities, Social Sciences and Interdisciplinary Studies assists the student in preparing the rationale and proposal and may serve as her academic advisor.

Double Majors

Any female student may complete a double major, provided that she earns a separate set of at least 24 credits for each major. It is important for a student pursuing a double major to consult regularly with both department chairs. Male students are limited to the option of completing a minor, in addition to a RN to BSN degree.

Minor Studies

A minor is generally understood to be a planned sequence of courses requiring a minimum of 18 credits in a field different from a student's major course of study. Departments that offer minors indicate this in the Undergraduate Bulletin as a part of their departmental information. For a transfer student, the minimum number of credits taken toward the minor at Mount Mary University is nine (9). *For all students, the minor must have a minimum of nine (9) credits unique to the minor (i.e., credits that do not fulfill the same requirements as the student's major)*

Concentration

A concentration is an area of specialization within a major. Departments specify where a choice of concentration is necessary.

Post-Baccalaureate Programs

A person who holds a bachelor's degree from an accredited college or university may earn a second major (a post-baccalaureate certificate) or a second bachelor's degree from Mount Mary University.

Pre-Baccalaureate Certificates

A credit certificate is awarded at the end of a course of study in a particular specialization to recognize that the student has gained expertise in that area. Typically credit certificates range between 12 and 24 credits. A certificate is outside of a formal degree program such as a B.A. or an M.A. but can be combined with formal degrees to indicate an area of additional specialization. Students enrolling to pursue a credit certificate must meet all the admission requirements of the university.

Pre-Baccalaureate certificates are available in Spanish and Peacebuilding. Requirements are listed, respectively, in the World Languages and Sociology departmental sections of the Undergraduate Bulletin.

Youth Options

The Youth Options program is a program sponsored by the Department of Public Instruction (DPI) and provides an opportunity for juniors and seniors, who attend public high schools in Wisconsin, to take university level courses and receive high school and university credit. The course content must reflect something that is not offered at the high school and it must be preapproved through the student's school district. Tuition and fees are covered by the local school district. Students attend classes at the University. Students need to initiate the process through their high school guidance counselor by submitting a Youth Options Program Plan and Report. For more information, please contact the Admission Office.

Continuing Education

Various departments and programs within the University award academic credit, certificates of completion, continuing education units, archdiocesan clock hours, Wisconsin Department of Public Instruction clock hours or other crediting systems appropriate to the course expectations and to the profession. Information regarding continuing education opportunities is available through the Admissions Office.

Requirements for an Undergraduate Degree

The University confers upon those who have met its scholastic and other requirements the degrees:

- B.A. Bachelor of Arts, emphasizing the humanities;
- B.S. Bachelor of Science, emphasizing the sciences;
- B.S.N. Bachelor of Science in Nursing;
- A dual baccalaureate (B.A. or B.S.) and Master of Public Health degree is offered in collaboration with the Medical College of Wisconsin.

For graduation a student must:

- Complete satisfactorily a minimum of 128 credits;
- Fulfill the writing, math, communication, world language course requirement;
- Fulfill the global competency requirement;
- Fulfill all core curriculum requirements, including SYM 110;
- Maintain a cumulative grade point average of 2.0;
- Have been accepted into at least one recognized major area of study, and have fulfilled all requirements of that major;
- Participate in required assessments (core and major);
- Complete the required graduation audit of core (in Registrar's Office) and major (by department) credits;
- Complete, at minimum, the senior year or the last 32 semester credit hours at Mount Mary University or a partnering institution.

Post-baccalaureates pursuing a second major/certificate must submit all official university transcripts. High school transcripts are not required. Persons desiring to obtain a second major/certificate must satisfy all admission requirements in force for transfer students, have departmental approval and fulfill the requirements of that major.

Individuals earning a second bachelor's degree must satisfy all admission requirements for transfer students (high school transcripts are not required); earn at least 32 credits at Mount Mary beyond the completion of studies for the first degree; satisfy all core requirements; maintain a C (2.0) average and fulfill the requirements of the major.

Registration

No one is permitted to attend class who has not registered. The names on the class list indicate to the instructor that these students have completed the registration process. Selection of courses for current students for the following semester begins in the current fall or spring semester. Registration information can be found in the schedule of classes online at My Mount Mary (my.mtmary.edu) the University's intranet site.

Students are responsible for observing the regulations regarding requirements for sequence of courses and for the degree. All registrations must be approved by the student's advisor and registration clearance must be granted. Any student making a change from that approved at registration is responsible for confirming the change with her advisor.

Classification of Undergraduate Students

A full-time student must carry at least 12 credit hours a semester. Students who have earned fewer than 30 credits are classified as first-year students. Minimum requirement for sophomore status is 30 hours of credit; for junior status, 60 credits; and for senior status, 90 credits.

Undergraduate Course Load and Overload

Although a typical course load is 16 credit hours each semester, full-time students may vary this by enrolling for 12 to 18 credit hours.

Only students earning an overall grade point average (GPA) of 3.5 or a 3.5 for the preceding semester will be permitted to take more than 18 credits. Permission of the associated school dean of a student's major is required before enrolling for an overload. An extra tuition fee is charged for each credit over 18.

Maximum Undergraduate Credit for Summer Courses

A normal credit load is approximately one credit per week of formal course work, with a maximum of eight credits within the six-week session. For undergraduate and graduate students, permission of the associated school dean of a student's major or graduate program is required for overloads. Please refer see the Accelerated Program Student Handbook for information related to course load for students in the [accelerated program](#).

Courses Out of Sequence

The division of courses into different levels indicated by the 100, 200, 300, 400 numbers of the courses is designed to assure that there not be a great disparity in educational experience among the students in a particular class. First-year students taking courses with almost all seniors may be at a disadvantage presumably from the standpoint of knowledge base on a particular topic. On the other hand, lower division courses may, in some instances, not offer sufficient challenge for juniors and seniors. It is not desirable for a student to take a course out of sequence or to take a course two levels above or below her level.

Adding/Dropping a Course

Changes in course registration (adds & drops) must adhere to deadlines published in the academic calendar. Changes that cannot be made online generally require the instructor's and advisor's signature. The last day to drop a course is ordinarily when approximately 60% of the class meetings have been held. The exact date can be found in the official academic calendar, published online at My Mount Mary (my.mtmary.edu). Ceasing to attend class, notifying the instructor or non-payment of tuition does not constitute authorized dropping of a course; such actions will result in academic and/or financial penalty, including a grade of "F" and liability for full tuition payment. Undergraduates can add or drop courses online until the census date. After that time, drop forms are available online on My Mount Mary until the last day to drop classes. Graduate students may add courses online until the census date and drop courses online until the last day to drop a class.

Faculty members should notify the Registrar's office according to procedure, and enter an early alert on the FinishLine System to indicate a student's non-attendance. All faculty are required to document student attendance regularly on E-Learning to comply with U.S. Department of Education requirements.

Students who receive federal financial aid funding should check with the Office of Financial Aid when any changes are made in course registration for the semester.

A student may not receive credit for any course for which they are not officially registered.

Leave of Absence

Undergraduate students who anticipate leaving Mount Mary for no more than two consecutive semesters (inclusive of the semester in which a student leaves, but not including summer) may request an official "Leave of Absence" and return under the curriculum that was in place when they left. Students are not allowed to attend another educational institution while on Leave of Absence.

All leaves of absence from the University are processed through the Office of the Registrar. For students who are currently enrolled, the last day to request a leave of absence from the University with grades of "W" coincides with the last day to drop a course and is noted on the academic calendar. The academic calendar is published on the Mount Mary website www.mtmary.edu and on my.mtmary.edu. Medical leaves and other exceptional leaves (with grades of "W") may occur up to the last day of classes and must receive approval from the School Dean. In all cases, students are responsible for understanding the implications of a leave of absence on their progress towards graduation and their eligibility for federally funded financial aid. Authorization of exceptions may only be granted by the dean of the school of the student's major.

Re-entry to the University after an Official Leave of Absence

Students who are granted an official Leave of Absence must indicate their intent to reenter the University online at least two weeks prior to the semester for which they are returning. A student who reenters the University after a leave of absence will be subject to the curricular requirements in place at the time of her initial entry to the University.

Withdrawal

Undergraduate and post-baccalaureate withdrawals from the University are processed through the Office of the Registrar. The last day to withdraw from the University with grades of "W" coincides with the last day to drop a course and is noted on the academic calendar. The academic calendar is published on the Mount Mary Web site www.mtmary.edu and on my.mtmary.edu. Medical withdrawals and other exceptional withdrawals (with grades of "W") may occur up to the last day of classes and must receive approval from the dean of the school of the student's major. In all cases, students are responsible for understanding the implications of a withdrawal on their progress towards graduation and their eligibility for federally funded financial aid.

Any student who fails to register will be considered withdrawn. Students who register, but fail to attend any classes by the census date will be administratively withdrawn.

Re-entry to the University

Students who withdraw (or are administratively withdrawn) must apply for reentry through the Admission Office. A student who reenters the University will be subject to the curricular requirements in place at the time of reinstatement.

Reserved Credit

An option for upper-level, high-achieving (generally 3.3 GPA or higher), undergraduate Mount Mary students is to earn reserved graduate credit. The credits earned must be in excess of the 128 required for the undergraduate degree. A maximum of 12 reserved graduate credits may be taken. Reserved graduate credits may not be applied to meet undergraduate requirements and may not be used towards a full time course load for financial aid purposes. Information and application materials may be obtained from the Office of Graduate Admissions.

Residency Requirement

The last 32 semester hours of students' degree programs must be completed at Mount Mary University. Students who have attained senior standing after completion of three years of residence and who have then been accepted by a school of advanced professional study may secure a Mount Mary University degree as follows: In addition to Mount Mary University graduation requirements, candidates will be required to validate successful completion of the first year's work in the professional school in which they have enrolled. A Mount Mary University degree will be granted only after submission of a professional school transcript.

Attendance Policy

Students are expected to attend all scheduled classes in the courses for which they are registered. This policy is based on the belief that all members of the class, students as well as faculty, are integral to the learning process and that absence will have a detrimental effect on the student's academic achievement. Individual faculty members announce during the first week of classes each semester the extent to which class attendance and participation are required in the course. These requirements are described in the course syllabus. Students are responsible for meeting the requirements as specified by the course instructor. Student absences from required coursework, quizzes and examinations for sickness or other justifiable cause may occur; however, this is still considered an absence and may have an impact on the final grade for the course. Arrangements for making up work missed are determined by the instructor and the student.

In case of prolonged illness when a student is unable to attend classes, it is strongly recommended that the student contact the instructor, their advisor or a Student Support Consultant, so that advice can be provided on the most appropriate course of action.

Undergraduate Grading Policies

Grade and Quality Points

The grades given for academic achievement are interpreted as follows:

Grade Quality Points		Numerical Equivalent	
A	Superior	4.00	95-100
AB	Between A and B	3.50	91-94
B	Above Average	3.00	87-90
BC	Between B and C	2.50	83-86
C	Average	2.00	79-82
CD	Below Average	1.50	75-78
D	Unsatisfactory, but 74 passing	1.00	70-
F	Failing	0	69 or below
P	Pass		70 or above
I	Incomplete		
AU	Audit		
W	Withdrawn		
NR	Not Recorded		

The numerical equivalents listed for grades are to be used as guidelines.

Incompletes

Ordinarily the grade of Incomplete may be given for reasons of health or other serious emergency that occurs at the end of a course. If students have not completed all requirements of a course by the time of the final grading period, do not have a serious reason, and/or have not made arrangements with the instructor to receive an Incomplete, they will be graded on the basis of work completed by the end of the grading period.

When an Incomplete grade is granted, outstanding work for the course in question must be completed no later than the end of the semester following that in which the Incomplete is granted. At that time students will receive the grade that their work merits. If no work is submitted, the Incomplete grade will be changed to an F. A Course Completion Agreement Form, signed by the student and faculty member involved must be filed in the Registrar's Office as a formal record of the details of the incomplete work and the student's awareness of the obligation to complete the remaining coursework successfully.

Pass/Fail

To encourage students to explore areas and to broaden their interests, juniors and seniors are permitted to take elective courses outside their major(s) on a Pass/Fail basis. Core curriculum courses may not be taken P/F. In two years a student may take 16 credits on the Pass/Fail system. A grade of Pass or Fail rather than a letter grade is given for each course. The credits for such courses apply toward graduation, but the Pass/Fail grades are not included in the student's cumulative grade point average.

Students wishing to take a course for Pass/Fail must complete the pass/fail form online on My Mount Mary before mid-term.

A Pass grade at the time of grade closing cannot be converted to a letter grade at a later date. Any student who originally registered for Pass/Fail status but who wants instead to obtain a letter grade must make an official change of status in writing in the Registrar's Office and with the course instructor before midterm.

Auditing

Auditing allows students to attend classes without being required to take examinations or complete projects. With the instructor's permission, students may audit regularly scheduled classes in which space is available; audits are not available for independent study, private lessons, internships and many studio/laboratory and/or computer-based courses.

Students wishing to take a course for Audit must complete the Audit form online before the last day to drop a semester class. The decision to audit is made at the time of registration, but a change to credit status may be made up to the end of the first week of class. A student may change from credit to audit, but this must be done by the last day for withdrawal from classes, as listed in the academic calendar. See also Tuition and Fees Brochure for tuition charges.

The minimum requirement to receive an audit (AU) designation is regular attendance, but individual instructors may have higher requirements, including a written contract. There are no restrictions for taking the same course for credit at a later date. However, after auditing a course, students may not receive credit through "credit by examination." Audit courses do not count toward graduation or the completion of a program, nor do they count as part of academic load for purposes of financial aid.

Cumulative Grade Point Average

The cumulative grade point average (GPA) is computed by dividing the total number of quality points earned by the total number of graded credit hours completed at Mount Mary University.

The manner in which the grade point average is computed is illustrated in the following example of a student's first semester grades:

	Course Grade		Quality Pts.
College Composition	AB = 3.5	x 3 credit hours	= 10.5
Drawing	B = 3	x 4 credit hours	= 12
Basic Sociology	A = 4	x 4 credit hours	= 16
Introductory Algebra	C = 2	x 4 credit hours	= 8

15 credit hours = 46.5 total quality pts.

Grade point average = $46.5/15 = 3.1$

Grade Point Average for a Returning Mount Mary University Student

An undergraduate student who withdraws from Mount Mary University for a minimum of ten (10) years and then returns to complete a degree may request that the grade point average (GPA) from the earlier coursework be excluded, so that only the coursework completed after readmission would be counted for the cumulative GPA. To qualify for this request, the GPA computed at graduation must be based on at least sixty (60) credits of course work.

The request must be made in writing to the dean for the school of the student's major, prior to the start of the semester in which the student will graduate. If the request is granted, a copy of this policy would be included with the official transcript.

If a student's grade point average drops below 2.00 in her final semester, she will not be permitted to graduate at that time.

Transfer Credit

Mount Mary University will grant credit for courses taken at other institutions in which the student has earned a grade of C or higher. In accepting transfer credit from other institutions, Mount Mary University will record these grades on the Mount Mary University transcript and will not reflect the grades in the University grade point average (GPA). Transfer credit hours accepted will be included in credit hours earned for graduation. Courses taken prior to enrolling at Mount Mary University must be presented for evaluation no later than the end of the first quarter of enrollment. For additional information, please refer to the section on transfer policies in the Admission section of the Undergraduate Bulletin.

Repeating a Course

A course repeated in an attempt to improve a grade counts only once for credit. The grade for that course is the last grade earned, even if that grade is lower than that received upon a previous attempt. Both grades will appear on the transcript but only the last grade earned will be used in the calculation of the GPA.

Appeal of a Grade

Any undergraduate or post-baccalaureate student who receives an unsatisfactory decision in an academic matter (*e.g.*, grades, probation) has the right to appeal the decision. The appeal process is intended to ensure that students and faculty have access to procedures that ensure due process.

Principles guiding this process are:

- Informal negotiation and appeal occur at the source of dissatisfaction.
- Formal appeal occurs at levels above the source of dissatisfaction.
- Panel appeal occurs outside the involved department.

Final Exams

Final examinations are scheduled at the end of each semester. Students are expected to take all examinations at the scheduled time. Absence from examinations, except for reasons satisfactory to the instructor, will constitute a failure.

If a student has more than three examinations scheduled on the same day, she may request that one examination be changed to another day. In the event of an emergency that could prevent a student from taking an examination at the posted time, the student must contact the instructor and individual arrangements will be made.

Faculty must include a final exam or culminating experience for students on the scheduled exam day in order to meet Carnegie Hour requirements for the course.

Academic Standing

Academic standing at the University and the requirements for graduation are determined by the quality and quantity of work completed. Quantity of work is measured by the number of credits in courses successfully completed. Quality of work is registered by the number of quality points earned for that work. The relationship between quality and quantity of work yields the cumulative grade point average (GPA).

The cumulative grade point average is based on all the graded credits earned at Mount Mary University. Each student is expected to maintain a minimum 2.0 grade point average. A student whose cumulative average falls below the minimum requirement of 2.0 will be placed on academic probation. Refer to the section, “Academic Probation and Dismissal from the University” for further information.

If a student’s grade point average drops below 2.0 in her final semester, they will not be permitted to graduate until she raises her GPA to the required minimum.

Additional information about academic requirements of departments and majors is contained in the Programs of Study section of the Undergraduate Bulletin and in the Graduate Bulletin.

Academic Probation and Dismissal from the University

A full-time degree-seeking undergraduate student will be placed on academic probation for failure to maintain a minimum cumulative 2.0 GPA. A student whose cumulative GPA stays the same or decreases in the probationary semester will be subject to dismissal. If the cumulative GPA increases but is still below 2.0, the student may be granted a second probationary semester to achieve the required 2.0 GPA. Although summer coursework counts in the GPA, students receive a full fall or spring probationary semester to raise their GPA.

A part-time degree-seeking undergraduate student placed on probation for failure to maintain a 2.0 cumulative GPA must achieve a 2.0 cumulative GPA within 12 additional attempted credits of work; to extend the probationary period, the student must demonstrate steady progress toward a cumulative GPA of 2.0.

An undergraduate student who is placed on probation or dismissed from the University may appeal the decision if there are extenuating circumstances. Decisions regarding appeals of academic dismissal and re-entry or probation are determined by the dean for the school of the student’s major whose office can provide more information about the appeal process.

Honors and Awards

Dean’s List of Undergraduate Honor Students

After the completion of each semester, the VPAA will compile the Dean’s List. To be eligible for this distinction, full-time students must have attained a grade point average in that semester of 3.6 or higher while completing at least 12 graded credits, and have no incomplete or failing grades. Part-time students are eligible for the Dean’s List when they have earned a 3.6 GPA in that semester while completing at

least eight graded credits and have no incomplete or failing grades. The Dean's List is based only on graded credits earned at Mount Mary University.

Graduation with Honors

To graduate with honors, students must have earned at least 60 graded credits at Mount Mary University; have a cumulative grade point of 3.60 for cum laude, 3.80 for magna cum laude, 3.90 for summa cum laude; and have fulfilled any special departmental requirements. Second degree recipients are eligible for graduation with honors only if they meet the above criteria and the cumulative grade point of their entire first undergraduate degree credits and the courses taken at Mount Mary University are sufficient to meet the criteria above. Students whose grade point average qualifies them for graduation with honors the semester prior to graduation will be recognized at the commencement ceremony.

The University does not calculate honors for graduate degrees.

To be eligible for election to Kappa Gamma Pi, national Catholic university honor society, or to Delta Epsilon Sigma, national scholastic honor society for universities and universities with a Catholic tradition, students must qualify for graduation with honors and demonstrate qualities of leadership and service.

Honor Societies

Scholastic

Delta Epsilon Sigma is a national scholastic honor society for universities and universities in the Catholic tradition. To be eligible, undergraduates shall have completed at least 50% of their credit requirements at a level equivalent to graduating cum laude (3.6 GPA). For graduate students, eligibility means that they must have completed one-half of their program with above average performance, continuing toward the graduate degree. Kappa Gamma Pi is a national Catholic college honor society. The candidates for membership must have completed four semesters of college or the equivalent and they must have attained a grade point average sufficient for graduation with honors (3.6). Membership becomes effective upon graduation.

Professional

Students may qualify for election to professional societies. General requirements are high scholarship, demonstrated interest in the field and satisfactory completion of minimal course work, although each society establishes its own criteria. The societies are Alpha Kappa Delta (Epsilon Chapter), sociology; Alpha Mu Gamma (Alpha Omega Chapter); world languages; Beta Beta Beta (Theta Alpha Chapter), biological sciences; Kappa Mu Epsilon (Wisconsin Alpha Chapter), mathematics; Lambda Pi Eta (Tau Iota Chapter), communication and public relations; Phi Alpha Theta (Delta Omega Chapter), history; Pi Theta Epsilon (Zeta Chapter), occupational therapy; Psi Chi, psychology; Sigma Tau Delta, English; and, Theta Alpha Kappa, theology.

Honors Program

The purpose of the Mount Mary University Honors Program is to reward superior scholarly achievement and to provide special challenges to serious students who wish to achieve maximum

benefit from their college education. Students completing the program receive the diploma citation, “Graduation in the Honors Program.”

The Honors Program is administered by a director who chairs the Honors Program committee. The Committee is composed of faculty representatives as well as appointed student representatives.

Incoming first-year students fulfilling at least two of the following criteria are invited to join the Honors Program:

- High school grade point average of 3.5 or higher;
- Rank in the upper 10 percent of their high school class;
- Scores of 25 or above in the ACT or 600 in one area of the SAT.

First-year students achieving a 3.5 GPA upon completion of the first semester also may apply for admission to the program. Any current Mount Mary student, full or part-time, with at least a 3.5 GPA, is eligible to join the program. Transfer students who come to Mount Mary with a 3.5 grade point average from their previous college may join the program. Returning students need to complete 12 credits with a 3.5 GPA before applying for admission to the program.

The Honors Program offers seminars, often interdisciplinary, which explore various aspects of a central theme. It also includes a co-curricular component that encourages and recognizes such activities as participating in a local, regional or national convention, organizing an extra-classroom event on campus or successful office-holding.

The honors student must achieve a cumulative GPA of 3.5 at the time of graduation to receive the diploma citation “Graduation in the Honors Program.”

Student Advising

Academic advising at Mount Mary University is based on a developmental advising model. Incoming students are assigned an advisor in their major department, with double majors assigned advisors in both departments. Students who are exploring and have not yet declared a major, or students in transition between majors, will be provided with an advisor with expertise in advising students in transition. To change or declare a major, students fill out a new Declaration of Major/Minor form and submit it to the Office of Advising and Career Development, located in the Student Success Center on the first floor of the Haggerty Library Building. An advisor in the new major will be assigned.

All students, especially first-year students, are encouraged to meet frequently with their advisors to discuss the progress of their university studies, to seek solutions to problems they may encounter and to formulate goals for themselves that will help direct their experience in college. All students are free to seek academic and career advice from the Advising and Career Development staff (Student Success Center).

Faculty members who serve as advisors ensure that students understand both University and major program requirements and assist in selecting courses; however, students are expected to become progressively more responsible and proactive in both regards. In addition, advisors are expected to take a personal interest in their advisees and to serve as a source of referral to other departments or administrative offices, when necessary.

To change or declare a major, students fill out a new Declaration of Major form. This form is available from the Advising and Career Development office, located in the Student Success Center on the first floor of the Haggerty Library Building, advisors for the academic majors and on my.mtmary.edu. An advisor in the new major will be assigned.

Financial Aid

Mount Mary University make every effort to assist students in identifying sources of aid to help finance their education. The University participated in both federal and state financial aid programs. These programs are available to students enrolled in at least half time basis. In order to award financial aid in the most equitable manner, Mount Mary University uses the “Federal Methodology” of need analysis. This method of determining a student’s financial need is used in conjunction with the Free Application for Federal student Aid (FAFSA). The University expects all students receiving financial aid to file a FAFSA annually.

Certificate Programs

Mount Mary University Certificate programs are designed for working adults and intended to enable them to complete a certificate on a part-time basis in less time than would be required in a traditional program. Each course of study prepares the student for professional careers and personal growth by developing her leadership abilities, decision-making skills and competence in personal and professional interaction. To earn a certificate, a student must already hold a bachelor’s degree from an accredited college or university. Certificate programs are open to men as well as women.

Accelerated Courses

Eligibility for Accelerated Courses

Eligibility to take accelerated courses is a separate consideration from admission to the University. This distinction is based on the different demands placed upon the student who enrolls in accelerated courses and is intended to ensure that each Mount Mary student will have a reasonable opportunity to succeed in her program of study.

Purpose of the Criteria

Accelerated courses require that students are mature and skilled enough to master course material and skills equivalent to those in a non-accelerated course, but with two time limitations. The first limitation is that less time is spent in class. Less class time equates to less teaching time, which means that the students must be able to learn more of the class material outside of class. The role of the teacher shifts to being a guide and facilitator of that learning, in addition to providing actual instruction. The second limitation is the number of weeks the student has in which to master the course content. Accelerated terms span eight weeks instead of the 15 weeks of a regular semester. Students must be able to learn larger blocks of material each week, again emphasizing the student's ability to learn on their own.

Eligibility Criteria

The eligibility criteria for accelerated courses are based on the concept that a certain academic skill level, while essential, is not a sufficient indicator of a student's capacity to succeed in an accelerated format. Students also need a certain level of maturity and self-sufficiency that ordinarily come with time and adult work responsibilities.

The criteria assume that a student has been formally admitted to the University. Undergraduate students who previously attended Mount Mary apply for reentry through the Admission Office.

The eligibility criteria for accelerated courses are as follows:

- Have at least a 3.0 cumulative GPA;
- Have reached Junior status (the equivalent of 60 credits);
- Students may request an exception to this policy through the department chair who is offering the course.

A student who meets the above criteria should contact their Academic Advisory for a copy of the form *Request to take an Accelerated Course*. The form must be completed by the student and signed by their advisor in order to register for the course. Students must request an authorization for each subsequent accelerated course.

NOTE: Students in the RN to BSN or Nursing 1-2-1 Program will be placed into accelerated courses by their nursing advisor.

Registration

Students may register for classes one sub-term at a time or, except for summer, for both sub-terms within a semester. A student who is registered for the first sub-term in a semester may register for the second term online. Financial aid disbursements and payment plan schedules may vary according to whether the student has registered for a single sub-term or for both sub-terms in a semester. Please consult the Financial Aid Office or the Business Office.

Add/Drop/Course Withdrawal

Eligible students may register for an eight-week or Saturday accelerated course up to the beginning of the first class session. There is no add period once the class begins.

For an eight-week course: A student may drop a course and not have it appear on their record any time up until the second class session. A withdrawal after that time and before the seventh class session for an eight-week course will result in a grade of "W" (withdrawal). After the seventh class session begins, a student may not withdraw. If a student misses the first two classes of an eight-week class the student is administratively withdrawn from the class.

Faculty must notify the Academic Advisor and Registrar of a student who needs to be administratively withdrawn due to missing the first two classes of an eight-week class. The Faculty and Academic Advisor will work with the Registrar's office to have the student administratively withdrawn.

Drops and withdrawals may affect a student's eligibility for financial aid. It is the student's responsibility to determine if there is any impact on aid eligibility. Forms for adds, drops and withdrawals may be obtained from the Registrar's Office and must be turned in to the Registrar's Office. Withdrawals are dated according to when they are turned in to the Registrar. The signature of the school dean or the student's academic advisor is required.

Withdrawal from School

Students who wish to withdraw from school entirely either between terms or during a term must contact the dean for the school of the student's major.

Attendance

Because of the nature of accelerated courses, student attendance at each class session is essential. A student who must miss a class due to unforeseen and uncontrollable circumstances should notify the faculty member as soon as possible. The student is responsible for making up missed work and obtaining class notes. In addition, at the discretion of the instructor the student may be given alternative assignments to make up for the classroom experience.

For an eight-week course, a second absence from the same course will result in a lowering of the student's grade by one full letter grade, e.g. from a "B" to a "BC". A third absence will result in a grade of "F" or, if the withdrawal deadline has not passed, the student may withdraw from the course. If a student misses the first two classes of an eight-week class, the student is administratively withdrawn from the class.

Accelerated Course Syllabi

Because the accelerated format places such a premium on time, faculty expect students to have completed a preliminary assignment prior to the first class. To make this possible, course syllabi will be available to students at least two weeks before the class begins, sooner if possible. The chair of the department in which the course is offered works with faculty regarding the due date and content of this syllabi.

Students will be able to obtain a copy of the syllabus by logging in to My Mount Mary and going to E-Learning for the particular course.

Syllabi and Textbooks

A detailed course syllabus dated for the current semester, that includes course number and title, required texts, class day, all class dates, time, classroom, instructor's name, instructor's contact numbers, University's mission, course objectives, grading policy, academic honesty and integrity policy, accessibility statement, and an outline of assignments, (see Chapter VI/Appendix--Outline for Creating A Course Syllabus), is required two weeks before a Term starts (note: not two weeks before the first class meeting). A student assignment due at the first class meeting is strongly encouraged because of the compressed nature of accelerated classes. A copy of the syllabus should be sent electronically to the chair of the department in which the class is offered and posted on E-Learning as a pdf document. Students are expected to have purchased and received their textbooks prior to the first night of class.

Class Policies

Class time should be fully utilized. The accelerated class time is quite limited, and students are aware that they will be in class all eight weeks for the required time. If a class needs to be canceled for any reason the class must be made up before the Term ends. The faculty member needs to determine the make-up night/Saturday with the class during the first class. Once the make-up date has been determined the faculty member should notify the chair of the department in which the class is offered.

Graduate Division

Graduate Education

Graduate education at Mount Mary University provides academic and professional advancement opportunities to women and men that are consistent with the institutional mission of the University. Doctoral and Master's degrees, professional continuing education, and advanced personal enrichment courses of study are available. Mount Mary provides graduate education that results in students who are committed to being critical and creative scholars, ethical and just human beings with a global perspective, and leaders who put knowledge into transforming action.

Graduate education represents mastery of an academic discipline and is different from undergraduate education. It is characterized by specialized training in the discipline's theory, research methodology, and critical analysis. It also offers students the opportunity to develop the skills necessary to generate knowledge and to apply existing knowledge. It also contributes to students acquiring the professional ethics and values of the discipline.

Graduate programs may have a variety of orientations or goals. Some degree programs stress the traditional orientation of emphasizing theory and basic research. Other programs are designed to meet professional goals and emphasize theory, skills, and application.

Principles of Graduate Education

- Mastery of subject matter: Provides a solid foundation of knowledge in the discipline.
- Theoretical understanding: Application and performance grounded in theory.
- Critical thinking: Engages the student in understanding the assumptions of the discipline and an understanding of viable alternative assumptions.
- Skills in research, application, and/or creative activities: Develops competencies to advance the knowledge of the discipline. Included are appropriate writing skills and the ability to present original insights and creative expressions.
- Service orientation: Encourages returning the special benefits of graduate training to the larger community.
- Wide range of perspectives: Presents an intellectually and culturally rich set of learning activities that are sensitive to diversity in all its facets.
- Integration of ethics with practice.

Characteristics of Strong Graduate Programs

Regardless of the purpose and goals of a graduate program, all programs share common characteristics. Among them are:

Clear Purpose

- Graduate programs are planned. Departments offer programs that are essential to their specific mission and consistent with the larger mission of the University. Faculty and students have a collective understanding of the program's purposes and goals.

Academic Quality

- Graduate programs have well-established admissions standards and practices. The curriculum is strong and course work is challenging. Theses, projects, and/or creative performances are held to high standards. Graduate programs have well-developed procedures for preparing and conducting comprehensive and oral examinations.

Supportive Learning Environment

- Cooperation and collaboration between learners and faculty are nurtured to enrich the learning experiences within the program. Quality programs require and receive institutional support. Institutional support is critical for establishing and supporting high academic standards, including those necessary for accreditation.

Mentoring

- Mentoring of students contributes to the students acquiring the ethics and conventions of the discipline. It also contributes to the professional identity of the student in the discipline, as well as addressing the individual needs of the students in their professional development.

Application

- Students are provided the opportunity to apply the knowledge/skills they have acquired. Opportunities such as internships, practica, theses, papers, fieldwork, laboratories, and conference participation promote and foster effective student learning experiences.

Integrated Culminating Experience

- Students are required to complete a culminating experience which evolves logically from the program's objectives. The final product, in the form of a thesis, project, comprehensive examination or a creative performance, allows students to demonstrate the acquisition of the knowledge and skills they have learned.

Faculty

- Graduate faculty members possess the appropriate degree and relevant professional experience for their discipline. They are active scholars or artist-scholars who regularly contribute to their profession. They are actively involved in scholarly and creative activities in their discipline and participate in local, regional, and/or national conferences. Faculty members contribute to the intellectual climate of the department and the University through service as committee members, and collaboration with colleagues in scholarly, creative, and/or research activities.

Graduate faculty members exemplify the characteristics of graduate level work in their courses. Courses offered for graduate credit contain material at a more advanced level or require greater intellectual or creative performance, than do undergraduate courses in the same subject area. Graduate course syllabi specify text(s) and supplemental materials, assignments, assessment procedures, and learning activities. All pertinent course expectations are described and explained to students on the first day of class. It is the level of course material and expectations, and not the level of the students, that defines whether a course should carry graduate or undergraduate credit.

Graduate faculty members are active members of appropriate professional organization(s), attend and/or present at conferences, and publish and/or disseminate their work through appropriate professional outlets within their field. Active participation in the profession contributes to faculty members staying current in their profession and contributing to the knowledge base of their discipline.

Graduate Faculty Criteria and Membership

The purpose of Graduate Faculty criteria is to ensure that faculty in the graduate programs are active scholars in their discipline who are able to provide quality mentoring and instruction. Graduate Faculty status affords the opportunity to interact with students as a member of the Mount Mary Graduate Faculty. Graduate faculty status defines who may work with graduate students by:

- Supervising thesis research;
- Supervising Professional Paper projects;
- Serving on student committees;
- Developing/teaching graduate courses.

The main responsibilities of the members of the Graduate Faculty are to teach graduate students effectively, to conduct scholarly research and creative work of high quality, and to direct the research of graduate students. Please note that Graduate Faculty status is not related to professorial ranking.

Listed below are Graduate Division criteria indicative of the ability to fulfill these several responsibilities:

Scholarly Competence

- Possession of the highest earned degree in the candidate's field; an exceptionally meritorious national reputation may be accepted in lieu of the highest earned degree;
- Research as indicated by the publication of books and articles through scholarly, refereed journals or publishing houses, grants applied for and/or received and creative activities appropriate to various disciplines.

Intellectual Leadership

- Active participation in the dissemination of ideas and contributions to the discipline at local, regional, national, and/or international levels;
- Recognized and acknowledged by scholars in the faculty member's discipline at Mount Mary and/or other colleges and universities;
- Recognition of intellectual attainments and creative contributions by awards, prizes, and fellowships;
- Editorial work, such as serving on the editorial boards of scholarly journals and university presses, the editing of scholarly books, and the professional reviewing of manuscripts for scholarly journals and publishing companies;
- Experience and effectiveness with Graduate Education;
- Demonstrated potential to direct graduate degree candidates successfully;
- Effective teaching of graduate courses;
- Planning and directing of programs of graduate students and the direction of theses as well as serving on graduate student committees;
- Effectiveness and quality of mentoring.

Graduate Faculty Requirements

Faculty who seek graduate faculty membership are nominated by the Graduate Program Director. Nominations are submitted to the Graduate Council for review and action. New faculty hires may have their credentials reviewed during the hiring process and be granted graduate faculty status at the time of hiring. Candidates for graduate faculty status shall meet criteria specified in this document.

Definitions of Graduate Faculty

There are three Graduate Faculty membership categories:

Core: Must be full time faculty members and meet the following criteria: 1) hold the doctorate or other appropriate terminal degree (e.g., M.F.A.); 2) provide evidence of sustained teaching at the graduate level; 3) provide evidence of continuing scholarly accomplishments in their discipline or professional field; and 4) provide evidence of the ability to serve as director of theses, seminar papers, graduate projects, or graduate comprehensive examination committees.

Affiliated: May be full time or part time faculty and meet the following criteria: 1) hold the doctorate or other appropriate terminal degree (e.g. M.F.A.); 2) provide compelling evidence that the individual will contribute significantly to a graduate program by teaching, serving as a co-director or member of theses committees, directing seminar papers, graduate projects, and/or comprehensive graduate examination committees.

Adjunct: Membership may be extended only to individuals external to Mount Mary University who hold a graduate degree or a bachelor's degree with substantial relevant experience and who will contribute to the University's graduate programs through internship/preceptorship supervision, specialized instruction (course or components of a course), contribution of professional expertise and knowledge to a graduate program, and/or serving as members of theses, or directing seminar papers, graduate projects, or comprehensive graduate examination committees.

In judging the qualifications of an applicant for becoming a member of the Graduate Faculty, no single criterion should be used. The primary consideration is whether the faculty member is an active and productive scholar and effective teacher at the graduate level.

Criteria for Graduate Faculty Status

1. Evidence of scholarly activity WITHIN THE LAST FIVE (5) YEARS:
 - Published a scholarly book requiring independent review, OR
 - Published one (1) article or essay in a peer-reviewed academic journal OR
 - Edited a book or contributed a chapter to a book OR
 - Published three book reviews in a peer-reviewed academic journal OR
 - Other professional publication in a peer-reviewed outlet (e.g. online professional posting)

OR
2. Evidence of Artistic Presentation/Product Design/Conference Papers Presentation includes both public performance and the presentation of scholarly papers at professional meetings WITHIN THE

LAST FIVE (5) YEARS:

- Created at least one (1) original work for presentation or performance or a product designed and exhibited on a state, regional, national, or international level. The submitted activity must have been subject to external (off campus) review and be equivalent in contribution and rigor to the publication criteria defined above.

OR

- Presented a scholarly paper at least two (2) state, regional, national, or international conferences.
 - The submitted activity must have been subject to external (off campus) review.

OR

- Research/Other Professional Activities: Must be equivalent in contribution, rigor, and peer reviewed status as publication criteria defined above. The burden of evidence rests upon the applicant to prove that the contribution, rigor, and peer-reviewed status of the research, product design, or scholarly activity meet the criteria. Acquired clinical expertise or advanced practice national certification may meet this standard.

Graduate Degree Programs

Art Therapy

Doctor of Art Therapy*

Master of Science

Business Administration

Master of Business (MBA)

General Management

Health Systems Leadership

Counseling

Master of Science

Clinical Mental Health Counseling

Clinical Rehabilitation Counseling

School Counseling

Dietetics

Master of Science

Education

Master of Arts

English**

Master of Arts

Creative Writing

Professional and New Media Writing

Occupational Therapy

Post Professional Doctorate

Master of Science

Post-Masters Certificates

Clinical Mental Health Counseling

Clinical Rehabilitation Counseling

School Counseling

* Admission suspended

** Discontinued; teach out status

Graduate Course Credit at Mount Mary University

The following principles guide graduate program faculty in establishing course requirements and expectations. They also provide a standard to ensure that courses meet the minimum requirements of graduate level learning experiences.

- Graduate courses involve regularly scheduled class meetings consisting predominantly of formal instruction, discussions, and group class activities. Courses offered in a non-traditional format are expected to meet the criteria of content level, faculty/student interaction, and assignments. Students are expected to be involved in scholarly or creative activity outside of the classroom or non-traditional format. Laboratory/studio courses, in which much of the class time may be independent activity on the part of the student, typically involve more hours of class meetings and correspondingly less work outside of class.
- Courses offered for graduate credit must contain material at a more advanced level and/or require greater intellectual or creative performance than do undergraduate courses in the same subject area. It is the level of course material and expectations, not the level of the student that defines whether a course should carry graduate or undergraduate credit. Graduate courses must allow time for intellectual activities such as graduate-level readings and writing, thoughtful contemplation of class material, research, and analysis of information.
- Any exception to these policies requires the approval of the Graduate Program Director and the dean for the school of the student's program, unless the exceptional format has been approved by the Graduate Council through the course approval process. If a course with a non-traditional format is to be offered on an ongoing basis, it must be approved by the Graduate Council.
- An instructor of a graduate course shall provide the enrolled students a course syllabus which describes all pertinent course expectations and reflects graduate level content. The syllabus shall be distributed and explained at the first class meeting. In courses other than those involving one-to-one learning (described below), this information should be provided in writing and should include a brief description of those assignments, examinations, and other required academic activities that will contribute to the course grade, and the weight to be given to each activity's contribution to that grade. Where possible, the instructor may also indicate the level of academic performance that will earn specific course grades. In courses where the academic activity is individually arranged between a student and an instructor--such as thesis research, independent study, or individual instruction in performance or studio art--course expectations shall be explained to the student at the first meeting.

Admission to Graduate Studies

Described in detail in the general and degree-specific sections of the Graduate Bulletin.

Graduation Requirements

To be eligible for a graduate degree, the student must satisfactorily complete the following:

- An approved program of the required number of credits distributed according to the requirements of the curriculum;
- A minimum grade point average of 3.0 for the total program: with no more than 6 credits of BC/C grades;
- Completion of program within seven years from the date of the first course completed;

- Formal application for graduation filed with the Office of the Registrar by the due date established and published by the Office of the Registrar;
- All financial obligations satisfied at Mount Mary University.

Reserved Credit

An option for upper-level, high-achieving Mount Mary undergraduate students is to earn reserved graduate credit in specified courses. The credits earned must be in excess of the 128 required for the undergraduate degree. A maximum of 12 reserved graduate credits may be taken. Reserved graduate credits may not be applied to meet undergraduate requirements. Information and application materials may be obtained from the Dean of the School for the specific graduate program.

Transfer of Credit

A maximum of nine credits or 30% of total program credits, whichever is greater, may be transferred from any regionally accredited institution, with the approval of the Program Director. All transfer credits must be at a grade of B or better and must be documented with official transcripts. Credit earned prior to admission will be evaluated during the admission process only. The seven year time limit applies to such credit (See Degree Completion Requirements). Students desiring to earn transfer credit while enrolled in the program must have prior written approval from the program director. Official documentation of the grade(s) earned must be provided to the Registrar's office prior to graduation.

Course Load

The maximum course load for graduate students is twelve credits during a regular semester. During the summer session, maximum credit load is generally determined by the total number of weeks the students' courses meet. The maximum is one credit for each week of the summer session students attend. An overload must be recommended by the Director of the specific graduate program in which the student is enrolled and approved by the school dean. .

Classification of Full-time and Part-time Students

Graduate students are considered to be enrolled full-time if they carry at least six credits per semester, and half-time if they carry at least three credits per semester. Graduate students are designated as full-time during the summer session if they enroll for three or more credits.

Grading

Graduate Courses are graded as follows:

Grade	Quality Points	Numerical Equivalent	Description
A	4.0	95-100	Superior: above average for graduate students
AB	3.5	91- 94	Good
B	3.0	87- 90	Average for graduate students; minimum transferable grade
BC	2.5	83- 86	Passing: below average
C	2.0	79- 82	Not acceptable; graduate credit awarded; grounds for probation and/or dismissal
CD	1.5	75- 78	No credit awarded
D	1.0	70- 74	No credit awarded
F	0.0		No credit awarded
W			Student Withdrew
I			Incomplete
P			Satisfactory completion of non- graded, credit work, including thesis, project and other culminating experiences
PD			Pass with Distinction; superior performance of thesis, project, or other culminating experience
AU			Audit
SP			Satisfactory progress in continuing credit course
UP			Unsatisfactory progress in continuing credit course
NP			No progress; did not complete requirements

Academic Probation, Warning, and Dismissal

A graduate student admitted on probation, who earns an additional grade of BC or below, may be dismissed from the University. Any graduate student who receives a grade of BC or below will be given an academic warning. A student, who has received an academic warning and receives another grade of BC or lower, may be dismissed. Failure to pass a practicum, fieldwork or internship, a grade of Unsatisfactory Progress (UP), or a grade of No Pass (NP) on a culminating project or thesis shall be grounds for academic warning or dismissal. In all cases, the Dean of the associated school will review each case in consultation with the Program Director to determine if dismissal is appropriate.

Probationary Status Removed

Probationary status is removed when the subsequent nine credits of Mount Mary University graduate coursework are completed with a grade of B or better in each course.

Reinstatement after Dismissal

A student who is dismissed for failure to meet graduate program academic standards may request reinstatement by submitting a written appeal to the Vice President for Academic Affairs. The request should include relevant documentation and reasons why the reinstatement should be considered.

The Vice President will review the request for reinstatement and all documentation submitted by the Dean and Graduate Program Director relevant to the dismissal. The student must submit the appeal to the Vice President within 15 business days from receiving the notice of dismissal. In all cases, the Vice President makes the final decision and will notify the student and Graduate Program Director within 15 business days of receiving the students appeal.

A student who is dismissed, reinstated, and then dismissed again for failure to meet program academic standards will not be eligible for another reinstatement.

Completion of Research Component/Continuation Fees

A culminating experience is required for each student earning a graduate degree. The form of the experience (thesis, project, comprehensive exam or other culminating experience) is determined by individual programs and must be approved by the Graduate Council. By written petition to the Graduate Program Director, a student may be granted an extension of one calendar month without incurring the Continuing Registration requirement.

In the event that a student is unable to complete the culminating experience requirement within the time frame of the allotted credits, continuing registration is required until the work is completed. The seven year time limit for completion of all degree requirements must still be met. Such continuing registration does not result in additional credit, but does underwrite the services implicit in the advisor/advisee relationship. Additionally, there is a continuation of Mount Mary University services, such as library use, computer use and statistical consultation.

Policies of the Higher Learning Commission

Mount Mary University is fully accredited by the Higher Learning Commission to offer graduate degrees.

Graduate Program Proposal Development Process

Approval to offer a new graduate degree follows the process described in the Program Approval Process section of this handbook.

Guidelines for Proposing a New Graduate Course

Proposals for new graduate courses are initiated by the Graduate Program Director, recommended for approval by the Department, and submitted to the Graduate Council. Upon recommended approval by the Graduate Council, the proposal is submitted to the Vice President for Academic Affairs for final action.

Proposals should cover the following:

- course number assigned by the Registrar;
- rationale for offering the course at the graduate level;
- a comprehensive description of the content and methodology;
- the qualifications of the faculty who will teach the course;
- expectations regarding student performance, and a description of the library and other resources available.

Formal Discontinuance and Effective Suspensions of Graduate Degree Programs, Concentrations/Emphases, Certificates and Courses

The following policies should be followed regardless of where the change is initiated or why the change is being proposed. If a department or administrative body is considering a discontinuance or suspension, a discussion should happen first between the department involved, the school's dean, and the VPAA.

Formal Discontinuance and Effective Suspensions of Graduate Degree Programs

1. Any proposals for the discontinuation or suspension of a graduate degree program should be presented to the Graduate Council.
2. The Committee will prepare a report considering the pros and cons of the elimination and present that report to Faculty Assembly for discussion.
3. The Graduate Council will then make a final report and submit it to the Administration for consideration before final action occurs.
4. The final determination to discontinue or suspend a graduate degree program is done by the administration.
5. Formal discontinuation of a graduate degree program must be approved by the Board of Trustees.

Formal Discontinuance and Effective Suspensions of Concentration/emphases

1. Any proposals for the discontinuation or suspension of a concentration/emphasis should be presented to the Graduate Council.
2. The Committee will prepare a report considering the pros and cons of the proposal and present that report to Faculty Assembly for discussion.
3. The Graduate Council will then make a final report and submit it to the administration for consideration before final action occurs.
4. The final determination to discontinue or suspend a concentration/emphasis is done by the administration.

Formal Discontinuance and Effective Suspensions of Graduate Credit Certificates

1. Any proposals for the discontinuation or suspension of a graduate credit certificate should be presented to the Graduate Council.
2. The Committee will prepare a report considering the pros and cons of the proposal and present that report to Faculty Assembly for discussion.
3. The Graduate Council will then make a final report and submit it to the Administration for consideration before final action occurs.
4. The final determination to discontinue or suspend a graduate credit certificate is done by the administration.

Formal Discontinuance and Effective Suspensions of a Course

1. If the discontinuation or suspension of a graduate course does not affect other departments, and the department members agree to the change, the proposal should be sent to the Vice President for Academic Affairs for approval.
2. If the discontinuation or suspension of the course affects other departments or if there is disagreement within the department, the proposal should be sent to the ASCC for a recommendation. That recommendation will be sent to the Vice President for Academic Affairs.

Notifications and Implementation

All changes to the University's curriculum, regardless of the procedure used for approval, should be presented to the Graduate Council.

The Chair of the Committee will communicate all changes to the following, who are responsible for implementing these changes: the Vice President for Academic Affairs, the School Dean, the Registrar, the Chair of the Faculty Assembly, the Director of Advising and Career Development, and the Office of College Communications.

Notification of changes will also be sent to the Chair of the Faculty Assembly, who determines what is included in the minutes. Other announcements may be given as needed.

The VPAA is responsible for the timeline for the implementation of any new programs.

Changes to the bulletin will be made at the next scheduled time.

Student Success Center

Academic Counseling

Student Support Consultants offer individual academic consultation for students regarding a wide range of issues. Students may self-seek services, while others are referred. Students work in partnership with the Consultant to problem solve, plan and establish realistic academic goals. The Consultant serves as an advocate for all students and assists in working with the University's academic and administrative departments.

Accessibility Services

Mount Mary University complies with all aspects of the Americans with Disabilities Act and state disability laws. The University, therefore, will provide reasonable accommodations to qualified applicants, employees, and students with known documented disabilities, unless the accommodations would cause undue hardship to Mount Mary University. We comply with ADA for employees and Section 504 of the Rehabilitation Act for Students.

Mount Mary University is committed to providing equal opportunities in higher education to academically qualified students with disabilities. Students who have a recognized physical, learning, sensory or psychological disability or medical impairment can access tools and resources to help them master course content.

Mount Mary's Accessibility Services Coordinator helps students determine and address their needs, but Mount Mary does not offer a specialized curriculum for persons with disabilities nor specialized disability advisers.

To receive accommodations, must

- provide required documentation to the Accessibility Services Coordinator;
- meet with the Accessibility Services Coordinator to identify reasonable accommodations;
- present their confidential Letter of Accommodation to their instructors.

Advising and Career Development

The Advising and Career Development Center provides assistance to all students in making career-related decisions and in choosing and changing their academic programs. Students receive assistance in all stages of academic and career planning (self-assessment, information gathering, gaining experience, and job search) via individual counseling, workshops, classes and activities available throughout their university years and within a year after graduation.

In their first year, many students find vocational inventories helpful in reflecting information about their personal skills, interests, values and personality preferences. Students receive information about courses required in each of the academic majors and minors and about the academic advising process, as well as information on how to contact their academic advisor. In following years, students use this office to explore careers in specific majors, summer jobs and internships available in local, national and international locations. As students approach graduation, they find help in formulating their resumes and may participate in job fairs and on-campus interviews. Workshops on topics such as interviewing, résumé preparation and job search techniques are offered each semester.

Advising and Career Development staff teach classes on career issues and assist students and faculty in developing personalized internships that enhance skills and provide valuable related experience. In their role of liaison between employers and the University, they collect current marketplace information and disseminate it to faculty, staff and students. In addition, Mount Mary University collaborates with other private colleges in Wisconsin to co-sponsor job fairs for seniors and alumnae.

Counseling Services

The Counseling Center offers individual short-term counseling for students regarding a wide range of personal problems. Support and information concerning adjustment to college and life skills are offered through workshops and educational programs. Counselors will provide referral to community resources for those students requiring specialized and/or long-term treatment. Counseling services are confidential and free to Mount Mary University students.

Service Learning

Service Learning is encouraged as part of a Mount Mary education and the University's mission (Faculty Handbook V.1). Through service learning, students:

- learn about civic responsibility;
- interact with diverse people;
- develop compassion and interpersonal skills;
- develop leadership skills;
- help others;
- apply what they learn in the classroom to real-life situations in the community.

The Service Learning Coordinator is available to assist faculty in finding service learning opportunities for their classes and assist students in finding individual service learning opportunities.

Tutoring and Other Learning Services

Professional and peer tutoring are available to all members of the Mount Mary University community who wish to enhance their academic skills. In addition to specializing in content areas such as writing,

reading, math and science, tutors work with students to teach strategies for study skills such as time management, test taking and active reading. Tutoring may take place in an individual or group setting, and tutors present academic workshops to various populations. Students can request tutoring at the Student Success Center, located in the Learning Commons, on the first floor of the Haggerty Library Building. Students receiving accessibility accommodations may be eligible for test taking in the Student Success Center.

These services are free of charge and available by appointment; drop-in appointments are dependent upon availability. The Student Success Center is open Monday through Friday during regular business hours.

Additional evening and weekend hours are offered each semester. Visit or contact the Student Success Center for details regarding hours and tutor availability.

University Policies

Academic Honesty and Integrity

Mount Mary University is an academic community dedicated to the intellectual and social and ethical development of each of its members. As members of this community we all are responsible for maintaining an atmosphere of mutual respect and honesty.

Standards for academic integrity provide a structure for the creation of an academic environment consistent with the values of the School Sisters of Notre Dame and the mission of the University. In keeping with these goals, all students are expected to strive for integrity, in academic and non-academic pursuits. Acts that involve any attempt to deceive, to present another's ideas as one's own, or to enhance one's grade through dishonest means violate the integrity of both the student and University.

Academic dishonesty in any form has a negative impact on the essential principles of the Mount Mary University Community. Therefore, such acts are treated as a serious breach of trust. Given the nature of these actions it is important to clearly define the terms that constitute academic dishonesty.

Cheating

- Students shall be responsible for their own research, preparation, and final product of all portions of an assignment;
- Students enrolled in a course may not ask another individual to substitute for them during examinations;
- Students shall not use any prohibited or inappropriate means of assistance, for assignments or examinations (for example: phones, calculators, microcomputers, notes, etc.);
- Students shall not submit the same work for more than one course in the same semester without the permission of both instructors;
- Students may submit work based on a prior assignment ONLY with the permission of the current instructor.

Plagiarism

Students shall respect the contributions of others by documenting the source of ideas, charts, figures, graphs, images, quotations, etc. in all assignments, whether written, or graphic.

Interference

Students shall never intentionally cause harm to another individual's scholastic accomplishments (via damage, theft, or monopolizing reference materials or computer sources).

Misrepresentation

Students shall not fabricate or falsify any information in relation to academic coursework or academic responsibilities (e.g. falsification of internship hours or internship supervisor's signature or remarks).

Abetting

Students shall not intentionally aid another student in any form of dishonest act.

Procedure for Violations of Academic Integrity

A faculty member has the right and authority to deal with academic dishonesty in his or her classroom; however, a student who commits multiple violations against academic integrity shall be subject to administrative disciplinary action.

Faculty and students should be familiar with the policy on Academic Integrity. This policy shall be enforced in each course. If a faculty member has reason to believe that a student has violated the integrity code, he or she will confront the action in a timely manner, following this procedure. If someone other than a faculty member suspects a violation of the Academic Integrity Policy, he or she contacts the dean for the school of student's major or program and completes the *Documentation of Concern* form. The dean will then involve any faculty member(s) who might be affected. The Documentation of Concern form is posted on the Faculty tab of my.mtmary.edu and also available from the dean's offices.

1. The faculty member shall whenever possible meet with the student to present and discuss the allegation.
2. The faculty member shall determine whether the student has violated a principle of academic integrity and, if this is the case, shall impose a disciplinary action.
3. Disciplinary action, depending on the seriousness of the offense, could include one or more of the following
 - Issuing a warning;
 - Requiring the student to re-do the assignment;
 - Lowering the grade for the work turned in;
 - Giving a zero/no credit for the assignment/project;
 - Failing the student for the course.
4. A faculty member who imposes any of the above penalties (or a variation befitting the infringement) shall also submit a "Documentation of Concern" form to the dean for the school of the student's major or program.
5. The faculty member shall inform the student that an academic misconduct file will be created in the office of the dean for the school of the students major or program until the student's graduation, at which time the file will be destroyed.
6. If the "Documentation of Concern" form submitted is not the first to be filed, then the dean for the school, not the faculty member, shall determine the disciplinary action, which may include any of the above, or suspension or dismissal from the University.
7. If the "Documentation of Concern" form submitted has been found to have merit that student's adviser(s) will be informed of the concerns presented and the actions taken.
8. Any appeal regarding a disciplinary action shall be made in writing to the Vice President for Academic Affairs (VPAA) within 15 school days of the decision. The student or faculty member must also submit all supporting documentation that had been considered at the previous stages. The VPAA shall appoint a panel consisting of at least two faculty members from outside the involved program and one faculty member from the involved program. The panel shall conduct a

hearing in which the student and faculty member present information. This hearing shall occur within 15 school days of receiving the appeal. This panel shall review evidence and make a recommendation to the VPAA, who shall make a decision and notify the student and all others involved. The decision of the VPAA is final.

Grade and Other Academic Appeals

Students and faculty should make every effort to resolve questions about academic decisions without seeking a formal appeal. The appeal process should be characterized by the Mount Mary leadership model values—competence, compassion, commitment, and community—to ensure that both students and faculty have access to procedures that ensure respectful and due process. Accordingly, the principles guiding this process are:

- Informal appeal occurs at the source of the academic decision.
- Formal appeal occurs at levels above the source of decision.
- Panel appeal occurs outside the source of decision.

At any step in the process, if the person to whom the student is appealing is unavailable during the time period specified, the student should proceed to the next step. Valid grounds for an academic appeal is an academic decision that reflects a significant departure from the instructor's published or announced standards for evaluating student work.

Step One: Informal Negotiation Appeal (within 10 business days)

The student must first attempt to resolve the matter directly with the instructor within the first 10 business days of the academic term immediately following the term in which the course was taken (includes summer). If the matter is not resolved within the next 10 business days, the student may proceed to Step Two.

Step Two: Formal Written Appeal to Faculty Member (within 5 business days of Step One decision) The student submits:

- A clear and succinct statement identifying the basis (see valid grounds above) for the appeal and
- copies of all relevant documentation that supports that appeal (copies of the syllabus and all assignments, assessments, instructor feedback related to the decision in question).

The faculty member shall provide the student with a written statement of the reason for her or his decision, returning the appeal packet with the written statement to the student, within 5 business days.

Step Three: Formal Written Appeal to Chair of the Department (within 5 business days of Step Two) If the student is not satisfied with the result of Step Two, the student forwards:

- The original written appeal with all of its original supporting documentation.

The faculty member, at the Chair's request, will provide:

- The faculty member's written statement and

- The faculty member's supporting documentation

All documentation is due to the Chair of the Department responsible for the academic matter within 5 business days of the Step Two decision. The Chair shall provide the student and faculty member with a written statement of the reason for her or his decision within 5 business days of receiving the appeal. If the action which prompted the appeal involves the Chair of the Department, then the student proceeds to Step Four.

Step Four: Formal Written Appeal to Dean of the School (within 5 business days of Step Three)

If either the student or the faculty member is not satisfied with the result of Step Three, the student or faculty member appeals in writing to the School Dean. Such an appeal must be received by the School Dean within 5 business days of the Step Three decision.

The School Dean appoints a panel consisting of two faculty members from outside the involved department and one faculty member from the involved department. The panel shall conduct a hearing in which the student and faculty member present information. This hearing shall occur within 10 business days of receiving the appeal. Within 5 business days after the hearing, the panel makes a written recommendation to the School Dean who shall make a decision which is final and binding. The Dean's written decision shall be sent to the student, faculty member, Chair of the Department, panel members, and the Vice President for Academic Affairs within 5 business days from the recommendation of the panel.

Syllabi

When a course is taught, a syllabus is to be prepared by the instructor. Copies are to be filed in the office of the school dean and the office of the chair of the department within two weeks of the start of each semester. They are to be practical and usable and are to be kept up to date.

A uniform cover sheet should be used for each syllabus (see Chapter VI/Appendix). The following format should also be used in writing the syllabus.

Required Information

- Mount Mary University [Mission and Vision statements](#);
- Term (fall/spring) and Year;
- Department, number of course, title of course, number of credits;
- [Undergraduate or Graduate Bulletin](#) description of course;
- Core Curriculum Realm or Graduate Program;
- Course objectives
- Names of text(s) and other primary course materials used by Instructor;
- [Attendance policy](#);
- [Office Hours](#);
- [Course Objectives](#);
- [Outline of evaluation and/or assessment procedures](#);
- [Schedule of planned activities](#).

Academic Honesty and Integrity Statement for Course Syllabus

Mount Mary University is an academic community dedicated to the intellectual and social and ethical development of each of its members. As members of this community we all are responsible for maintaining an atmosphere of mutual respect and honesty.

Standards for academic integrity provide a structure for the creation of an academic environment consistent with the values of the School Sisters of Notre Dame and the mission of the University. In keeping with these goals, all students are expected to strive for integrity, in academic and non-academic pursuits. Acts that involve any attempt to deceive, to present another's ideas as one's own, or to enhance one's grade through dishonest means violate the integrity of both the student and University.

Academic dishonesty in any form has a negative impact on the essential principles of the Mount Mary University Community. Therefore, such acts are treated as a serious breach of trust.

A faculty member has the right and authority to deal with academic dishonesty in his or her classroom; however, a student who commits multiple violations against academic integrity shall be subject to administrative disciplinary action as described in the Academic Honesty and Integrity Policy and Procedures.

The full Academic Honesty and Integrity Policy and Procedures are included in the Mount Mary University Student Handbook, the Undergraduate Bulletin and online at mtmary.edu/handbook.htm and my.mtmary.edu.

Accessibility Statement for Course Syllabus

Mount Mary University complies with Section 504 of the Rehabilitation Act of 1973 which stipulates that the university will make reasonable accommodations for persons with documented disabilities. If you have a disability that may have some impact on your work in this class and for which you may require accommodations; please see the, Coordinator of Accessibility Services so that such accommodations may be arranged.

For assistance: call Director of Accessibility Services, Sara Sharpe Krenke at (414) 930-3173, email: sharpes@mtmary.edu, office: Student Success Center located in the 1st floor of Haggerty Library (HL), room 124.

Procedure for Introducing Changes to the Undergraduate Curriculum

1. Courses within a department may be changed, courses may be eliminated or new courses may be added without submission to the Academic Standards and Curriculum Committee. Notification of any change must be submitted to the Vice President for Academic Affairs for review and approval prior to the change taking effect. If the Vice President for Academic Affairs and the department do not agree, the Curriculum Committee may be asked to review the proposed change and make a recommendation to the Vice President for Academic Affairs.
2. Any changes in courses (e.g. prerequisites) that affect other departments should be submitted to the Curriculum Committee. Notification of changes should be sent to the Vice President for Academic Affairs for review and approval.

3. New majors, minors, credit certificates or programs or the establishment of a new department must be submitted to the Curriculum Committee for study and evaluation. Such proposals should follow the format specified by the Committee. The Committee will submit proposals for new majors, programs or departments to the Faculty Assembly for vote. The Committee, at its discretion, may choose to submit minors or credit certificates to the Assembly for vote.
4. The elimination of majors, minors, credit certificates, departments or programs should not be determined without the involvement of the faculty as represented by the Curriculum Committee. If necessary the Committee will complete a study and evaluation of the proposed change. However, recommendations to eliminate any of the above that result from the work of other groups or committees on which faculty serve, should be submitted to the Curriculum Committee for review and comment only. In all cases, the Committee will report its response to the Faculty Assembly.
5. Departmental course changes requiring approval: No department may add or change any course or course transfer policy that would affect the basic core requirements for all students without notifying the affected departments and presenting these changes to the Academic Standards and Curriculum Committee. Designation of any course as a core course requires the prior approval of all the department chairs within the appropriate realm(s). If the departments agree, the matter does not need to be submitted to the Committee. All proposed changes should, however, be submitted to the Vice President for Academic Affairs for review and approval.
6. Changes in the core requirements of the University must be presented to the Curriculum Committee for review and comment. The Committee will submit the proposed change, along with its recommendation, to the Faculty Assembly for a vote.
7. Implementation of Changes: The Chair of the Curriculum Committee is responsible for communicating all approved changes to the following, who are responsible for implementing these changes: Registrar, Chair of the Faculty Assembly, Director of Advising and Career Development, Director of Undergraduate Admissions, and the Dean for Academic Affairs. The VPASA is copied on this communication.

Program Proposal Development Process

The purpose of the Program Proposal Development Committee is to provide departments with an early approval from the University before they have to do a great deal of work developing a full proposal for a new major, minor, or certificate. This process has been created to help faculty develop new programs by making the process and criteria for new program development more explicit, by increasing communication among various groups involved in the process, and by providing support in the areas of budgeting and market analysis. The work of the Program Proposal Development Committee is distinct from that of the Academic Standards and Curriculum Committee not only in its role in the beginning of the approval process rather than the end but also in its responsibilities to look at strategic and economic issues rather than curricular ones.

Step 1

The Vice President for Academic Affairs and school dean will meet with interested departments to explain the process and the criteria for new program approval. A Program proposal must be consistent with the Mission and Strategic Plan of the University. After development of the proposal the department chairperson contacts the Vice President for Academic Affairs to schedule a meeting with the Program Proposal Development Committee.

Step 2

Department representative(s) meet with the committee to discuss the proposed program and answer questions. Together the department representatives(s) and the committee work through the following criteria questions:

Criterion 1: Relationship to mission and strategic plan

What is your rationale for proposing this new program?

Will your new program create or build on synergy with other programs?

Will your new program provide opportunities for collaboration with external organizations?

Criterion 2: External Marketplace

What is the program's potential for bringing new students to the University? Are there programs in the area that are similar to yours? If so, describe.

If your program is similar to others in the area, is it unique in some way, e.g., format, community service requirement, collaboration with other group(s)?

What is the appeal of your program for alumnae and donor support?

Will employers see it as valuable?

Criterion 3: Internal Marketplace

What is the program's potential for attracting students to the program?

Criterion 4: Economic and resource issues

What personnel are needed to develop and implement the program? What facilities are needed to develop and implement the program? What is the timeline for development and implementation?

Are you aware of any possibilities for planning or implementation grants?

What kind of "payoff" schedule do you anticipate? (When will revenue surpass real and indirect costs)?

Step 3

The department representative(s) prepares a written proposal that addresses each of the four criteria. The proposal is submitted to the Vice President for Academic Affairs.

Step 4

The committee reviews the written proposal in relation to the criteria and identifies strengths and weaknesses.

Step 5

The Vice President for Academic Affairs shares the committee's reaction with the department representative.

Step 6

The Vice President for Academic Affairs subsequently shares the proposal and committee reactions with the President for feedback to the committee. If the President approves proceeding with the proposal, the Chief Financial Officer will assist the department in developing a budget. The Vice President for Academic Affairs will assist the department with a marketplace analysis.

Step 7

After preparing budget information and completing the marketplace analyses, the departmental representative(s) meets again with the committee to discuss the ramifications of the analyses for the proposal. The following questions will guide the discussion:

- What is your analysis of the marketplace and budget information?
- How does the new information strengthen and/or not strengthen your proposal?
- Has your thinking about the proposal changed in any significant ways? If so, how? Do you have any additional information you would like to share with the committee?

After the meeting, the department will expand the proposal to include the budget, marketplace analyses, and the responses to the second set of questions.

Step 8

The committee reviews the revised written proposal in relation to the criteria and identifies additional strengths and weaknesses. The Vice President for Academic Affairs shares the committee's feedback with the department representative. The Vice President for Academic Affairs subsequently shares the proposal and committee's recommendation with the President for approval. The Vice President for Academic Affairs notifies the department of the decision.

Step 9

If the idea is approved by the President, the department develops a proposal for the Academic Standards and Curriculum Committee.

Academic Credit Policy

Student coursework is measured by the credit hour. In accordance with the long-standing Carnegie definition of a "credit hour" for institutions of higher education, Mount Mary grants credit for various types of instruction as follows:

Credits Earned at Mount Mary University

Lecture, Seminar, Quiz, Discussion, Recitation

A semester credit hour is an academic unit earned for fifteen 50-minute sessions (750 minutes total) of direct instruction with a normal expectation of two hours of outside study for each class session.

Typically, a three-credit course meets three 50-minute sessions per week for fifteen to sixteen weeks for a minimum of 45 sessions or 2,250 instructional minutes.

Activity supervised as a group (laboratory, field trip, practicum, workshop, group studio)

Where little or no outside preparation is expected, one semester credit hour is awarded for the equivalent of fifteen 150-minute sessions (2,250 minutes total) of such activity. Forty-five 50-minute sessions of such activity would also normally earn one semester credit hour.

Where such activity involves substantial outside preparation by the student, one semester credit hour is awarded for the equivalent of fifteen 100-minute sessions (1,500 minutes total).

Short Sessions

Credit hours may be earned in short sessions (summer sessions [long or short], Accelerated Terms, etc.) proportionately to those earned for the same activity during a regular semester, normally at no more than one credit per week of full-time study.

Internships and Other Experiential Learning

When life or work experience is a concurrent portion of an academic program, as in an internship, one semester credit hour will be awarded for each 40-45 clock-hour week of supervised academic activity that provides the learning considered necessary to program study. Full-time Independent Study (e.g., student teaching, practica, etc.)

If a student's academic activity is essentially full-time (as in student teaching), up to one semester credit hour may be awarded for each week of work.

Independent Study

Opportunities for student growth in self-motivation and self-education in areas not covered by available courses by means of independent study are available in most departments. Students should contact the department chair for further information. All independent studies must be approved in advance by the appropriate department chair. Independent studies cannot be offered for core credit, unless by specific exception. A maximum of 24 credits may be earned through a combination of the following: Independent Study, Credit by Examination, and Credit for Prior Learning. (See Sections XII and XIII below for a description of the latter two.)

One credit for independent study (defined as study given initial guidance, criticism, review and final evaluation of student performance by a faculty member) will be awarded for the equivalent of forty-five 50-minute sessions of student academic activity.

Correspondence Course Credits (undergraduate only)

Correspondence course credits through an accredited university or college are accepted on the recommendation of the student's academic advisor and with the prior approval of the school dean. A maximum of nine credits may be earned by correspondence. All correspondence courses must be completed, the transcripts received at Mount Mary University, and the grade posted to the student's file one month prior to graduation. A student's last 32 credits must be completed at Mount Mary.

Study at Other Institutions (undergraduate only)

Before a course may be taken from another institution of postsecondary education, an Off- Campus Course Approval Form signed by the student's advisor and the Registrar must be filed in the Office of the Registrar. Mount Mary University will grant credit for courses taken at other institutions in which the student has earned a grade of C or above. A student's last 32 credits must be completed at Mount Mary.

Credits Earned Prior to Admission to Mount Mary

Advanced Placement (undergraduate only)

Students who have taken advanced or university-level courses in high school and who score 3, 4, or 5 on the Advanced Placement Tests of the College Entrance Examination Board may receive university credit of up to four credits for each examination. There is no fee for accepting advanced placement credits.

Students who present higher-level (HL) examinations through the International Baccalaureate (IB) may receive subject credit for satisfactory work. If a student scores a five (5) or higher in an English HL course, she will receive equivalent credit. If a student scores a four (4) or higher in an HL course other than English, she will receive equivalent credit. There is no fee for accepting IB credits.

Retroactive Credit for Foreign Language Proficiency (undergraduate only)

Mount Mary University students who have attained certain levels of ability in a language other than English (which can be assessed according to university-level proficiency) may be granted credits for that proficiency.

Any student presenting high school background in a world language who completes a course in that same world language above the 101 level at Mount Mary University with a grade of B or better may receive four retroactive credits for each Mount Mary University world language course that she tests out of, up to a limit of 16 credits.

Credit for Military Coursework and Training

Up to 12 credits may be awarded to service members/veterans for their basic military training and education. Credits may be awarded based upon American Council on Education (ACE) recommendations as recorded on the official Joint Services Transcript (JST) for those who served in the U.S. Army, Marine Corps, Navy or Coast Guard, or on the official Community College of the Air Force (CCAF) transcript for those who served in the U.S. Air Force. Only military education/training recommended by ACE as equivalent to at least lower division university level credit will be considered.

In order to receive credit, the service member/veteran must request that an official copy of the appropriate military transcript (JST or CCAF) be submitted to MMU for review and credit equivalency determination.

DANTES Standardized Subject Tests (DSST). Dantes standardized subject tests will be evaluated on an individual basis.

Military Occupational Specialties (MOS): MOS courses (on AARTS or SMART transcripts) are occupational in nature and therefore not accepted for transfer credit.

Transfer Credit

Undergraduate Students: Only coursework similar to that offered at Mount Mary University and with a grade of C (2.0) or better from another accredited college or university will transfer. There is no charge for transfer credits. A maximum of 72 credits can be transferred from a junior college or two-year campus.

- NOTE: The final 32 credits toward the bachelor's degree must be earned at Mount Mary University. Credit is not granted for retroactive credits received at another university or college.

Graduate Students: A maximum of nine credits or 30 percent of total program credits, whichever is greater, may be transferred from other accredited institutions with the approval of the Program Director. All transfer credits must be at a grade B or better and must be documented with official transcripts.

Articulation Agreements

To ensure ease of transfer credits, Mount Mary University has numerous articulation agreements with two-year and technical colleges, including but not limited to degree completion and program-to-program agreements with Waukesha County Technical College, Milwaukee Area Technical College, and Gateway Technical College. In addition, Mount Mary has a comprehensive articulation agreement with the University of Wisconsin System Colleges and Wisconsin Technical College System. Further information about these agreements is available from the respective program directors at Mount Mary University, the UW Colleges, WCTC, MATC, and GTC. Individual academic programs may also have articulation agreements with other two and four year Colleges and Universities.

Nontraditional Means of Obtaining Undergraduate Credit

Mount Mary University recognizes that learning occurs outside the traditional university classroom and provides means for students to obtain credit for that learning. A maximum of 24 credits may be earned through a combination of the following: Independent Study, Credit by Examination, and Credit for Prior Learning. (See Section VI above for a description of Independent Study credits).

Credits by Examination

Mount Mary University will grant academic credit and/or exemption from some courses to registered students who have passed one or more of the five General Examinations of the College Level Examination Program (CLEP) administered by the College Entrance Examination Board with scores specified by Mount Mary University. Students interested in taking any of the Subject Examinations offered by CLEP should contact the Registrar's Office before registering for the examination. CLEP testing is available at the University of Wisconsin Milwaukee testing center (414 - 229-4689).

A maximum of four semester hours on each of the General Examinations and three or four semester hours on each of the Subject Examinations may be granted on a Pass/No Credit basis. Students are limited to a maximum of 20 credits by CLEP examination. A list of examinations recognized, as well as scoring requirements (typically the 50th percentile on the national sophomore norms) and other regulations, are available online (<http://mtmary.edu/majors-programs/opportunities/earn-credit/index.html>).

Also accepted for credit are selected subject exams administered through the ACT Proficiency Examination Program. For details contact the Registrar's Office.

Students taking courses at Mount Mary University are eligible to receive credit for any course in the University bulletin by special examination if the department involved believes it to be justified and is

willing and able to make up the examination. Arrangements to take special examinations must be made by the student prior to enrolling in the course for which the student wishes to earn credit. (No tutoring or instruction on the part of the faculty involved is permitted.) There are special fees for the examinations and recording of credits.

Credit for Prior Learning (Learning from Life Experience)

Mount Mary University evaluates and awards undergraduate credit when appropriate for what a person knows and can do as a result of non-college experience. Nontraditional students who have completed 12 credits at the University with a grade of C or above may apply for credit for prior learning in an area of competence. The following criteria are used: the students must be able to articulate what they have learned, relate it to a program at Mount Mary University and document it in writing. Contact your school dean for more information.

Institutional Review Board for the Protection of Human Subjects

Policies and Procedures of the Institutional Review Board for the Protection of Human Subjects

Contents:

*General Information and Guidelines

- *I. Federal Regulations
- *II. The Institutional Review Board for the Protection to Human Subjects (IRB)
- *III. Review of Research by the IRB
- *VI. Informed Consent

*IRB form:

Application for Review of Research (see Chapter 6/Appendix)

Additional information is available on the Campus Life tab of my.mtmary.edu.

General Information

Use of human subjects for research or instructional purposes is subject to review and approval of the Institutional Review Board (IRB) for the Protection of Human Subjects, a standing committee with members appointed by the Vice President for Academic Affairs. The IRB publishes a set of guidelines in compliance with applicable federal statutes, which must be followed whenever use of human subjects is involved. Copies of the policies, procedures and application may be obtained from the chair of the IRB.

Federal Regulations

The Public Health Service Act (P.L. 93-348) as implemented by HHS regulation 45 CFR 46 - Protection of Human Subjects, sets forth a common federal policy for the protection of human subjects. The regulations stipulate the composition and duties of an IRB, establish standards for informed consent, provide for sanctions against institutions and individuals who violate the regulations, and require more intensive scrutiny of research involving fetuses, in vitro fertilization, pregnant women, prisoners, and children. These regulations do not supersede other state, and federal laws; they create additional duties for individuals involved in research involving human subjects.

Research Involving Human Subjects

"Research" means a systematic investigation designed to develop or contribute to knowledge in a particular discipline. Activities that meet this definition constitute "research" for purposes of these regulations whether or not they are supported or funded under a program considered research for other purposes. For example, some "demonstration" and "service" programs may include "research activities."

"Human subject" means a living individual about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information. "Intervention" includes both physical procedures by which data are gathered (for e.g., venipuncture) and manipulations of the subject or the subject's environment that are performed for research purposes. "Interaction" includes communication or interpersonal contact between investigator and subject.

"Private information" includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place and information that has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (for example, a medical record). Private information must be individually identifiable (for example, the identity of the subject is or may readily be ascertained by the investigator or associated with the information) in order for obtaining the information to constitute research involving human subjects.

"Minimal risk" means that the risks of harm anticipated in the proposed research are not greater, considering probability and magnitude, than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests. (Sec. 46.102)

General Exemptions

Unless otherwise required by department or agency heads, research activities in which the only involvement of human subjects will be in one of more of the following categories are exempt from this policy:

1. Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of, or the comparison among, instructional techniques, curricula, or classroom management methods.
2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:
 - a. Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and
 - b. Any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk for criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.
3. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph (2) of this section if:
 - a. The human subjects are elected or appointed public school officials or candidates for public office;

- b. Federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.
- 4. Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified directly or through identifiers linked to the subjects.
- 5. Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: public benefit or service programs;
 - a. procedures for obtaining benefits or services under those programs;
 - b. possible changes in or alternatives to those programs or procedures; or
 - c. possible changes in methods or levels of payment for benefits or services under those programs. (Sec. 45 CFR46.101)

IRB Membership

Mount Mary University's IRB shall have at least five members, with varying backgrounds to promote complete and adequate review of research activities commonly conducted by the institution. The IRB shall be sufficiently qualified through the experience, expertise, and diversity of its members, including consideration of race, gender, and cultural backgrounds and sensitivity to such issues as community attitudes, to promote respect for its advice and counsel in safeguarding the rights and welfare of human subjects. In addition to possessing the professional competence necessary to review specific research activities, the IRB shall be able to ascertain the acceptability of proposed research in terms of institutional commitments and regulations, applicable law, and standards of professional conduct and practice. The IRB shall therefore include persons knowledgeable in these areas. If the IRB regularly reviews research that involves a vulnerable category of subjects, such as children, prisoners, pregnant women, or handicapped or mentally disabled persons, consideration shall be given to the inclusion of one or more individuals who are knowledgeable about and experienced in working with these subjects.

- 1. The IRB may not consist entirely of members of one profession.
- 2. The IRB shall include at least one member who is not otherwise affiliated with Mount Mary University and who is not part of the immediate family of a person who is affiliated with the institution.
- 3. The IRB shall include at least one member whose primary concerns are scientific areas and at least one member whose primary concerns are not scientific in nature.
- 4. No IRB member may participate in the IRB's initial or continuing review of any project in which the member has a conflicting interest, except to provide information requested by the IRB.

5. The IRB, may, in its discretion, invite individuals with competence in special areas to assist in the review of issues, which require expertise beyond or in addition to that available on the IRB. These individuals may not vote with the IRB. (Sec. 45 CFR 46.107)

Members shall be approved by the Vice President for Academic Affairs. Faculty members as well as administrative staff are eligible for appointment to the IRB. The IRB will be responsible to the University President for its activities. The IRB will report its activities annually in a full report and executive summary to the President via the Vice President for Academic Affairs.

Three-year terms shall be staggered so that at least one member is appointed each year. Reappointment to a second term of three years is allowable for the sake of continuity.

Members shall attend at least 50% of the meetings to fulfill attendance requirements.

Criteria for IRB Approval of Research

In order to approve research covered by federal regulations, the IRB shall determine that all of the following requirements are satisfied:

1. Risks to subjects are minimized.
2. Risks to subjects are reasonable in relation to anticipated benefits, if any, to subjects and the importance of the knowledge that may reasonably be expected to result.
3. Selection of subjects is equitable.
4. Informed consent will be sought from each prospective subject or the subject's legal representative and will be appropriately documented, in accordance with, and to the extent required by federal regulations.
5. Adequate safeguards are implemented to insure the safety of the subjects during the data collection.
6. Subjects' right to privacy and confidentiality is protected.
7. Where some or all of the subjects are likely to be vulnerable to coercion or undue influence, such as children, prisoners, pregnant women, mentally disabled persons or economical or educationally disadvantaged persons, appropriate additional safeguards have been included in the study to protect the rights and welfare of these subjects.
8. Projects that will be conducted in a cooperating institution or organization must include a letter of acceptance from the sponsoring individual or body of that institution or organization.

The IRB shall have the authority to approve, require modification in (to secure approval) or disapprove all research activity covered by this policy. The institution (Mount Mary University) may reverse an approval given by the IRB, but it cannot overrule a negative decision by the IRB.

Independent research projects which individual students design and carry out under faculty supervision must be reviewed and approved by the IRB.

All other research assignments, such as those in research methods courses, etc., will be reviewed by the course instructor, who will be acting as the delegate of the IRB. The instructor will report to the IRB through means of the checklists contained in the Application for Review of Research.

A review of research activities will be made by the IRB only for studies sponsored by members of the faculty, staff, or administration of Mount Mary University. In those instances where individuals from an institution other than Mount Mary University wish to conduct research on campus, a faculty member of Mount Mary University must sponsor the application to the IRB.

IRB approval of a project is limited to one calendar year. Any project modifications made at any time which concern a significant change in methodology or mechanisms to protect confidentiality must be approved by the IRB.

A quorum shall be the majority of the members of the IRB. To be approved, a project requires a vote of approval from the majority of those present.

Meetings

The IRB will meet once a month during the academic year. If no proposals have been submitted for review, the meeting will not be held. As needed, the IRB may convene during the semester break or summer sessions or, in exceptional cases, may conduct business via telephone or mail.

Submissions of Applications

All applications to the IRB must be submitted at least 10 calendar days prior to the date of the IRB meeting. Applications received too late to permit proper review will be deferred until the next regularly scheduled meeting. Individuals unable to comply with this deadline should contact the chair of the IRB.

Review Process

Types of Review

Research proposals may be reviewed using a full formal review or an expedited review. Every application for a formal review to the IRB must be accompanied by the Application for Research Review (see Chapter VI/Appendix), unless the investigator believes the proposed research meets the criteria for exemption from formal review (in which case, the expedited review procedure would be followed). A new application for review is required for each research project that differs significantly in terms of procedures or subject populations from a previously approved application.

Any investigator who judges that research meets the criteria for exemption from formal review (see categories listed above under "General Exemptions") must also file the Application for Research Review with the IRB.

Exemption from Formal Review Procedure

The IRB may review some or all of the research submitted by using the expedited review procedure, if the research involves no more than minimal risk. The IRB may also use the expedited procedure to review minor changes in previously approved research within one year after initial approval has been

authorized. Under an expedited review procedure, the review may be carried out by the IRB chair, by one or more experienced IRB reviewers, or by persons with specialized knowledge in a particular discipline who are designated by the chair. In reviewing the research, the reviewers may exercise all of the authorities of the IRB except that the reviewers may not disapprove the research. A research activity may be disapproved only after review in accordance with the full review procedure.

Formal Review Procedure

Procedures for Review and Approval

1. Upon receipt of the necessary number of copies of the research protocol, the chair of the IRB checks to ensure that the properly completed accompanying forms are present and that the necessary description of the research is provided. Copies are then distributed to members of the IRB.
2. Upon request of the IRB, the investigator may be asked to provide additional information or to appear in person before the committee to present a full explanation of risks and protection for the human subjects. Any investigator may ask to appear before the Board to describe the proposed research.
3. In cases where it is deemed necessary by the Board, consultants to the IRB may be asked to comment on a proposed research activity.
4. A necessary quorum for the IRB to consider a proposal is a majority of the total membership. No IRB may have a member participate in the board's initial or continuing review of any project in which the member has a conflicting interest, except to provide information requested by the IRB.
5. The IRB will decide by a majority of the members present:
 - a. to approve the proposal;
 - b. to approve the proposal with restrictions or conditions;
 - c. to defer the proposal, pending changes in the application or receipt of additional information from the investigator or consultants to the IRB;
 - d. to disapprove the proposal.
6. Minutes will be taken at all IRB meetings. Records will be retained by the IRB for a period of three years.
7. The IRB chair will inform the principal investigator in writing of the decision of the Board.
 - a. If the board recommends changes, the IRB chair or designated member will communicate these in writing to the investigator.
 - b. The IRB chair or designee will be responsible for review and approval of the investigator's submitted changes.
 - c. If the investigator deems it necessary to make further changes, these can be submitted to the chair or a designee for review and approval.

- d. If there are changes in the study which the chair or designee feels may change the level of risk to human subjects, the investigator will be requested in writing to submit the proposal to the full board for further review.
- 8. Adverse decisions may be appealed by re-review of the proposal. Appeals will be heard only when the proposal has been revised and/or provides additional information.
- 9. The IRB shall have authority to suspend or terminate approval of research that is not being conducted in accordance with IRB requirements or that has been associated with unexpected harm to subjects. A list of the reasons for any suspension or termination will be provided to the investigator, all appropriate department heads and the director of research.

Informed Consent

Consent to participate in research must be obtained from every potential subject who is a mentally and physically able adult. Consent must be obtained prior to the conduct of any research activities.

Exceptions and Special Cases

Although only certain categories of subjects are mentioned specifically in the regulations, the researcher has special responsibilities whenever the potential subjects have circumstances which might affect their ability to give informed and voluntary consent to participate in a research project. Researchers must use extreme care to respect the rights of subjects when they develop consent procedures. When written consent or assent cannot be obtained, a verbal script must be submitted with the protocol.

Children - Permission to conduct research with children requires special attention to the child's age, ability to understand what is asked, and relationship to parents or guardians. Parent/Guardian Consent is required in writing for all minors (under the age of 18).

Adolescent (junior/senior high school) Assent must be obtained in writing; the investigator should use supplementary verbal explanations when needed.

Child (elementary) Assent should be obtained in a form that the child can understand. A signed assent form must be obtained from children old enough to render a signature.

Very Young Child - explanations should match the level of understanding.

Other Special Types of Subjects

Prisoners - The consent form should make it clear that participation will have no effect upon their parole or treatment.

Mentally Disabled - A patient advocate is necessary to guard the patient's interests. Project with Greater than Minimal Risk - Risks must be enumerated to allow the patient to decide whether or not to participate. Also included should be any protections to lower the potential risk and an injury clause.

Surveys/Anonymous Questionnaires - Surveys and questionnaires are "anonymous" only when the individual's identity is unknown to the investigator. Requirements of informed consent can be fulfilled by instructions or a cover letter that explains (as applicable) the project, purpose and duration of participation time; how to contact the investigator for more information; a statement that assures anonymity; indication that voluntarily returning the questionnaire constitutes consent to participate.

Elements of Informed Consent (45 CFR 46 Section 116) - In clear and non-technical language which is appropriate to the subject, subjects must be informed of:

1. The fact that the study is research.
2. The purposes of the research.
3. The expected duration of the subject's participation.
4. The procedures to be followed.
5. Any reasonably foreseeable risks or discomforts.
6. Any benefits to the subject or to others that may reasonably be expected from the research.
7. Appropriate alternative procedures or courses of treatment, if any, that might be advantageous to the subject.
8. The extent, if any, to which confidentiality of data and privacy of subjects will be maintained
9. For research involving more than minimal risk, whether any compensation and whether any medical treatments are available if injury occurs.
10. Who to contact for answers to pertinent questions about the research, subjects' rights, and research related injury to the subject.
11. The fact that participation is voluntary and that the subject may withdraw his or her consent at any time without penalty or loss of benefits.

Procedures for Obtaining Informed Consent

Written Consent - the subject or a legal representative signs a written consent document, which explains all of the elements of informed consent.

Oral Consent - the subject or a legal representative signs a document indicating the subject had all of the elements of informed consent explained orally and that s/he understands this description and s/he agrees to participate in the activity described. In addition, an auditor-witness to the oral presentation must be present and must sign the consent form as "witness." A written script of the oral presentation must be approved by the IRB and will be retained as a part of the IRB records.

Exceptions - There may be cases in which the use of either of these procedures for obtaining informed consent may be considered inappropriate by the investigator because they would adversely affect the experimental design or procurement of valid results. Accordingly, modifications to the above informed consent procedures can be recommended to the IRB. However, all modifications must be approved prior to implementation of the proposed research; this approval must be recorded in the board's minutes. No such modification will be approved unless, and until, the IRB or designee determines:

1. That the risk to any human subject is, in fact, minimal, justifying a less full disclosure in the informed consent procedures than would normally be required; or

2. That the use of either consent procedure would, in fact, invalidate objectives of considerable immediate consequence, and that the use of any reasonable alternative means for attaining these objectives would be less advantageous to the subject.

Audio or Video Taping

A research project that proposes use of audio or video taping must include a separate consent form that states what type of medium will be used to record the subject. This form must also state how the audiotape or videotape will be secured after the research project has concluded.

Institutional Effectiveness Plan of Mount Mary University 2016-2017

Mission of the University

Mount Mary University, an urban Catholic University for women sponsored by the School Sisters of Notre Dame, provides an environment for the development of the whole person. The University encourages leadership, integrity, and a deep sense of social justice arising from a sensitivity to moral values and Christian principles.

Mount Mary commits itself to excellence in teaching and learning with an emphasis on thinking critically and creatively. The baccalaureate curriculum integrates the liberal arts with career preparation for women of diverse ages and personal circumstances; the programs at the graduate level provide opportunities for both men and women to enhance their professional excellence.

Vision

Mount Mary University is recognized as a diverse learning community that works in partnership with local, national, and global organizations to educate women to transform the world.

Guiding Principles of Institutional Effectiveness

Assessment is a multidimensional process for determining the success of Mount Mary University in carrying out its mission to enhance student learning, measure institutional effectiveness and guide its efforts towards continual educational improvement. Assessment provides opportunities for both internal and external checks, with the concomitant opportunity for redirection activities to enhance institutional quality and effectiveness.

An institutional effectiveness plan demonstrates student learning outcomes that are connected to issues and questions that the Mount Mary University community really cares about and that relevant parties will find credible, suggestive and applicable to decisions that need to be made.

An effectiveness plan involves stakeholders and assures their participation in the assessment process. The University community should participate in the implementation, modification, ongoing assessment of the assessment processes, and the development of needed changes as indicated by the results. All participants of the University community are involved in the various aspects of assessment so that institutional capacity for educating students is improved.

Purposes of Assessment

- To evaluate cumulative student learning outcomes through a multidimensional process that indicates the degree to which the undergraduate and graduate curricula, co-curricular programs, and total experience at MMU fulfill the goals of the University's mission.
- To assess the degree to which the curricula, co-curricular programs and total experience at MMU meet the needs and goals of current students and contemporary society.
- To collaborate with stakeholders to determine the level of performance against which evidence is compared and judgments about outcomes are made.
- To provide a feedback mechanism to ensure that assessment data are used to improve the curricula, teaching, learning, student involvement, and other aspects of University life.

Conceptual Framework for Assessment

In order to meaningfully assess the effectiveness of Mount Mary University in carrying out its mission, it is necessary to have a conceptual framework that connects the mission statement and the educational values the University stresses to the actual programs, both curricular and co-curricular, that the University offers. Such a framework logically links the kinds of skills, knowledge and values the University expects its students to gain with the curriculum it requires, the modes of teaching and learning it stresses, the co-curricular programs and services it offers, and the educational atmosphere it creates. Mount Mary University clearly articulates this conceptual framework in its Handbook for Faculty and Administrative Personnel.

Intellectual Development

The mission statement of the University describes the expected intellectual, personal and spiritual development of students which is fostered by both curricular and co-curricular activities. The intellectual focus is on the effective integration of the liberal arts with career preparation at levels of academic challenge that are appropriate to the program and degree being awarded. The undergraduate liberal arts core curriculum centers on understanding human beings as persons who search to find ultimate meaning (Philosophy/Theology), understand and communicate with symbols (Communication/Mathematics), respond to beauty and truth (Literature/Fine Arts), live as social beings (Humanistics) and live in a physical environment (Science). The majors and professional preparation build upon the core and are integrated with the core curriculum. Mount Mary provides graduate education that results in students who are committed to being critical and creative scholars. In the tradition of the School Sisters of Notre Dame, the University education means enabling persons to reach the fullness of their potential as individuals created in God's image and assisting them to direct their gifts toward transforming the world.

Personal Development

The personal development of students is a second focus which is derived from the mission statement. Through an environment which encourages the development of the whole person, the University aims to develop students of integrity who are prepared to assume leadership roles and demonstrate a deep sense of social responsibility. The baccalaureate curriculum, following a holistic education model, supports personal development along a self-directed path and states that students must do their own searching. The baccalaureate curriculum promotes women as individuals and emphasizes the needs and interests of women. The graduate curriculum provides education for men and women that fosters leaders who put knowledge into transforming action.

Spiritual Development

The third focus of the mission statement is on spiritual development. Mount Mary University develops students sensitive to Christian principles and moral values. At the center of the baccalaureate curriculum is search for personal understanding of ultimate meanings. Theology and Philosophy assist the student in asking questions and searching for ultimate meanings. At the graduate level Mount Mary provides education that prepares students who are committed to be ethical and just human beings with a global perspective. Christian principles flow from the core and permeate the entire curriculum.

Methods of Teaching and Learning

The methods of teaching and learning are chosen in relationship to the expectations for intellectual, personal and spiritual development. The mission statement highlights the University's commitment to excellence in teaching and learning, with emphases on active and collaborative learning and development of critical thinking. The curriculum framework states that both faculty and students share in the search for truth and meaning within an atmosphere of academic freedom. The methods of teaching provide for close contact among departments and meaningful relationships between faculty and students. At the graduate level, faculty place value on a student's past experiences and integrate experience into the academic and co-curricular activities of the University. This approach encourages the student to connect theory to practice through the process of personal reflection, through the application of the student's skills and knowledge in the broader community and through experiential learning. (See *Teaching and Learning in the Mount Mary Tradition* (Penzensadler & Carey, 2006))

Educational Enrichment and Campus Environment

In addition to the curriculum, the educational atmosphere and co-curricular programs and services contribute to the student's intellectual, personal and spiritual development. The atmosphere, as described in the curriculum framework, encourages students to broaden their social, cultural and personal experiences. The University provides athletic competition, religious activities, cultural events and co-curricular opportunities for students. Services in career development, campus ministry, counseling and learning resources address the special needs of Mount Mary students seeking higher education. These aspects of the University are as important as actual course work in facilitating the student's overall development.

Institutional Effectiveness Plan

The institutional effectiveness plan for determining student learning outcomes and educational effectiveness is a multidimensional process. Assessment of intellectual, personal, and spiritual development is addressed in five major program components:

- Core Curriculum student learning outcomes are assessed by the University Portfolio Assessment Program.
- Program and Major Student Learning Outcomes (undergraduate and graduate) are assessed by departments annually.
- Holistic learning (level of academic challenge, methods of teaching and learning, educational enrichment, and campus environment) is assessed through the periodic administration of the National Survey of Student Engagement, through the periodic administration of the Mount Mary University Survey of Student Experiences, through targeted assessments (e.g. Climate Survey) and through annual departmental assessment plans.
- Program Review with comprehensive self-study completed every five years.
- Co-Curricular student learning outcomes are assessed by departments that offer co-curricular activities.

Core Curriculum Student Learning Outcomes – University Portfolio Assessment Program

The University Portfolio Assessment Program (UPAP) evaluates student progress relative to the core curriculum student learning outcomes. (See Appendix A) Each semester, 10 percent of all incoming first degree-seeking undergraduate students are selected to participate in the program, and agree to engage in a longitudinal study of their learning outcomes until their graduation. Faculty provides examples of participants' regular coursework that give evidence of the students' learning, which is then assessed by a panel of faculty and administrators trained in portfolio assessment. Portfolios are assessed on six core curriculum and five creativity student learning outcomes with four levels of attainment for each outcome. The relevant data from the portfolio assessment are disseminated to the President, Vice President for Academic Affairs, and the Educational Outcomes Assessment Committee. The data is used to review the institution's effectiveness in carrying out its mission.

Program and Major Student Learning Outcomes – Departmental Assessment

Departments establish student learning outcomes (goals) for each program or major (undergraduate and graduate) that is offered. Selected student learning outcomes for each program or major are assessed on an ongoing basis. Based on the student learning outcome, faculty members who teach courses in which that learning outcome is addressed select a course assignment that meets the targeted learning outcome. Faculty members evaluate the selected assignment using a rubric or other assessment process that is determined by the department. Each department holds an annual assessment meeting to review data and make revisions in the curriculum and teaching activities. The department compiles annual summaries. The Educational Outcomes Assessment Committee monitors department assessment activities and facilitates compliance.

Holistic Learning

National Survey of Student Engagement (NSSE)

Periodically, first year university students and seniors participate in the National Survey of Student Engagement. The National Survey of Student Engagement (NSSE) measures students' engagement in activities that research studies show are positively related to learning and personal development. NSSE data focuses on how students actually use the resources in five areas: level of academic challenge, active and collaborative learning, students' interactions with faculty members, enriching educational experiences and supportive campus environment. Predicted institutional benchmarks are used to assess the effectiveness of Academic Affairs activities and are the basis for program improvement changes in Academic Affairs. Data reports are submitted to the Vice President for Academic Affairs, the Dean's Council, and the Educational Outcomes Assessment Committee.

Mount Mary University Survey of Student Experiences

The Mount Mary University Survey of Student Experiences is periodically administered to a random sample of first year through senior and graduate students. The survey is designed to identify the students' use and satisfaction of the University's support services, satisfaction with their campus life and academic experiences, and status of mental health. Results are shared with departments who use the data as part of their on-going assessment and continuous improvement efforts.

Mount Mary University Climate Study

The Mount Mary University Climate Study is periodically administered to all campus community members – faculty, staff, administrators and students (undergraduate and graduate). This survey is designed to capture the experiences of Mount Mary community members from a wide viewpoint, and includes questions related to diversity, inclusion and experiences. Results are shared with the campus community (Vice President for Academic Affairs) and recommendations from the survey are developed into action steps for future planning.

Targeted Assessments

Periodically a targeted assessments are used to identify specific issues that may become the focus of a quality improvement process. Results are shared with the Vice President for Academic Affairs, the Dean's Council and departments who use the data as part of their on-going assessment and continuous improvement efforts.

Program Review

Program Review is a comprehensive self-study that departments complete every five years. The purpose of program review is to assist the department/program in improving its majors, minors and certificates and to identify the resources needed to support ongoing improvement. Reviews focus on the department's relation to the institution's mission, strategic plan (*e.g.* creative initiative), productivity (*e.g.* dashboards with enrollment, credit hours delivered, average class size, faculty FTE, retention rate), evaluation of quality (*e.g.* faculty, department and program recognitions), assessment processes (*e.g.* student learning outcomes and external review) and market need (*e.g.* employment, job outlook). The Vice President for Academic Affairs oversees program review, and the school deans collaborate with departments to complete the self-study process. An outside evaluator completes an on-site visit and written report. Based on self-study results, including input from external evaluator and school deans, the department sets goals and timelines for continued improvement. Departments document annual progress towards meeting goals.

Institutional resource reallocation is periodically completed independently from program review. Resource reallocation is an administrative review implemented to assure ensure efficiency and effectiveness of programs and strengthen economic sustainability of the institution. A resource reallocation task force comprised of appointed faculty and administrators uses criteria (*e.g.* centrality of mission, enrollment, faculty, financial viability, marketability) to inform decisions about sustainability and reallocation of resources.

Personal Development (Co-Curricular) Student Learning Outcomes Assessment

There are a number of departments that are integrally involved in activities that contribute to students' personal development. Many, but not all, of these areas are housed within Student Affairs. Student Affairs includes Residence Life, Student Engagement, Campus Ministry, the Promise Program and the Student Success Center. Units within the Division of Academic Affairs, such as International Education Programs, and Service Learning, while not formally affiliated with Student Affairs, also play an important role in giving students opportunities for co-curricular involvement and learning.

A document entitled "Living the Principles of Good Practice for Student Affairs at Catholic Colleges and Universities" was developed in 2010. This document outlines eight principles of successful programs and practices in Student Affairs, and the departments within the Student Affairs division use these principles as the foundation for programming and assess their activities for the year within this framework.

Student Affairs has a set of six shared student learning outcomes centered on the following areas: personal development, academic development, leadership development, community engagement, professionalism, and diversity and inclusion. These learning outcomes are mapped directly to Student Affairs departmental efforts, and are assessed annually by the Student Affairs learning outcomes assessment committee.

Institutional Assessment Activities

The Executive Director of Institutional Effectiveness regularly provides administrative and academic departments with necessary data to examine trends and comparative studies to use in planning efforts. Department dashboards are provided in fall and spring to enable departments and school deans to ensure effective and efficient delivery of programs to students. Annual graduate employment data, regular alumnae surveys and other national and local assessments are incorporated as needed in the overall assessment program and subsequent planning process of the University. Retention rate, graduation rate and other institutional data are published and submitted to the federal government and presented to faculty and staff annually.

Departments that provide services and resources for students conduct periodic assessments of student satisfaction with services including enrollment, registrar, financial aid, computer services, security, communications, library, and bookstore. The Mount Mary University Survey of Student Experiences also provides data for these departments.

Assessment Process

The Institutional Effectiveness Plan of Mount Mary University guides the University's assessment of student learning outcomes and facilitates continuous program quality improvement. The assessment process provides a vehicle for planning, interpreting, disseminating and using the results of assessment to evaluate and improve the curricula, teaching, learning, student involvement and experiences, and other factors that lead to the educational outcomes desired by the University (See Appendix A). The Educational Outcomes Assessment Committee provides leadership and guidance of the assessment process. (See Appendix C-Assessment Committees)

Educational Outcomes Assessment Committee

The Educational Outcomes Assessment Committee receives, reviews, and integrates assessment data gathered from the work of departments, and co-curricular assessment committees for use in academic and strategic planning. This committee develops and monitors an overarching plan for curricular and co-curricular educational outcomes. An annual review of the Institutional Assessment Plan is conducted to assure that it is fulfilling its purposes and is modified as necessary. The committee also provides summary reports to the Vice President for Academic Affairs to make changes to improve educational outcomes.

The Executive Director of Institutional Effectiveness oversees the Educational Outcomes Assessment Committee and facilitates the work of educational outcomes assessment. The Vice President for Academic Affairs provides administrative leadership and support for the Committee.

Integration of Assessment with Planning Processes of the University

The President is responsible for ensuring that collaborative assessment occurs regularly and is effectively used to improve Mount Mary University's total educational experience. The President's Council analyzes summaries of assessment reports, identifies areas for institutional improvement, and allocates resources for change. Some areas for educational improvement are brought to the Faculty Assembly and/or Dean's

Council for consideration. Members of the President's Council are responsible for implementing change and monitoring the effectiveness of change.

Appendix A: Mission-Based Assessment

MISSION

Mount Mary University, an urban Catholic University for women sponsored by the School Sisters of Notre Dame, provides an environment for the development of the whole person. Mount Mary commits itself to excellence in teaching. The University encourages leadership, integrity, and a deep sense of social justice arising from a sensitivity to moral values and Christian principles. Mount Mary commits itself to excellence in teaching and learning with an emphasis on thinking critically and creatively. The baccalaureate curriculum integrates the liberal arts with career preparation for women of diverse ages and personal circumstances; the programs at the graduate level provide opportunities for both men and women to enhance their professional excellence.

Core Curriculum Student Learning Outcomes

The Mount Mary University graduate will be able to:

- question and investigate the human meaning of life through study and dialog of intellectual and religious traditions, especially the Christian tradition;
- critically analyze and evaluate ideas, texts, evidence and situations or products, develop an informed interpretation and effectively communicate conclusions or a point of view in writing;
- respect cultural differences, and recognize the interrelatedness of global domains (e.g. national, economic, technological, political, sociocultural, environmental, aesthetic);
- act on issues of social justice within the contexts of personal values and shared leadership;
- develop an aesthetic awareness of the environment and/or develop creative self-expression;
- identify and solve problems using relevant information and strategies;
- use disciplinary theory and constructs to analyze real problems and develop solutions;
- demonstrate creativity through agility, ability to experiment/explore, imagination, open-mindedness and/or ability to navigate complexity.

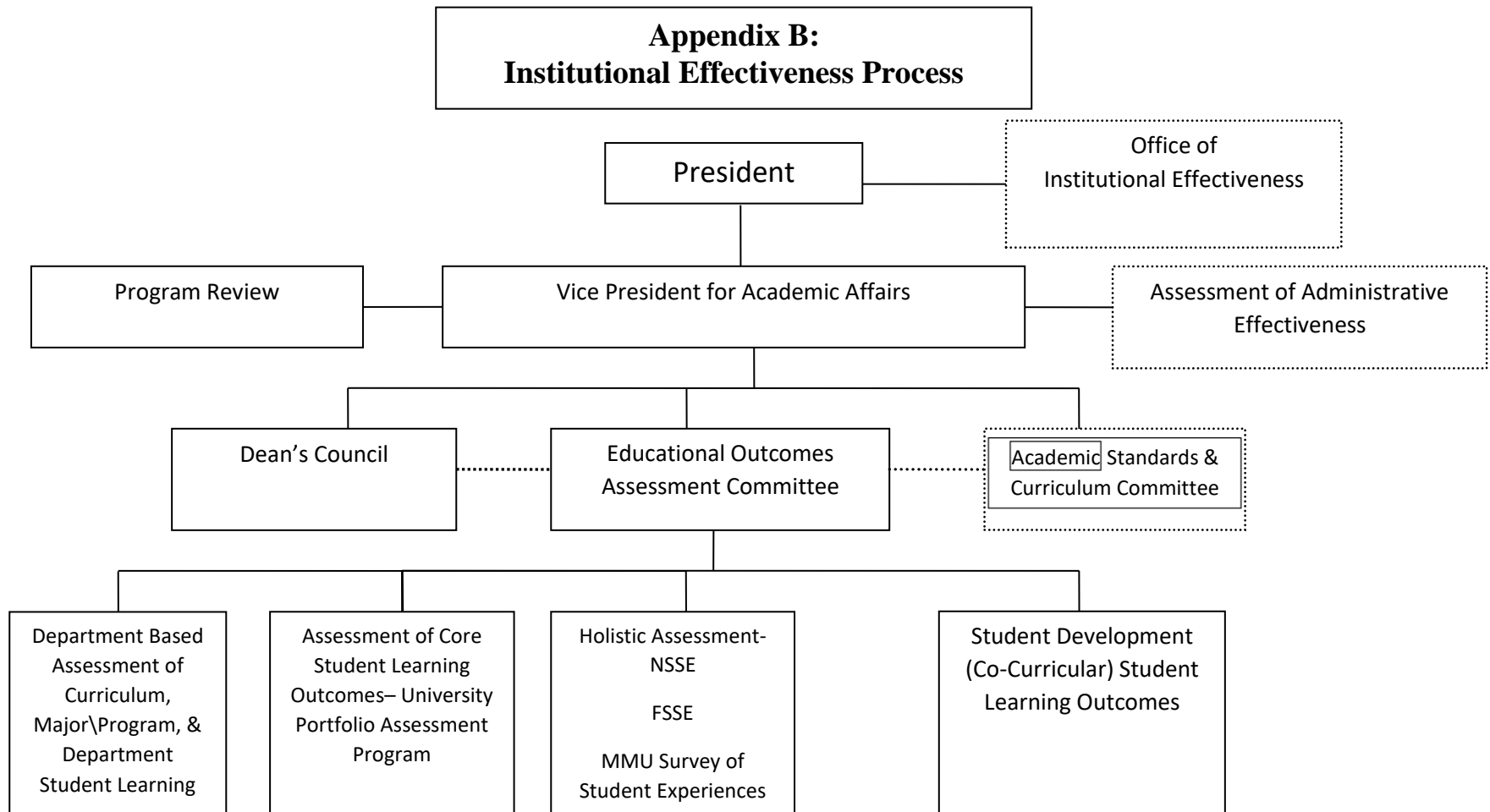
Graduate Student Learning Outcomes

The goals of graduate scholarship and research are:

- Reflective thinking;
- Development of in-depth knowledge and specialized skills in an area of concentration;
- Application of theoretical and empirical findings to relevant issues within the discipline.

Personal Development (Co-Curricular) Learning Outcomes*

- Personal Skills – Abilities related to self-awareness and interpersonal development.
- Academic Skills – Abilities related to the acquisition of knowledge and scholarship on a college campus.
- Diversity and Inclusion – Abilities related to creating an inclusive environment that welcome diverse identities, perspectives and experiences.
- Community Engagement – Abilities related to community membership and civic leadership
- Professionalism – Abilities related to career-ready and vocational understanding
- Leadership Development – Abilities related to facilitating individual, group and societal transformation



Appendix C: Assessment Committees

Committee	Description	Tasks	Membership
<p>Educational Outcomes</p> <p>Assessment Committee</p>	<p>Conduct an annual review of the Institutional Assessment Plan and modify as necessary.</p> <p>Review and integrate the data gathered from the work of mission-based assessment, program review and co-curricular (personal development) assessment areas for use in academic and strategic planning.</p> <p>Provide summary reports to the Vice President for Academic Affairs, as appropriate, to improve student learning outcomes.</p>	<p>Monitor assessment plans of Core, and Personal Development (Co-Curricular) areas.</p> <p>Collaborate with Graduate Council on assessment of graduate student learning outcomes.</p>	<p>Chairperson, Director of Institutional Effectiveness</p> <p>Five faculty including persons who teach in core, professional, and graduate areas.</p> <p>Vice President for Student Affairs</p> <p>Vice President for Academic Affairs</p>

Program Review Policy and Procedure

Every five years, academic departments including graduate programs, are required to engage in a comprehensive program review. The following information provides context and guidelines for completing a self-study, reporting results and applying commendations and recommendations.

Purposes, Expected Results and Potential Uses

Purposes:

- to provide the department/program with an opportunity for comprehensive self – examination;
- to provide the department/program with the benefit of the critical and informed observations of external publics (e.g. evaluator, internship site supervisors, alumnae, advisory boards, etc.);
- to review assessment practices that concentrate on outcomes for each department/program and are used for department/program change and improvement;
- to assist the department/program in improving its majors, minors and certificates so that the students of the department/program will gain the maximum possible benefit from the course of study;
- to gather information about departmental plans to sustain, modify and improve curriculum offerings and identify the resources needed to support those plans;
- to provide the University with specific information about the substantiation of the department's/program's current and emerging strengths in relation to the Mission, Vision, Values, Goals and current Strategic Plan;
- to provide a baseline of comparable data across departments/programs by assessing strengths, weaknesses and cost in relation to each other;
- to systematically familiarize the Board of Trustees with all of the academic departments and programs.

Expected Results:

- improved education for students;
- continuous modification and improvement of the University's academic programs based on qualitative and quantitative data relating to internal and external resources and needs;
- evaluation and plans for necessary modification (if applicable) of the programs' outcomes assessment process;

- provision of a comprehensive source of information for resource allocation decisions;
- better systematic communication to the President, the Trustees, Administration and Faculty of the functions of individual programs and their contributions to the entire University community.

Potential Uses:

Information will be readily available:

- to share with current and prospective students, alumnae, University administration, Board of Trustees, and other interested parties;
- to incorporate into grant proposals, academic bulletins, and external communications.

Results will be used by appropriate persons:

- to update and modify departmental programs;
- to determine need for additional consultant services;
- to augment specialized accreditation reports;
- to set academic priorities for the University;
- to inform the Academic Standards and Curriculum Committee of the evolving needs, changes and priorities within the entire academic program;
- to evaluate and shape on-going strategic planning efforts.

Yearly updates following the completion of a five-year Program Review:

- Each year during departmental assessment retreats, faculty will discuss recommendations made during the review process;
- The Department Chair will then produce a report that addresses progress on addressing recommendations. The reports will be submitted to the School Dean and Vice President for Academic of Student Affairs by December 15th for fall reviews and by May 15th for spring reviews. The Dean and Vice President will send feedback to the Department Chair and Executive Director of Institutional Effectiveness by January 15th for fall reviews and June 15th for spring reviews.

Preparation of the Self-Study

Provide a descriptive, evaluative narrative after each section that addresses evidence of the viability of current programs.

- Include complete data sets/evidence from the past five years in all cases unless otherwise stated;
- Distribute completed self-studies in electronic form and with all documents in one continuous

pdf for access to active links, ease of editing and conservation of resources.

- I. Introduction: Explain how the department/graduate program fulfills the Mission, Vision, and Values of the University. List majors, concentrations, minors, and certificates. Provide an active link to the most recent bulletin listing for the department.

- II. Productivity: Review of Metrics over the last five years. All data listed below will be produced by the Executive Director of Institutional Effectiveness and the Business Office. The Vice President for Academic Affairs will share this information with School Deans who will then meet with Department Chairs/Graduate Program Directors to review the data and discuss implications in the context of the Program Review process. School Deans will review this set of metrics with Department Chairs/Graduate Program Directors each academic year after the official fall census is complete to ensure ongoing awareness of productivity. Include metrics tables in the body of the Program Review document followed by the narrative.
 - Fall/spring enrollment;
 - Retention and persistence;
 - Completion rates;
 - Student credit hours by department and major;
 - Cost/revenue analysis by department and major;
 - Average class size;
 - Faculty FTE and number of full-time and part-time faculty.

- III. Evaluation of Quality:
 - Attach Curriculum Vitae of all full-time and percentage faculty;
 - Attach Faculty Updates from the last 3 years for all full-time and percentage faculty;
 - Provide a bulleted list of department/graduate program led co-curricular activities and recognition (e.g. honors/recognition, conferences, service projects, corporate and community partnerships, honor societies, clubs, etc.) Include additional detail and/or attach fliers, programs or miscellaneous literature to provide clarity where appropriate;
 - Include brief descriptions of curricular and co-curricular activities that contribute to the Creative Campus Initiative;
 - Indicate whether the department/graduate Program has an Advisory Board or Committee that meets regularly to consult on matters such as curriculum, accreditation standards, and field experiences. If so, include meeting minutes from the last 3 years;
 - Describe discipline specific teaching methodologies, resources, laboratory facilities, equipment and technology that enhances the quality of student learning;
 - Demonstrate that departmental/graduate program curriculum meets standards of accrediting bodies or professional organizations. Provide active links to relevant standards and literature.

IV. Review of Department/Program Assessment and Evaluation Processes: Please note the distinction between assessment and evaluation. Assessment is used to provide feedback for evaluation of future performance and learning outcomes, where evaluation is used to determine the quality of present performance.

- List departmental/graduate program goals and objectives;
- Identify methodology used to assess and evaluate whether goals/objectives are being met (e.g. portfolios, culminating projects, alum and advisory board surveys, yearly Departmental Assessment Reports submitted to the Director of Assessment, and any other objective or subjective measures);
- Provide evidence that goals and objectives are being met using the above mentioned methodology. Attach results gathered from all assessment and evaluation tools.

V. Market Need: Access an appropriate combination of the following resources to determine current and future job outlook for your students. Attach source data.

- Local/regional/national job outlook data;
- Occupational Outlook Handbook (online);
- Professional organizations;
- Advisory board surveys;
- Alum surveys.

VI. Conclusions: Summarize whether there are changes projected in curriculum, staffing, or operating resources based on the above results. Include feedback and responses from previous program reviews.

Notes:

- Programs that conduct regular self-studies for accrediting bodies will follow the same Program Review procedure. Any data or narrative evidence that is included in accreditation self-studies may be used to satisfy the information required above. Attach a complete copy of the self-study and provide live links to the information;
- Appendices can be relabeled accordingly if specific information does not apply to your self-study;
- The need for outside evaluators will be determined on a case by case basis.

Timeline for Self-Study Process

Fall Reviews	
Task	Due Date
VPAA Data review with School Dean	April 15 th
Self-Study due to the School Dean	December 15 th
School Dean submits commendations and recommendations to the VPAA	January 15 th
VPAA sends response to School Dean and Department/Graduate Program	February 15 th
Department responds to School Dean and VPAA with action plan addressing commendations and recommendations	March 15 th
Department provides yearly update to School Dean and VPAA	December 15 th each year following review
Dean and VPAA send feedback to Department Chair and Executive Director of Institutional Effectiveness	January 15 th

Spring Reviews	
Task	Due Date
VPAA Data review with School Dean	November 1 st
Self-Study due to the School Dean	May 15 th
School Dean submits commendations and recommendations to the VPAA	June 15 th
VPAA sends response to School Dean and Department/Graduate Program	September 15 th
Department responds to School Dean and VPAA with action plan addressing commendations and recommendations	October 15 th
Department provides yearly update to School Dean and VPAA	May 15 th each year following review
Dean and VPAA send feedback to Department Chair and Executive Director of Institutional Effectiveness	June 15 th

Outside Evaluator Policy and Guidelines

Evaluator Criteria

Evaluators should:

- be chosen from outside the Mount Mary University community and selected at least four (4) months prior to the on-site visit. The evaluator should be able to provide an impartial evaluation;
- have expertise in the department/program preparing self-study. Professional organizations could be used to identify evaluators. Selection should not necessarily be restricted to evaluators from a narrow geographic region.

Procedures

- A formal request to accept the evaluator is submitted to the VPAA in by the School Dean in consultation with the Department Chair/Program Director. Include a curriculum vitae or professional vitae;
- Once approved, a written invitation is sent to the selected evaluator identifying various dates (selected by the Department Chair/Program Director in consultation with the School Dean and the Office of the VPAA) for the on-site visit. A written reply accepting the evaluator
- position and date for the on-site visit is sent to the Department Chairperson/Program Director. Confirmation of the dates of the on-site visit is sent to the School Dean and the VPAA;
- In selecting dates for the on-site visit, the department/program needs to be cognizant of the academic calendar, special events, etc., that could create difficulties in carrying out a successful on-site visit;
- An honorarium is paid to evaluator after a hard copy of the evaluator's report has been received by the School Dean. The amount is negotiated with the VPAA;
- Travel expenses are supported by Mount Mary University.
- The review will include a visit to the campus, classroom visitations, student interviews, review of selected syllabi and other requested materials, meetings with students, department/program faculty, and any others deemed necessary (and approved by the VPAA) by the evaluator. The length of the visit will be determined by the size of the department/program being evaluated;
- The evaluator will participate in an exit interview with the Department Chairperson/Program Director, the School Dean and the Vice President for Academic Affairs. A final written review by the evaluator is due to the Department Chairperson/Program Director two weeks after the on-site visit.

Written Evaluation by Outside Evaluator

Consideration should be given to:

- fit among the goals/objectives of the department/program, the preparation of the faculty, and the end goals of the students within the department/program;
- evidence that the department/program has identified measurable outcomes;
- evidence that the department/program is effectively assessing the achievement of the identified outcomes;
- evidence that the results of the outcomes assessment are being used to enhance and improve the department/program.
- discrepancies between the written report and observation of the evaluator.
- Focus should be on evidence that the review is a comprehensive self-study to:
- assess the educational experiences provided to the students in the context of University's Mission, Vision and Values;
- determine the relationship between the curriculum of the department/program and the overall curriculum of the University.
- confirm that the teaching in the department/program is of high-quality and provides opportunities for students with different needs, circumstances, and learning styles to succeed;
- demonstrate that the experiences provided to students connect them with and prepare them for principal service, career or graduate school opportunities available to graduates;

Chapter 6: Appendix of Information

Cited Information:

Outline for Creating a Course Syllabus (Ch. 5)
Policies for Independent Studies, Internships and Underenrolled Courses (Ch. 4)
Course Scheduling Strategies
Guide for Updating Faculty Record (Ch. 4)
Sabbatical Leave Application (Ch.4)
Mini-Grant Application (Ch.4)
Forgivable Loan Application (Ch. 4)
Course Release Application (Ch. 4)
Institutional Review Board Application for Research Review Form (Ch. 5)

Non-cited Information:

Acknowledgement Form for Participation in a Field Trip, Club, or Other Enrichment Activity Associated with Mount Mary University
Acknowledgement Form for Participation in Mount Mary University Sponsored Athletic Programs, Intramural Sports or Recreational Activities (for Mount Mary University Students and Staff)
Acknowledgment Form for Participation in Mount Mary University Sponsored Athletic Program Intramural Sports and Recreational Activities (for Participants Who Are Not Affiliated With Mount Mary University)
Acknowledgement Form for the Participation of a Minor in a Field Trip, Club, or Other Enrichment Activity Associate with Mount Mary University
Release Waiver and Indemnification Form (Field Trip, Club, or Other Enrichment Activity)
Release Waiver and Indemnification Form for a Minor (Field Trip, Club, or Other Enrichment Activity)
Release and Indemnification Agreement for Internships
Release and Indemnification Agreement for Program-Related Field Trips
Release and Indemnification Agreement for Study Abroad Programs

General Policies and Procedures
Employee Benefits and Leaves of Absence
Email Use Policy
Computer Systems and Data Networks Use Policy

Outline for Creating a Course Syllabus

The following format should be used in writing the syllabus:

1. Basic Information
 - Realm or Graduate Program
 - Department, number of course, title of course, number of credits
 - Catalog description of course
 - Names of texts used by Instructor
 - Date submitted
2. Objectives: Realm or Graduate Division/department/course
3. Outline of the Course. Includes activities related to outline (lecture discussions, term papers, etc.)
4. Materials and Resources. Bibliography, supplementary materials, visual aids, etc.
5. Evaluation Procedures. Tests or other form of teacher evaluation of students.
6. The Mount Mary University Mission and Vision statements are to be included in all syllabi as follows:

Mission

Mount Mary University, an urban Catholic University for women sponsored by the School Sisters of Notre Dame, provides an environment for the development of the whole person. The University encourages leadership, integrity, and a deep sense of social justice arising from sensitivity to moral values and Christian principles.

Mount Mary commits itself to excellence in teaching and learning with an emphasis on thinking critically and creatively. The baccalaureate curriculum integrates the liberal arts with career preparation for women of diverse ages and personal circumstances; the programs at the graduate level provide opportunities for both men and women to enhance their professional excellence.

Vision

Mount Mary University is recognized as a diverse learning community that works in partnership with local, national and global organizations to educate women to transform the world.

7. The following Academic Honesty and Integrity statement for MMU syllabi is to be included in all syllabi as follows:

Mount Mary University is an academic community dedicated to the intellectual and social and ethical development of each of its members. As members of this community we all are responsible for maintaining an atmosphere of mutual respect and honesty.

Standards for academic integrity provide a structure for the creation of an academic environment consistent with the values of the School Sisters of Notre Dame and the mission of the University. In keeping with these goals, all students are expected to strive for integrity, in academic and non-academic pursuits. Acts that involve any attempt to deceive, to present another's ideas as one's own, or to enhance one's grade through dishonest means violate the integrity of both the student and University.

Academic dishonesty in any form has a negative impact on the essential principles of the Mount Mary University Community. Therefore, such acts are treated as a serious breach of trust.

A faculty member has the right and authority to deal with academic dishonesty in his or her classroom; however, a student who commits multiple violations against academic integrity shall be subject to administrative disciplinary action.

The policy and procedures are included in the Mount Mary University Student Handbook, the Undergraduate Bulletin and online at mtmary.edu/handbook.htm and my.mtmary.edu.

UNIFORM COURSE SYLLABUS COVER SHEET

A uniform cover sheet (see below) should be used for each syllabus. You should give your students all of the information needed to contact you if there are questions. A syllabus indicating the semester/year of the current term is to be provided each semester.

COURSE NAME/NUMBER
COMMON COURSE NAME
SEMESTER/YEAR

Instructor: Name
Office: Location
Phone: Campus Number
E-Mail: Campus E-mail
Office Hours: Time/Locations

Policies for Independent Studies, Internships and Underenrolled Courses

In an effort to standardize our treatment of courses with fewer than 6 students, the Academic Council has developed policies that apply to independent studies, low enrollment courses, and directed studies (see definitions below). These policies will provide guidelines so that faculty who teach these courses will be treated equitably and that the number of underenrolled courses will be reduced. For pedagogical and financial reasons, it is not in the best interest of students to offer courses with only a few students. These courses not only increase costs but also tend to be less academically enriching than fully enrolled courses. These policies also should provide clear and equitable standards that will enhance long range departmental planning.

These policies, except for the independent study section, apply only to the fall and spring semesters. For the summer session, all courses with fewer than 6 students will be canceled.

Low enrollment courses and directed studies must be approved by the VPAA.

Independent Study

The purpose of an independent study is to provide an option for self-motivated students to explore topics that are not available through the University curriculum. Independent studies may not be used as substitutes for University or departmental requirements. Students are expected to spend a minimum of 45 hours for each credit of independent study. Generally, students are expected to meet with faculty every other week. Faculty will be given a \$50 honorarium for each credit of independent study.

Students who wish to pursue an independent study should contact a faculty member who might be interested in supervising the independent study. The student and the faculty member should agree on the content and requirements of the independent study. The faculty member should fill out the appropriate form and get permission from the department chair. The division chair must also sign off on the independent study. The form must be filed in the Registrar's Office.

Internship

All students enrolled in an internship must have a faculty internship advisor (FIA). Faculty internship advisors receive 1/3 credit towards the standard 12-credit per semester load for every student enrolled in an internship. Mount Mary internship policies and procedures are posted on my.mtmary.edu and available from the Advising and Career Development Office.

Students involved in any course of study that requires or offers an optional internship experience must register for the internship along with other courses during the designated semester and fulfill all requirements for the internship within the semester in which the placement is scheduled. Faculty must align internship supervision credits toward load during the semester in which a student is registered.

Course Cancellation, Low Enrollment Courses, and Directed Studies

Course Cancellation

Courses generally will be canceled if they have fewer than 8 students. Exceptions may be made if a student needs the course for December or May graduation, the course will not be offered again before that student's graduation, and there are no other alternatives. Courses should be canceled as soon as the department chair is reasonably sure that the course will have fewer than 8 students and that no students need it for graduation. The latest that courses will be canceled is one week before their start dates.

Low Enrollment Courses

A low enrollment course is defined as one that has less than 8 students but must be offered for the reasons stated above (see "Course Cancellation").

Directed Studies

A directed studies course is defined as one that has 1-3 students but must be offered for the reasons stated above (see “Course Cancellation”).

Implications for Faculty Workload

Full time faculty workload is equivalent to 24 undergraduate credits for the academic year (fall and spring semesters). If an underenrolled course scheduled to be taught by a full time faculty member is canceled or converted to a directed studies course, the faculty member can fulfill her/his obligation to the University by making up the credits by teaching an additional course during the next semester or summer.

Another option is that the full time faculty member would be assigned another course that semester which has been previously assigned to a part time faculty member.

Compensation for Low Enrollment Courses and Directed Studies

Whenever possible low enrollment courses and directed studies should be given as overloads for full time faculty or be given to a part time faculty member.

When low enrollment courses (i.e., those with 4-7 students) need to be part of a full time faculty member’s workload, they will be counted the same as a fully enrolled classes.

If low enrollment courses (i.e., those with 4-7 students) are assigned to full time faculty as an overload or to part time faculty, they will be paid at the same rate as a fully enrolled class.

If full time faculty members teach directed studies (i.e., those with 1-3 students), the directed studies will count for load in the following ways: 1 student = 25% of credits; 2 students = 50% of credits; 3 students = 75% of credits. (See Implications for Faculty Workload.)

Exceptions to this policy will be made only if there are some extenuating circumstances; for example, the faculty member has a considerable number of students or academic advisees, or the faculty has 3 or more preparations.

Rate of pay for directed studies for overload and part-time pay will be calculated in the following ways: 1 student = 25% of credits; 2 students = 50% of credits; 3 students = 75% of credits.

Minimizing the Need for Low Enrollment/Directed Studies Courses

Departments are discouraged from offering underenrolled courses. To minimize underenrolled courses departments should utilize the following Course Scheduling process:

Course Scheduling Strategies to Ensure Efficient use of Academic Department Resources

There are quite a variety of data points and strategies Deans and Department Chairs can use to ensure that course schedules from each department are produced with an eye to the greatest efficiency possible. Outlined below is the information and the strategies used to continue to increase the efficiency in departments and in course scheduling. Every decision regarding efficiency is balanced with a goal of providing a wide variety of course options for students in order to provide them with the richest educational experience possible.

Once department chairs have produced draft schedules, the following are checked:

1. Pull the dashboard data on the department to verify average class sizes for the previous two semesters. If the average class size has been steadily at or above the goal of 15, allow the department to run the same number of sections that it ran in the previous semester or year. If the average course size is low, work with the department chair to streamline the schedule. In some departments, there is considerable difference between fall and spring schedules, so sometimes the better comparison is the previous year rather than the previous semester.
2. Check the distribution of courses in more detail, pulling the record of the specific courses and enrollments offered in the past year. Make sure that the balance of upper-division courses to lower-division courses is reasonable and that we are not offering too many sections of the same course. Also, verify that over the past several semesters, there has been a good selection of courses available. For example, it is better to offer a wide variety of courses than lots of sections of one course, because it gives the student a sense of greater opportunities, and meet core. This allows us to serve both the broader student population and the various majors well.
3. Make sure that the demands of specific programs are met: Are there course sections available online if possible? Are the course sections needed for the Grace Scholars Program in the schedule? Are there courses available in core areas for the accelerated program as requested? Are there 3 credit core courses available each semester?
4. Make sure that courses are scheduled across the available time bands and in as wide a variety of course time bands as possible. This includes early morning and late afternoon or evening, so that every student can fit courses into her/his schedule regardless of the demands of her/his major.
5. Ensure that each faculty member has load according to the details of his or her contract, and that each faculty member has a reasonable schedule, both with respect to courses offered and course times.
6. Make sure that course caps are appropriate to the course content and delivery. Some professional organizations have guidelines for class sizes, but it is also essential for Deans to work with the Department Chairs to determine course caps based on the instructional approach. When selecting rooms, please consider course capacity and historical enrollment.
7. Verify that every course meets Carnegie hours according to our policies and that it fits in our delineated time bands. In conjunction with this, make sure that if a course is offered as hybrid, that the hybrid portion is clearly described so that the course continues to meet Carnegie hours as described in the syllabus.
8. Make sure that all parent and child courses are appropriately listed and that any cross-listings are clearly in place. Additionally, make sure that cross-listed courses are consistent with HLC guidelines.

9. Deans work with Department Chairs to identify any other efficiency possible. Think about ways in which their curriculum allows more or less flexibility and encourage chairs to think about ways in which we can build options and flexibility into the curriculum. Scheduling can occur with greater ease if there are not too many specific courses required for a major.
10. Consider other specific details, or pay attention to specific concerns knowing course histories or scheduling challenges. If concerned about departmental efficiency, pull a more substantial course history from Jenzabar and do a fuller data analysis to get a better grasp of the situation. This has been quite helpful in some cases and allowed for more strategic decisions.
11. Finally, as students register, monitor course enrollments carefully with a spreadsheet that pulls from Jenzabar in real time to determine what sections could be cut or where additional sections are needed to meet student demand.

Faculty Record

Name: _____

Department: _____

Year: _____

Items should be listed and discussed in one section only.

I. Teaching Performance

A. Academic Responsibilities

Course	# credits	# extra contact hours	Course enrollment

Course Release: _____ # credits Briefly describe the purpose of the release time (department chair, course development, etc.)

Supervision: _____ hours/week

Internship: _____ hours/week

Fieldwork: _____ hours/week

Independent Study: _____ hours/week

B. Description of any additional teaching evaluation activities, beyond the Course Evaluation Form that is handed out in all classes at the end of the semester.

C. Description of improvements/Innovations Related to Teaching Performance (Examples: Major revisions in course/course component; development of innovative course/teaching technique; improvement in interpersonal effectiveness)

II. University and Community Service

A. Committees

List the committees/task forces/work groups and any responsibility you had with the committee (chair, secretary, chair of subcommittee, etc.). Do not include committee work that is assigned by your department – place that in section B.

Committee/ Task Force/ Work Group Responsibility

B. Department

C. Advising _____# advisees

_____ Club Advisor, name of club: _____

_____ Other? (For example, freshman adviser)

D. Check off University events you have attended:

_____ Investiture	_____ Step Singing
_____ Honors Convocation	_____ May Graduation
_____ Awards Day	_____ December Graduation

E. Other University Service

F. Community Service

(Identify memberships, position held, assignments/responsibilities fulfilled)

III. Professional Growth

A. Description of Professional Activities. Please distinguish between *events attended* and *those where you presented/exhibited work* and indicate dates and locations.

(Examples: Conferences, workshops, research projects, presentations, performances, publications, advanced study, exhibits, organizational memberships, work related to field)

B. Description of Professional Recognition

(Examples: Awards, scholarships, offices, committee leadership, change in rank)

C. Other

IV. Community Engagement with Students

Name of Organization	Code*	Activity	# Students involved	Total # hours per student

*Code: I=Internship, SL=Service Learning, C=Community Engagement

(Please send large lists of students involved in field work, student teaching, clinical settings, etc. directly to the Service Learning office. Names of students are not needed; organizations, activities, number of students and hours are requested.)

V. Plans for next year:

A. Teaching (courses to be taught, new preparations, new methods to be used, etc.)

B. University and Community Service (committees on which you will serve, activities you plan to engage in that will benefit your department and/or the university and activities in the community that will benefit the university)

C. Professional Goals (conferences you plan to attend, research projects, presentations, performances, exhibits, advanced study, etc.)

Active Learning

“There is now strong empirical evidence that active involvement in the learning process is vitally important in two areas: (a) for the mastery of skills, such as critical thinking and problem-solving and (b) for contributing to the student’s likelihood of persisting to program completion” (Braxton, Jones, Hirshey, & Hartkey, 2008; Prince, 2004)” --from UNC-Chapel Hill Center for Faculty Excellence.

Active Learning is a learner-centered approach that expects students to participate in learning activities beyond reading texts, listening to lectures, and taking notes. It includes any pedagogically sound methods that help students better understand the core information to be learned.

Below is a partial list of some of the active learning techniques that our faculty may be using.

Please circle any active learning techniques that you use.

Please underline those you’d like to learn more about.

Active Review Sessions	Jigsaw Discussion
Brainstorming	Large-Group Discussion
Case Studies	Learner Self-Regulation Techniques
Collaborative Learning Group	Learning by Teaching
Experiential Learning	Pausing Techniques (during lectures)
Forum Theater	Peer Review
Gallery Walk	Priming Methods (Preparing students to learn)
Games	Role Playing
Group Evaluations	Self-Assessment
Hands-on Technology	Small Group Discussion
Informal Groups	Student Debate
Inquiry Learning	Think-Pair-Share
Interactive Lecture	Writing Activities (short, reflective)

Other techniques: _____

Sabbatical Application
Mount Mary University
(2 pages)

Name: _____ Rank: _____

Department: _____ Dates of Proposed Activities: _____

1. **Summary of Proposed Study/Scholarly Activity**

Institution or Location of Study/Activity: _____

Description of Study/Activity:

Objectives:

2. Describe how the proposed activities will contribute to your professional development.
3. How will your experience benefit teaching and learning at Mount Mary University?
4. In addition to presenting at a faculty forum, faculty workshop or other faculty-sponsored discussion, I would be willing to share what I have learned by:
- _____ Conducting a workshop or seminar for interested colleagues and/or students
 - _____ Presenting at a student event
 - _____ Presenting at a department meeting
 - _____ Other:
5. Previous sabbatical(s) or mini-grant(s) received from Mount Mary University
- | <u>Year:</u> | <u>Place of study/scholarly activity:</u> | <u>Amount Requested:</u> | <u>Amount</u> |
|------------------|---|--------------------------|---------------|
| <u>Received:</u> | | | |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
6. Attach faculty updates for the last two years.
7. The department chairperson must send a confidential letter of support to the VPAA that includes a plan for addressing the workload issues.

Signed: _____ Date: _____

Department Chair (indication of support)

-2-

Mini-Grant Application
Mount Mary University
(2 pages)

Name: _____ Rank: _____

Department: _____ Dates of Proposed Activities: _____

1. Summary of Proposed Study/Scholarly Activity

Institution or Location of Study: _____

Description of Study/Activity:

Objectives:

Are departmental resources available for the project? If so, please describe briefly.

Total amount of mini-grant support requested (Itemize Expenses):

2. Describe how the proposed project activities will contribute to your professional development.
3. How will your experience benefit teaching and learning at Mount Mary University?
4. In addition to presenting at a faculty forum, faculty workshop or other faculty-sponsored discussion, I would be willing to share what I have learned by:
 - _____ Conducting a workshop or seminar for interested colleagues and/or students
 - _____ Presenting at a student event
 - _____ Presenting at a department meeting
 - _____ Other:
5. Previous Mini-grants Received from Mount Mary University

<u>Year:</u>	<u>Place of study/scholarly activity:</u>	<u>Amount Requested:</u>	<u>Amount Received:</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
6. Attach faculty updates for the last two years.

Signed:_____ **Date:**_____

Department Chair (indication of support)

Forgivable Loan Application
Mount Mary University
(2 pages)

Name: _____ Rank: _____

Department: _____

Dates of Proposed Graduate Study: _____

1. Summary of Proposed Study

Institution or Location of Study: _____

Description of Study:

Objectives:

Financial Support Requested (Itemize Expenses):

(over)

Describe how the proposed graduate study will contribute to your professional development.

How will your experience benefit teaching and learning at Mount Mary University?

In addition to presenting at a faculty forum, faculty workshop or other faculty-sponsored discussion, I would be willing to share what I have learned by:

- _____ Conducting a workshop or seminar for interested colleagues and/or students
- _____ Presenting at a student event
- _____ Presenting at a department meeting
- _____ Other:

Previous forgivable loans/mini grants for degree work received from Mount Mary University

<u>Year:</u>	<u>Place of study/scholarly activity:</u>	<u>Amount Requested:</u>	<u>Amount Received:</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Attach faculty updates for the last two years.

Signed: _____ Date: _____

Department Chair (indication of support)

Mini-Sabbatical (AKA Course Release) Application
Mount Mary University

Name:_____ **Rank:** _____

Department:_____ **Dates of Proposed Activities:**_____

1. Summary of Proposed Activities

Description of Activities:

Objectives:

2. Describe how the proposed activities will contribute to your professional development.

3. How will your experience benefit teaching and learning at Mount Mary University?

4. In addition to presenting at a faculty forum, faculty workshop or other faculty-sponsored discussion, I would be willing to share what I have learned by:

- _____ Conducting a workshop or seminar for interested colleagues and/or students
- _____ Presenting at a student event
- _____ Presenting at a department meeting
- _____ Other:

5. Previous Course Release(s) Received from Mount Mary University

Year:

Activity:

_____	_____
_____	_____
_____	_____
_____	_____

6. Attach faculty updates for the last two years.

7. The department chairperson must send a confidential letter of support to the Provost that includes a plan for addressing the workload issues.

Signed: _____ **Date:** _____

Department Chair (indication of support)



Mount Mary University Institutional Review Board (IRB) for the Protection of Human Subjects

Application for IRB Review

**DATA COLLECTION CANNOT BEGIN
UNTIL THE IRB HAS APPROVED THIS PROJECT**

Directions:

- Faculty and student researchers, as well as student research advisors, should **read all relevant information on the University IRB page in My Mount Mary before initiating an application.** This includes full knowledge of the US Department of Health and Human Services Code of Federal Regulations Title 45 (Public Welfare), Part 46 (Protection of Human Subjects).
<http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html>
- All applicants must verify completion of Human Subjects Training. See <http://www.citiprogram.org>
- The IRB application must be filed and approved by the IRB **prior** to any Mount Mary University faculty, staff, or student (undergraduate or graduate), initiating a research project/study.
- If there is a cooperating institution, attach a copy of their IRB approval.
- In the case of a student research project, the student may complete the IRB application but the student's research advisor must sign and submit the application to the IRB for approval. It is the responsibility of the faculty research advisor to ensure that student applications and all attachments (e.g. informed consent forms and survey instruments) are in their final edited form. Even though a student research project may qualify as **exempt** from full IRB review, the research advisor may request the student to complete and submit a full IRB application.
- Complete this application using your word processing program (ex. Word), then print it out and obtain signatures from all investigators and advisors. (**Handwritten applications will not be accepted.**) For your benefit, save the completed application on your computer in case it needs to be revised and resubmitted.
- This is a professional document; please check spelling, grammar and punctuation.
- Submit a hard copy of the completed application with required signatures and attachments to Maureen Leonard, IRB Chair, Sciences Department. (**Emailed applications will not be accepted.**)
- Allow a **minimum of 10 working days** to process your application. Make sure this time frame is accounted for when considering initiation of data collection and due dates for student projects.
- For class projects you must submit IRB applications to the IRB Chair by October 31st of the fall semester and March 31st for the spring semester. For summer classes, please consult with the IRB Chair.
- Upon receipt of the IRB letter of approval, data collection may begin.

I. Required Documentation (No action will be taken without these attachments.)

Are the following attached to the IRB application?

- | | | |
|---|------------------------------|--|
| Consent application | <input type="checkbox"/> Yes | Applications should include explanation of procedures, risk, safeguards, freedom to withdraw, confidentiality, offer to answer inquiries, third party referral for concerns, signature and date. See Appendix.A. |
| Questionnaire/Survey Instrument(s) | <input type="checkbox"/> Yes | If survey is being conducted verbally, a copy of the introductory comments and survey questions being asked must be attached to this application. If survey includes focus group questions, a complete list of the question should be attached. For research using a published/purchased instrument, a photocopy of the instrument will suffice. |
| Verification of Human Subjects Training | <input type="checkbox"/> Yes | Copy of transcript, certificate or other evidence. |
| Copy of cooperating institution's IRB approval. | <input type="checkbox"/> Yes | Not required if there is no cooperating institution. |

II. Investigator(s):

Name:

Phone:

Affiliation with Mount Mary University (e.g. faculty,
student, etc.):

Email:

Signature: _____

Date:

Name:

Phone:

Affiliation with Mount Mary University:

Email:

Signature: _____

Date:

If student, list Research Advisor and complete Section II. Research Advisor must provide requested information and verify.

Department:

Research Advisor's Name:

Email:

Phone:

Research Advisor: Have you completed Human Subject's Training? ☐ Yes ☐ No**Research advisor's signature indicates responsibility for student
compliance with all IRB requirements.**

Signature: _____ Date:

Research Advisor

III. Project Description

Instructions: Briefly describe the proposed project including the sample and methodology (e.g. human subjects, data collection, data analysis and instruments).

1) Objectives (purpose of project):

2) Relevance to practice/body of knowledge:

3) Describe the research design (e.g. subject/participant selection and assignment, design, intervention, data analysis):

4) What measurement/data collection tools are being used?

Is the proposed project “research” as defined by Institutional Review Board requirements?

- Research is defined as a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.
- A human subject is defined as a living individual about whom an investigator obtains either 1) data through intervention or interaction with the individual; or 2) identifiable private information.

Does the research involve human subjects or official records about human subjects?

☐ Yes

☐ No

If NO STOP here and SUBMIT application.

If the results will be available in the library, presented at a professional conference (includes any presentation to group(s) outside of the classroom), or published, please check the Yes box:

☐ Yes

☐ No

If the YES box is CHECKED, proceed to SECTION IV.

If the NO box is CHECKED, STOP here and SUBMIT application.

IV. Exemptions

Are you requesting exemption from IRB review in one of the federally approved categories?

If yes, please reference OHRP website <http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html> and continue with application.

1) Does the research meet the criteria for exempt category 1 (education)? [45 CFR 46.101 (b) (1)]

Is the research conducted in established or commonly accepted educational settings (e.g. schools, Universities or other sites where educational activities regularly occur)? ☐ Yes

☐ No

Does the research study involve only normal education practices (e.g. instructional strategies, techniques, curricula, or classroom management techniques)? ☐ Yes

☐ No

*If **both** questions are answered **yes**, stop here, proceed to **Section I Required Documentation**, and **submit** application.*

2) Does the research meet the criteria for exempt category 2 (specific procedures)? [45 CFR 46.101 (b) (2)]

Does the research involve only the use of educational tests, survey procedures, interview procedures or observation of public behavior? ☐ Yes

☐ No

Is the information obtained recorded in such a manner that human subjects cannot be identified directly or through identifiers linked to the subjects? (See Appendix B) ☐ Yes

☐ No

*If **both** questions are answered **yes**, stop here, proceed to **Section I Required Documentation**, and **submit** application.*

3) Does the research meet the criteria for exempt category 3 (public officials)? [45 CFR 46.101 (b) (3)]

Does the research involve only the use of educational tests, survey procedures, interview procedures or observation of public behavior? ☐ Yes

☐ No

Are the human subjects elected or appointed public officials or candidates for public office? **If no, proceed to Category 4.** ☐ Yes

☐ No

Does any federal statute require without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter? (See Appendix B) ☐ Yes

☐ No

*If **all** questions are answered **yes**, stop here, proceed to **Section I Required Documentation**, and **submit** application.*

4) Does the research meet the criteria for exempt category 4 (existing data/specimens)? [45 CFR 46.101 (b) (4)]

Does the research involve only the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens? ☐ Yes

☐ No

☐ Yes

Will the information be recorded by the investigator in such a manner that the subjects cannot be identified directly or through identifiers linked to the subjects? (See Appendix B) ☐ No

*If **both** questions are answered **yes**, stop here, proceed to **Section I Required Documentation**, and **submit** application.*

5) Does the research meet the criteria for exempt category 5 (federal program research)? [45 CFR 46.101 (b) (5)]

Does the research involve studying, evaluating or examining federal public benefit or service programs? ☐ Yes

☐ No

Is the research conducted through a federal agency? ☐ Yes

☐ No

*If **both** questions are answered **yes**, stop here, proceed to **Section I Required Documentation**, and **submit** application.*

6) Does the research meet the criteria for exempt category 6 (taste and food quality)?

[45 CFR 46.101 (b) (6)]

Does the research involve a taste and food quality evaluation or consumer acceptance study? ☐ Yes

☐ No

Does the food consumed contain no additives, or a limited amount of food additives at or below a level approved by the FDA or EPA or the Food Safety and Inspection Service of the U.S. ☐ Yes

Department of Agriculture ☐ No

*If **both** questions are answered **yes**, stop here, proceed to **Section I Required Documentation**, and **submit** application.*

If no exemptions apply, continue with application.

V. Additional Project Information

1) What human subjects training has the researcher completed (e.g. course work, online certification)?

2) What process is used for obtaining informed consent (attach the informed consent application)? See Appendix for consent application.

3) Does the research include special populations?

Minors under 18 years of age?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Persons legally incompetent?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Prisoners?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Pregnant women, if affected by research?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Persons institutionalized?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Persons mentally incapacitated?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

4) If **YES**, describe additional precautions included in the research procedures.

5) Does the research involve any of the following procedures?

False or misleading information to subjects?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Withholds information such that their informed consent might be questioned?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Uses procedures designed to modify the thinking, attitudes, feelings, or other aspects of the behavior of the subjects?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

6) If **YES**, describe the rationale for using procedures, how the human subjects will be protected and what debriefing procedures are used.

7) Does the research involve measurement in any of the following areas?

Sexual behaviors?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Drug use?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Illegal conduct?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Use of alcohol?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

8) If **YES**, describe additional precautions included in the research procedures.

9) Are any portions of the research being conducted online?

Survey posted on a website?

☐ Yes

☐ No

If yes, assure anonymity

URL for survey includes information that could identify participants?

☐ Yes

☐ No

If yes, assure anonymity

Invitation to participate sent by email?

☐ Yes

☐ No

If yes, assure anonymity

Items use drop-down box?

☐ Yes

☐ No

If yes, assure that items allow choice of “no response”

10) If **YES**, describe additional procedures.

11) Describe the methods used to ensure confidentiality of data obtained.

Risks and Benefits

1) Describe risks to the subjects and the precautions that will be taken to minimize them. (Risk includes any potential or actual physical risk of discomfort, harassment, invasion of privacy, risk of physical activity, risk to dignity and self-respect, and psychological, emotional or behavioral risk.)

2) Describe the benefits to subjects and/or society. (These will be balanced against risk.)

Appendix A: Required Elements of Informed Consent

Informed consent is the process of communicating to a prospective participant, in easy-to-understand language (usually sixth- to eighth-grade level), all that he or she needs to know about participating in a research project, and then obtaining the prospective participant's agreement to participate. The following ten elements of consent are widely recognized and, except under certain specific conditions, **must be included in all consent processes and forms**:

1. An explanation of the study, including goals, procedure, and a statement that the study is research.
2. A description of what participants are expected to do and expected length of participation.
3. A description of any likely risks or discomforts for the participants. Potential harm should be explained in language that participants can understand and that relate to everyday life.
4. A description of any likely benefits to the participant or to others.
5. A disclosure of appropriate alternative procedures or courses of treatment, if any, that might be advantageous to the participant.
6. A statement describing the level of privacy assured for collected information (anonymous, confidential) and how private information and information security will be managed.
7. An explanation of whom to contact for answers to questions about the research. When a Mount Mary student is the principal investigator, the name and phone number of a supervising faculty member is required.
8. An explanation of whom to contact for concerns about the participant's privacy and rights, which for Mount Mary University is its IRB Chair.
9. For research involving more than minimal risk, a statement describing any compensation for injuries and contact information. (Minimal risk is a risk of harm to the participant that is no greater than the risk encountered in normal, day-to-day activities or during routine physical or psychological examinations.)
10. A statement that research participation is voluntary and the participant may withdraw from participation at any time, without penalty or loss of benefits to which the participant is otherwise entitled. If the participant is a patient or client receiving medical, psychological, counseling, or other treatment services, there should be a statement that withdrawal from the study will not jeopardize or otherwise affect any treatment or services the participant is currently receiving or may receive in the future. Participants also should be told whether their data will be destroyed should they withdraw from the study. If a survey instrument or interview questions are used and some questions deal with sensitive issues, the participants should be told they may refuse to answer individual questions.

Appendix B: IRB De-Identification Standard for Information

Protecting the privacy of research participants is a general concern in the vast majority of research projects. The degree to which privacy needs to be ensured or maintained depends on the nature of the particular research, its setting, and the research participants. Researchers share a general obligation to design their research to reduce the risks of disclosure of collected information about individual research participants. Thus, the present standard for de-identification of information is useful as a guide to protecting privacy even when it is not required or fully required. In this regard, the researcher should consider the following question when collecting and handling data.

Does the information I am accessing, recording, and/or disclosing contain identifiers? Simple access to information may be without concern, for example when the researcher is an employee who routinely handles the records in carrying out his or her position. But, the presence of identifiers in any **recorded or disclosed** information in the research means the information is not anonymous and so does not meet the IRB de-identification standard, which in some cases may also disqualify the research from exemption from IRB review. The IRB de-identification standard includes all 18 direct identifiers specified in the HIPAA Privacy Rule de-identification standard—*45 CFR 164.514(b)*. Below are listed specific direct and indirect identifiers that lead to information not being anonymous.

Identifiers: Direct; Indirect

One way to distinguish between information that is truly anonymous and information that is simply being kept confidential is to determine whether the data set contains direct or indirect identifiers. Information in a data set with either direct or indirect identifiers is not anonymous.

Direct Identifiers include:

- Names
- Addresses
- Telephone and fax numbers
- Email addresses, IP addresses, and URLs
- Social Security numbers
- Medical record numbers
- Account numbers, such as those associated with bank accounts or health plans
- License or certificate numbers, including driver's license numbers
- License plate numbers and other vehicle identifiers
- Fingerprints, voiceprints, or full-face photographic images
- Other unique characteristics or identification numbers (example student ID numbers)

Indirect Identifiers can be combined with publicly available information to identify individuals. The determination of indirect identifiers depends on the nature of the research participants. For example, in a study of residents of the state of Wisconsin, the information that someone graduated from one of the UW system schools probably would not be a unique identifier. However, in a study of small business leaders in Racine, WI, the same information might well apply to only one individual. In general, if any single variable in a data set applies to fewer than five participants, it is considered a potential indirect identifier.

Examples of indirect identifiers include:

- Detailed geographical information, such as state, county, or census tract of residence
- Organizations to which participants belong
- Educational institutions from which participants graduated
- Exact occupations
- Places where participants grew up
- Many dates, e.g. birth dates, hospital admission dates, high school or University graduation dates, etc.
- Detailed income information
- Offices or posts held by participants.



**ACKNOWLEDGEMENT FORM FOR PARTICIPATION IN A FIELD TRIP, CLUB, OR OTHER
ENRICHMENT ACTIVITY ASSOCIATED WITH MOUNT MARY UNIVERSITY**

This acknowledgement form is a binding contract between _____ (“Participant”) and Mount Mary University (the “University”), 2900 North Menomonee River Parkway, Milwaukee, Wisconsin. The University presents this acknowledgement form to potential participants in a field trip, club, or other enrichment activity (“Activity” or “Activities”) associated with the University to develop a common understanding of, and agreement to, the conditions upon which the University is able to sponsor participation in such Activities.

1.0 Each participant in an Activity recognizes that particular Activities may involve risk of bodily injury, property damage, or other harm, and even death. Each Participant acknowledges and assumes the risks and dangers associated with the Activity in which they seek to participate.

2.0 Participant represents and warrants that s/he is a student at the University, and that participation in the Activity is not a curriculum requirement for any degree. Participant acknowledges that her/his participation in the Activity is voluntary.

3.0 As a condition of participation in the Activity, Participant agrees to exercise reasonable care with respect to her/his own safety, as well as the safety of others. Participant agrees to abide by the University’s Codes of Conduct.

4.0 Participant represents and warrants that she/he has consulted with appropriate medical personnel and there are no health-related reasons or problems that preclude or restrict Participant’s participation in the Activities. Participant agrees that the University is not responsible for attending to Participant’s medical or medication needs while engaged in the Activities. If Participant is hospitalized or receives medical attention while engaged in the Activities, the University is not responsible for payment of such costs or for the quality of services provided.

5.0 The University does not act as agent for any transportation carriers, hotels, restaurants or suppliers of services during the course of the Activities. Participant understands that the University is not responsible or liable for injury, damage, loss, accident, delay or any irregularity which may be caused by transportation carriers, hotels, restaurants or any company or person providing or performing services related to the Activities. Participant agrees to accept responsibility for loss or additional expense due to delays or changes in means of transportation, other services, sickness, weather, strikes, or unforeseen circumstances. Participant understands that the University assumes no liability for loss, damage, destruction or theft of Participant’s luggage or personal belongings. If Participant becomes detached from the group, fails to meet a departure bus, airplane, train or car, or becomes sick or injured, Participant is responsible for reconnecting with

the group and will bear all costs attendant thereto. Should Participant have or develop legal problems with local authorities, Participant will attend to the matter personally with Participant's own personal funds. The University is not responsible for providing any assistance to Participant under such circumstances.

6.0 Because the University will not have its own medical personnel available during participation in the Activities, Participant authorizes the University to obtain necessary emergency medical treatment for Participant. Doing so will not cause the University to assume liability for any injury or damage that arises out of such emergency medical treatment.

7.0 This document is made, executed and entered into and shall be governed by the laws of the State of Wisconsin, without regard to conflict of law provisions. Any lawsuit involving a dispute that arises out of or relates to the Participant's participation in an Activity shall be brought exclusively in the State of Wisconsin, Milwaukee County Circuit Court.

8.0 The undersigned represents and warrants that s/he has read and fully understands the terms and provisions of this document and its nature and effect.

Signed: _____

Dated: _____

(Name/please print): _____



**ACKNOWLEDGEMENT FORM FOR PARTICIPATION IN MOUNT MARY UNIVERSITY
SPONSORED ATHLETIC PROGRAMS, INTRAMURAL SPORTS OR RECREATIONAL
ACTIVITIES**

(For Mount Mary University Students and Staff)

This acknowledgement form is a binding contract between _____ (“Participant”) and Mount Mary University (the “University”), 2900 North Menomonee River Parkway, Milwaukee, Wisconsin. The University presents this acknowledgement form to potential participants in its recreational activities, intramural sports, and athletic programs to develop a common understanding of, and agreement to, the conditions upon which the University is able to sponsor recreational activities, intramural sports and athletic programs.

1.0 Many recreational activities, intramural sports, and athletic programs involve risk of bodily injury, property damage, or other harm. Risks of bodily injury may include, but are not limited to, broken bones, strains, sprains, cuts, bruises, concussions, heart attack, heat exhaustion and, in some cases, even death. Each participant in a University sponsored recreational activity, intramural sport or athletic program acknowledges and assumes the risks and dangers associated with the recreational activity, intramural sport, or athletic program in which they seek to participate.

2.0 Each individual who decides to participate in a University sponsored recreational activity, intramural sport or athletic program is doing so voluntarily. It is the responsibility of each Participant, and/or the parent or legal guardian of the Participant, to make sure the Participant engages only in those activities, sports, or programs for which s/he has the requisite skills, qualifications, preparation and training. The University does not warrant or guarantee in any respect the competency or mental or physical condition of any individual Participant.

3.0 As a condition of participation in University sponsored recreational activities, intramural sports, or athletic programs each Participant is required to:

- 3.1** carefully review and sign this acknowledgement form;
- 3.2** carefully review and abide by the principles of conduct set forth in the University Student Handbook, the Faculty Handbook (if applicable), and the “Students & Employees’ Right to Know” brochure (additional copies of which can be obtained at the University Student Services office);
- 3.3** with respect to athletes or coaches who participate in University athletic programs and events, the Participant must submit written proof to the University Director of Athletics that the Participant has had a complete physical examination within the previous fiscal year time period (July 1 to June 30), and has received the opinion of the doctor performing that examination that

the Participant's participation in the athletic program and event and its associated practice sessions, is medically appropriate; and,

3.4 carefully review and sign a Release, Waiver, and Indemnification Form.

4.0 In the event that the Participant is injured during a University sponsored recreational activity, intramural sport, or athletic program, the Participant, and/or the parent or legal guardian of the Participant, consents to treatment of the Participant's injury by an athletic trainer or other professional employed by or otherwise under contract with the University. The Participant, and/or the parent or legal guardian of the Participant, authorizes the University, at its discretion, to arrange for the Participant's transport to a hospital or other medical facility for further medical attention. The Participant, and/or the parent or legal guardian of the Participant, understands and agrees that the University is not responsible for transporting the Participant to a hospital or medical facility that participates in the Participant's insurance/managed care plan.

5.0 This document is made, executed and entered into and shall be governed by the laws of the State of Wisconsin, without regard to conflict of law provisions. Any lawsuit that arises out of or relates to the Participant's participation in a University sponsored recreational activity, intramural sport, or athletic program shall be brought exclusively in the State of Wisconsin, Milwaukee County Circuit Court.

6.0 The undersigned represents and warrants that s/he has the full power, capacity and authority to execute this document as the Participant, or as the parent or legal guardian of the Participant. The undersigned further represents and warrants that s/he understands the terms and provisions of this document and its nature and effect.

Signed: _____

Dated: _____

(Name/please print): _____

Parent/Legal Guardian for (if applicable):

(Name/please print)

Name of Health Insurance Carrier: _____

Subscriber/Policy No.: _____



**ACKNOWLEDGEMENT FORM FOR PARTICIPATION IN MOUNT MARY UNIVERSITY
INTRAMURAL SPORTS OR RECREATIONAL ACTIVITIES**

(For Participants Who Are Not Affiliated With Mount Mary University)

This acknowledgement form is a binding contract between _____ (“Participant”) and Mount Mary University (the “University”), 2900 North Menomonee River Parkway, Milwaukee, Wisconsin. The University presents this acknowledgement form to potential participants in its recreational activities and intramural sports to develop a common understanding of, and agreement to, the conditions upon which the University is able to sponsor recreational activities and intramural sports.

1.0 Many recreational activities and intramural sports involve risk of bodily injury, property damage, or other harm. Risks of bodily injury may include, but are not limited to, broken bones, strains, sprains, cuts, bruises, concussions, heart attack, heat exhaustion and, in some cases, even death. Each participant in a University sponsored recreational activity or intramural sport acknowledges and assumes the risks and dangers associated with the recreational activity or intramural sport in which they seek to participate.

2.0 Each individual who decides to participate in a University sponsored recreational activity or intramural sport is doing so voluntarily. It is the responsibility of each Participant, and/or the parent or legal guardian of the Participant, to make sure the Participant engages only in those activities for which s/he has the requisite skills, qualifications, preparation and training. The University does not warrant or guarantee in any respect the competency or mental or physical condition of any individual Participant.

3.0 As a condition of participation in University sponsored recreational activities and intramural sports, the Participant, and/or the parent or legal guardian of each Participant, is required to:

- 3.1** carefully review and sign this acknowledgement form;
- 3.2** make sure that Participant has no health-related issues or problems that preclude or restrict Participant’s participation in the recreational activity or intramural sport for which s/he has signed up. Participant, and/or the parent or legal guardian of the Participant, acknowledges and agrees that the University is not responsible for Participant’s medical or medication needs while engaged in a University sponsored recreational activity or intramural sport; and,
- 3.3** carefully review and sign a Release, Waiver, and Indemnification Form.

4.0 In the event that the Participant is injured during a University sponsored recreational activity or intramural sport, the Participant, and/or the parent or legal guardian of the Participant,

consents to treatment of the Participant’s injury by an athletic trainer or other professional employed by or otherwise under contract with the University. The Participant, and/or the parent or legal guardian of the Participant, authorizes the University, at its discretion, to arrange for the Participant’s transport to a hospital or other medical facility for further medical attention. The Participant, and/or the parent or legal guardian of the

Participant, understands and agrees that the University is not responsible for transporting the Participant to a hospital or medical facility that participates in the Participant's insurance/managed care plan.

5.0 This document is made, executed and entered into and shall be governed by the laws of the State of Wisconsin, without regard to conflict of law provisions. Any lawsuit that arises out of or relates to the Participant's participation in a University sponsored recreational activity or intramural sport shall be brought exclusively in the State of Wisconsin, Milwaukee County Circuit Court.

6.0 The undersigned represents and warrants that s/he has the full power, capacity and authority to execute this document as the Participant, or as the parent or legal guardian of the Participant. The undersigned further represents and warrants that s/he understands the terms and provisions of this document and its nature and effect.

Signed: _____

Dated: _____

(Name/please print): _____

Parent/Legal Guardian for (if applicable):

(Name/please print)

Name of Health Insurance Carrier: _____

Subscriber/Policy No.: _____



**ACKNOWLEDGEMENT FORM FOR THE PARTICIPATION OF A MINOR IN A FIELD TRIP,
CLUB, OR OTHER ENRICHMENT ACTIVITY ASSOCIATED WITH MOUNT MARY
UNIVERSITY**

This acknowledgement form is a binding contract between _____ (“Participant”) and Mount Mary University (the “University”), 2900 North Menomonee River Parkway, Milwaukee, Wisconsin. The University presents this acknowledgement form to potential participants in a field trip, club, or other enrichment activity (“Activity” or “Activities”) associated with the University to develop a common understanding of, and agreement to, the conditions upon which the University is able to sponsor participation in such Activities.

1.0 Each participant in an Activity recognizes that particular Activities may involve risk of bodily injury, property damage, or other harm, and even death. Each Participant acknowledges and assumes the risks and dangers associated with the Activity in which they seek to participate.

2.0 Participant represents and warrants that s/he is a student at the University, and that participation in the Activity is not a curriculum requirement for any degree. Participant acknowledges that her/his participation in the Activity is voluntary.

3.0 As a condition of participation in the Activity, Participant agrees to exercise reasonable care with respect to her/his own safety, as well as the safety of others. Participant agrees to abide by the University’s Codes of Conduct.

4.0 Participant represents and warrants that s/he has consulted with appropriate medical personnel and there are no health-related reasons or problems that preclude or restrict Participant’s participation in the Activities. Participant agrees that the University is not responsible for attending to Participant’s medical or medication needs while engaged in the Activities. If Participant is hospitalized or receives medical attention while engaged in the Activities, the University is not responsible for payment of such costs or for the quality of services provided.

5.0 The University does not act as agent for any transportation carriers, hotels, restaurants or suppliers of services during the course of the Activities. Participant understands that the University is not responsible or liable for injury, damage, loss, accident, delay or any irregularity which may be caused by transportation carriers, hotels, restaurants or any company or person providing or performing services related to the Activities. Participant agrees to accept responsibility for loss or additional expense due to delays or changes in means of transportation, other services, sickness, weather, strikes, or unforeseen circumstances. Participant understands that the University assumes no liability for loss, damage, destruction or theft of Participant’s luggage or personal belongings. If Participant becomes detached from the group, fails to meet a departure bus, airplane, train or car, or becomes sick or injured, Participant is responsible for reconnecting with the group and will bear all costs attendant thereto. Should Participant have or develop legal problems with local

authorities, Participant will attend to the matter personally with Participant's own personal funds. The University is not responsible for providing any assistance to Participant under such circumstances.

6.0 Because the University will not have its own medical personnel available during participation in the Activities, Participant authorizes the University to obtain necessary emergency medical treatment for Participant. Doing so will not cause the University to assume liability for any injury or damage that arises out of such emergency medical treatment.

7.0 This document is made, executed and entered into and shall be governed by the laws of the State of Wisconsin, without regard to conflict of law provisions. Any lawsuit that arises out of or relates to the Participant's participation in an Activity shall be brought exclusively in the State of Wisconsin, Milwaukee County Circuit Court.

8.0 Each of the undersigned represents and warrants that s/he has read and fully understands the terms and provisions of this document and its nature and effect. Because the Participant is under 18 years of age at the time this document is being executed, the undersigned parent or legal guardian is signing this document on the Participant's behalf.

Signed: _____

Dated: _____

(Name/please print): _____

PARENT/LEGAL GUARDIAN

Dated: _____

Signature: _____

Name (please print): _____



MOUNT MARY UNIVERSITY
RELEASE, WAIVER, AND INDEMNIFICATION FORM

I, _____, seek to participate in a recreational activity, intramural sport, or athletic program that is being sponsored by Mount Mary University (the “University”), specifically _____. My participation in this recreational activity, intramural sport, or athletic program is by choice and is completely voluntary.

I, on behalf of myself, my spouse, my heirs, assigns, related individuals and related entities (if any), hereby release, waive, absolve, discharge and agree to hold harmless, defend and indemnify the University, its board members, directors, trustees, officers, employees, agents, affiliated entities, and insurers (collectively, the “University Released Parties”, and individually, a “University Released Party”) from and against any and all rights, claims, demands, causes of action, suits or liabilities of any kind or character whatsoever (“Claims”), that arise out of or relate to my participation in the above-referenced University sponsored recreational activity, intramural sport, or athletic program. The scope of this release/waiver/indemnification specifically includes Claims against a University Released Party based on the University Released Party’s own negligence. Notwithstanding any language above, however, this release/waiver/indemnification does not apply to Claims against a University Released Party for injury or damage caused by intentional or reckless conduct of the University Released Party.

If this document is executed by a parent or legal guardian of a participant in a University sponsored recreational activity, intramural sport, or athletic program, such person represents and warrants that they have the full power, capacity and authority to execute this document, and complete the blank spaces in the first paragraph of this document, on behalf of such participant.

The participant, and/or the parent/legal guardian of the participant, understands that by signing this document s/he is giving up substantial legal rights, has read this document carefully, and fully understands it.

Dated: _____

Signed: _____

(Name/please print): _____

Parent/Legal Guardian for (if applicable):

 (Name/please print)



MOUNT MARY UNIVERSITY

RELEASE, WAIVER, AND INDEMNIFICATION FORM

I, _____, seek to participate in a field trip, club, or other enrichment activity (“Activity” or “Activities”) that is being sponsored by Mount Mary University (the “University”), specifically _____. My participation in this Activity is by choice and is completely voluntary.

I, on behalf of myself, my spouse, my heirs, assigns, related individuals and related entities (if any), hereby release, waive, absolve, discharge and agree to hold harmless, defend and indemnify the University, its board members, directors, trustees, officers, employees, agents, affiliated entities, and insurers (collectively, the “University Released Parties”, and individually, a “University Released Party”) from and against any and all rights, claims, demands, causes of action, suits or liabilities of any kind or character whatsoever (“Claims”), that arise out of or relate to my participation in the above-referenced University sponsored Activity. The scope of this release/waiver/indemnification specifically includes Claims against a University Released Party based on the University Released Party’s own negligence. Notwithstanding any language above, however, this release/waiver/indemnification does not apply to Claims against a University Released Party for injury or damage caused by intentional or reckless conduct of the University Released Party.

I understand that by signing this document I am giving up substantial legal rights. I have read the foregoing provisions of this document carefully before signing below.

Dated: _____

Signed: _____

(Name/please print): _____



MOUNT MARY UNIVERSITY

RELEASE, WAIVER, AND INDEMNITY FORM (Minor)

_____, (“Participant”) seeks to participate in a field trip, club, or other enrichment activity (“Activity” or “Activities”) that is being sponsored by Mount Mary University (the “University”), specifically _____. _____’s participation in this Activity is by choice and is completely voluntary.

Participant, on behalf of himself/herself, his/her spouse, heirs, assigns, related individuals and related entities (if any), hereby releases, waives, absolves, discharges and agrees to hold harmless, defend and indemnify the University, its board members, directors, trustees, officers, employees, agents, affiliated entities, and insurers (collectively, the “University Released Parties”, and individually, a “University Released Party”) from and against any and all rights, claims, demands, causes of action, suits or liabilities of any kind or character whatsoever (“Claims”), that arise out of or relate to Participant’s participation in the above-referenced University sponsored Activity. The scope of this release/waiver/indemnification specifically includes Claims against a University Released Party based on the University Released Party’s own negligence. Notwithstanding any language above, however, this release/waiver/indemnification does not apply to Claims against a University Released Party for injury or damage caused by intentional or reckless conduct of the University Released Party.

The undersigned understands that by signing this document, Participant is giving up substantial legal rights. The undersigned represents and warrants that s/he has the full power, capacity and authority to execute this document as the parent or legal guardian of the Participant. The undersigned has read the foregoing provisions of this document carefully before signing below.

Dated: _____

Signed: _____

(Name/please print): _____

Parent/Legal Guardian for:

(Name/please print)

MOUNT MARY UNIVERSITY

RELEASE AND INDEMNIFICATION AGREEMENT FOR INTERNSHIPS

Student Name (please print): _____

Description of Internship: _____ [ID the Program-Related Activity]

Dates of Internship: _____

Location of Internship: _____

I, the above-name student, certify that I am eighteen years of age or older, and have voluntarily applied to participate in the above Internship, as part of the _____ Program at Mount Mary University. I acknowledge that the Internship may expose me to hazards or risks that may result in my illness, personal injury or death. I understand and appreciate the nature of such hazards and risks.

In consideration of my participation in the Internship, I hereby accept all risk to my health and of my injury or death that may result from such participation. I hereby further release the University, its governing board, officers, employees and representatives from any liability to me, my personal representatives, estates, heirs, next of kin, and signs for any and all claims and causes of action for loss of, or damage to, my property, and for any and all illness or injury to my person, including my death, that may result from, or occur during, my participation in the Internship, whether caused by negligence of the University, its governing board, officers, employees, representatives or otherwise. I further agree to indemnify and hold harmless the University, its governing board, officers, employees, and representatives from liability for the injury or death of any person(s) and damage to property that may result from my negligent or intentional act, or omission, while participating in the described Internship.

I HAVE CAREFULLY READ THIS AGREEMENT AND UNDERSTAND IT TO BE A RELEASE OF ALL CLAIMS AND CAUSES OF ACTION FOR MY INJURY OR DEATH, OR DAMAGE TO MY PROPERTY, THAT OCCURS WHILE PARTICIPATING IN THE DESCRIBED INTERNSHIP, AND FURTHER UNDERSTAND THAT IT OBLIGATES ME TO INDEMNIFY THE PARTIES NAMED FOR ANY LIABILITY FOR INJURY OR DEATH OF ANY PERSON AND DAMAGE TO PROPERTY CAUSED BY NEGLIGENT OR INTENTIONAL ACT OR OMISSION.

Student Signature

Date

Witness

Date

MOUNT MARY UNIVERSITY

RELEASE AND INDEMNIFICATION AGREEMENT FOR PROGRAM-RELATED FIELD TRIPS

Student Name (please print): _____

Description of Activity or Trip: _____ [ID the Program-Related Activity or trip here]

Dates of Activity or Trip: _____

Location of Activity or Trip: _____

I, the above-name student, certify that I am eighteen years of age or older, and have voluntarily applied to participate in the above Activity or Trip, as part of the _____ Program at Mount Mary University. I acknowledge that the Activity or Trip may expose me to hazards or risks that may result in my illness, personal injury or death. I understand and appreciate the nature of such hazards and risks.

In consideration of my participation in the Activity or Trip, I hereby accept all risk to my health and of my injury or death that may result from such participation. I hereby further release the University, its governing board, officers, employees and representatives from any liability to me, my personal representatives, estates, heirs, next of kin, and signs for any and all claims and causes of action for loss of, or damage to, my property, and for any and all illness or injury to my person, including my death, that may result from, or occur during, my participation in the Activity or Trip, whether caused by negligence of the University, its governing board, officers, employees, representatives or otherwise. I further agree to indemnify and hold harmless the University, its governing board, officers, employees, and representatives from liability for the injury or death of any person(s) and damage to property that may result from my negligent or intentional act, or omission, while participating in the described Activity or Trip.

I HAVE CAREFULLY READ THIS AGREEMENT AND UNDERSTAND IT TO BE A RELEASE OF ALL CLAIMS AND CAUSES OF ACTION FOR MY INJURY OR DEATH, OR DAMAGE TO MY PROPERTY, THAT OCCURS WHILE PARTICIPATING IN THE DESCRIBED ACTIVITY OR TRIP, AND FURTHER UNDERSTAND THAT IT OBLIGATES ME TO INDEMNIFY THE PARTIES NAMED FOR ANY LIABILITY FOR INJURY OR DEATH OF ANY PERSON AND DAMAGE TO PROPERTY CAUSED BY NEGLIGENT OR INTENTIONAL ACT OR OMISSION.

Student Signature

Date

Witness

Date

RELEASE, WAIVER OF LIABILITY AND HOLD HARMLESS AGREEMENT
(For Participants Who Are Not Affiliated With Mount Mary University)

This Release, Waiver of Liability and Hold Harmless Agreement (“Agreement”) is signed by:

_____, _____(print)_____ (“Participant”),

for the benefit of Mount Mary University, 2900 North Menomonee River Parkway, Milwaukee, Wisconsin, its District Board, its District directors, officers, employees, teachers, agents and insurers (collectively, the “Institution”). Participant is at least eighteen (18) years of age and competent to sign this document. If Participant is under eighteen (18), this document must be signed by Participant and Participant’s parent and/or legal guardian.

1.0 Participant wishes to participate in a field trip, club or other enrichment activity (“Activities”) associated with the Institution. Participant acknowledges that his/her participation in the Activities is completely voluntary.

2.0 As a requirement to participate in the Activities, Participant agrees to always exercise reasonable care with respect to his/her safety and the safety of others.

2.1 Participant understands that there may be dangers and hazards in the Activities which, under certain circumstances, may risk damage to property, bodily injury and even death. The Institution cannot and does not assume responsibility for such personal injuries or property damage.

2.2 Participant, for him/herself and any spouse, heirs, assigns, related individuals and related entities, **hereby waives, releases, absolves, discharges and agrees to hold harmless the Institution from any rights, claims, demands, causes of action, obligations, suits, liens, damages or liabilities of any kind whatsoever, known or unknown, suspected or claimed**, which Participant shall or may have in the future against the Institution arising out of, based on or related to Participant’s enrollment and participation in the Activities. **Participant will indemnify and hold the Institution harmless from the payment of any and all judgments, settlements, costs, disbursements and attorney fees that are associated with the Institution having to defend or investigate any claim, action or proceeding of any type whatsoever arising out of the Participant’s enrollment or participation in the Activities including, but not limited to, claims for breach of contract, negligence, strict liability, or otherwise.** This indemnification obligation and this Release, Waiver of Liability and Hold Harmless Agreement does not, however, absolve the Institution from any liability, damages, costs, disbursements and attorney fees incurred due to the Institution’s intentional or reckless conduct.

3.0 Participant has no health-related issues or problems that preclude or restrict Participant’s participation in the Activities. Participant agrees that the Institution is not responsible for attending to Participant’s medical or medication needs while engaged in the Activities. Participant assumes all responsibility therefore. If Participant is hospitalized or receives medical attention while engaged in the Activities, the Institution is not responsible for payment of such costs or for the quality of services provided.

4.0 The Institution does not act as agent for any transportation carriers, hotels, restaurants and suppliers of services during the course of the Activities. Participant understands that the Institution is not responsible or liable for injury, damage, loss, accident, delay or any irregularity which may be caused by transportation carriers, hotels, restaurants or any company or person providing or performing services related to the Activities.

5.0 Participant agrees to accept responsibility for loss or additional expense due to delays or changes in means of transportation, other services, sickness, weather, strikes, or unforeseen circumstances. Participant understands that the Institution assumes no liability for loss, damage, destruction or theft of

Participant's luggage or personal belongings. If Participant becomes detached from the group, fails to meet a departure bus, airplane, train or car, or becomes sick or injured, Participant is responsible for reconnecting with the group and will bear all costs attendant thereto.

6.0 Should Participant have or develop legal problems with local authorities, Participant will attend to the matter personally with Participant's own personal funds. The Institution is not responsible for providing any assistance to Participant under such circumstances.

7.0 Because the Institution will not have its own medical personnel available during participation in the Activities, Participant authorizes the Institution to obtain necessary emergency medical treatment for Participant. Doing so will not cause the Institution to assume liability for any injury or damage arising out of emergency medical treatment.

8.0 Participant intends for this Release, Waiver of Liability and Hold Harmless Agreement to be binding on members of his/her family, spouse and, if Participant is deceased, it shall be deemed as a release, waiver, discharge, and covenant not to sue the Institution by the Participant's family and spouse, for any matter arising out of Participant's participation in the Activities. Participant executes this document for the full, adequate, and complete consideration of being allowed to participate in the Activities, fully intending to be bound by the same.

9.0 Participant agrees this Release, Waiver of Liability and Hold Harmless Agreement shall be construed in accordance with the laws of the State of Wisconsin, which shall be the forum for any lawsuits filed under or incident to it, or the Activities. This Release, Waiver of Liability and Hold Harmless Agreement shall be in full force and effect for five (5) years from the date of signing.

**THIS DOCUMENT AFFECTS YOUR LEGAL RIGHTS
READ AND UNDERSTAND IT BEFORE YOU SIGN IT**

Dated this: _____

PARTICIPANT:

WITNESS (MSTC EMPLOYEE):

Signature: _____

Signature: _____

Name (please print): _____

Name (please print) _____

PARENT/LEGAL GUARDIAN (if applicable)

Signature: _____

Name (please print): _____

RELEASE, WAIVER OF LIABILITY AND HOLD HARMLESS AGREEMENT FOR MOUNT MARY UNIVERSITY STUDY ABROAD PROGRAMS

This Release, Waiver of Liability and Hold Harmless Agreement is executed by

_____(“Participant”), and is issued to Mount Mary University,
(Name of Applicant-Please Print)
2900 North Menomonee River Parkway, Milwaukee, Wisconsin.

PROGRAM: MOUNT MARY UNIVERSITY FOREIGN TRAVEL

1. **Participant’s desire to participate in the Program.** Participant acknowledges that he/she is a _____ who wished to participate in the _____. The dates of the Program are _____. Participant expressly acknowledges that he/she has freely and voluntarily decided to participate in this Program.
2. **Risks of study abroad.** Participant acknowledges and understands that participation in the Program involves risks not found in domestic travel. These include risks involved in traveling to and within, and returning from, one or more foreign countries; foreign political, legal, social, and economic conditions; different standards of design, safety and maintenance of buildings, public places and conveyances; local medical and weather conditions; and other matters related to foreign travel. Participant acknowledges that he/she has made his/her own investigation and is willing to accept these risks.
3. **Institutional Arrangements.** Participant understands and acknowledges that neither the University, nor the Program’s Coordinator, represents, or acts, as an agent for, and cannot control the acts or omissions of, any host institution, host family, transportation carrier, hotel, tour organizer or other provider of goods or services involved in the Program. Participant understands and acknowledges that neither the University nor the Program’s Coordinator is responsible for matters that are beyond their control. Participant hereby releases the University and the Program’s Coordinator from any injury, loss, damage, accident, delay or expense arising out of any such matters.
4. **Independent Activity.** Participant understands and acknowledges that neither the University, nor the Program’s Coordinator, is responsible for any injury or loss that he/she may suffer when he/she travels independently or is otherwise separated or absent from any Program-related activity.
5. **Health and Safety.** Participant understands and acknowledges that:
 - a. He/She has consulted with a medical doctor with regard to any personal medical needs. Further, Participant represents that there are no health-related reasons or problems which preclude or restrict his/her participation in the Program.
 - b. He/She is aware of all applicable personal medical needs, and has arranged, through insurance or otherwise, to meet any and all needs for payment of medical costs while he/she participates in the Program.
 - c. He/She understands and acknowledges that the University may, but is not obligated to, take any actions it considers to be warranted under the circumstances regarding the Participant’s health and safety. Further, Participant agrees to pay all expenses relating thereto and release the University from any liability for any actions taken.
6. **Acceptable conduct by Participant.** Participant is aware of the behavior expected while participating in the Program. As a guest, there is certain behavior that is unacceptable and could lead to possible

disruption or continuation of Participant's participation in the Program. Participant assures the University that he/she shall act in an appropriate manner at all times. If the University, or the

Program's Coordinator, finds it necessary to expel Participant from participation in the Program, he/she will be responsible for his/her own expenses and will not receive any refund of Program fees.

7. **Legal Problems:** Participant acknowledges and understands that should he/she have or develop legal problems during the course of the Program, Participant will attend to the matter personally with participant's own personal funds. Neither the University, nor the Program's Coordinator, is responsible for providing any assistance to Participant under such circumstances.
8. **Travel and Accommodation Problems.** Participant acknowledges and agrees to accept all responsibility for loss or additional expenses due to delays or other changes related to transportation problems. Participant acknowledges and understands that neither the University, nor the Program's Coordinator, assumes any liability whatsoever for any losses, damage, destruction or theft of Participant's luggage or personal belongings, and Participant represents and warrants that he/she has obtained adequate insurance, or has sufficient funds to replace such belongings and will hold the University, and the Program's Coordinator, harmless therefrom. Further, Participant acknowledges and understands that in the event Participant becomes detached from the Program group, fails to meet a departure time or become sick or injured, Participant will bear all responsibility to seek out, contact and reach the Program group at its next available destination. Participant shall bear all costs attendant to contact and reach the Program group at its next available destination.
9. **University's Rights and Powers.** The University reserves the right to cancel, without penalty, the offering and conduct of the Program. Further, the University reserves the right to withdraw any part of the Program, to make any alterations, deletions or modifications in the Program's itinerary, as deemed necessary by the University or by the Program's Coordinator.
10. **Waiver of University Liability and Indemnification of the University for Risks and Dangers.** As a condition precedent to Participant's participation in the Program, Participant agrees to exercise reasonable care at all times with respect to the safety of Participant's own person and personal property, and with respect to the safety of other Participants and their personal property. Participant understands, however, that there are certain dangers, hazards, and risks inherent in the activities included in the Program. Participant acknowledges that participation in the Program may involve the risk of damage to property, bodily injury, and, in some cases, even death. Neither the University, nor the Program's Coordinator, assumes any responsibility for such personal injuries or property damage. Participant further acknowledges that he/she is at least eighteen (18) years of age, and is competent to sign this document.

Accordingly, Participant, for him/herself and the Participant's spouse (if applicable), heirs, assigns, related individuals and related entities, does hereby waive, release, absolve, discharge and agree to hold harmless the University and its Board of Trustees, directors, officers, employees, teachers, agents and insurers, and the Program's Coordinator (collectively, the "Released Parties"), from and against any and all rights, claims, demands, causes of action, obligations, suits, liens, damages, or liabilities of any kind and character whatsoever, whether known or unknown, suspected or claimed, which the Participant shall, or may have, in the future against the Released Parties arising out of, based on, related to, or connected with, the Participant's enrollment and participation in the Program. Participant also agrees to indemnify and hold the Released Parties harmless from the payment of any and all judgments, settlements, costs, disbursements and attorneys' fees that are associated with the Released Parties having to defend or investigate any claim, action or proceeding of any type whatsoever arising out of the Participant's enrollment or participation in the Program, including, but not limited to, claims for breach of contract,

11. **Governing Law: Forum.** Participant agrees that this Release, Waiver of Liability and Hold Harmless Agreement shall be construed in accordance with the laws of the State of Wisconsin, which shall be the forum for any lawsuits filed under, or incident to, this Release, Waiver of Liability and Hold Harmless Agreement. The terms and provisions of this Release, Waiver of Liability and Hold Harmless Agreement shall be severable, such that if a court of competent jurisdiction holds any term to be illegal, unenforceable, or in conflict with any law governing this Release, Waiver of Liability and Hold Harmless Agreement, the validity of the remaining portions shall not be affected thereby.
12. **Other Provisions.**
- a. The Released Parties are granted permission to authorize emergency medical treatment, if necessary, and that such action by the Released Parties will cause them to assume no responsibility for any injury or damage which might arise out of, or in connection with, such emergency medical treatment.
 - b. It is the Participant's express intent that this Release, Waiver of Liability and Hold Harmless Agreement shall bind the members of the Participant's family and spouse (if applicable); and if the Participant is deceased, it shall be deemed as a release, waiver, discharge, and covenant not to sue the Released Parties by the Participant's family and spouse (if applicable), for any matter arising out of Participant's participation in the Program.
 - c. By signing this document, Participant acknowledges and represents that he/she is fully informed of the contents of this Release, Waiver of Liability and Hold Harmless Agreement. By reading it before signing it, and by signing this document as the Participant's own free act and deed, Participant confirms that no oral representations, statements or inducements, apart from those made herein, have been made.

THIS RELEASE, WAIVER OF LIABILITY AND HOLD HARMLESS AGREEMENT
REQUIRES YOU TO GIVE UP SUBSTANTIAL LEGAL RIGHTS. PLEASE READ AND
UNDERSTAND THIS DOCUMENT BEFORE YOU SIGN IT.

Participant

Date: _____

XXX