

MERCER UNIVERSITY  
**COLLEGE OF HEALTH PROFESSIONS**  
Faculty Handbook



Faculty Bylaws, Policies, and Procedures  
2023 - 2024

The University Faculty Handbook supersedes any College, Department, or Program  
Faculty Handbook

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## Mission, Vision, and Values

### Mission Statement

The College of Health Professions seeks to prepare students to improve the health and quality of life of individuals and society through excellence in teaching, research, and service.

Statement of College Goals:

- Provide an education that is effective, innovative, and comprehensive to include undergraduate, graduate, residencies, fellowships, and certificate programs.
- Foster an environment that is caring, equitable, and responsive toward all stakeholders.
- Ensure quality of programs through continuous assessment and improvement.
- Encourage diversity and adhere to the values of the University's Judeo-Christian heritage while respecting the pluralistic values of our society.
- Engage students in active learning to enhance critical thinking and problem-solving skills.
- Foster personal and professional growth and a commitment to lifelong learning.
- Support a highly qualified faculty in their pursuit of teaching, scholarly activity, and service in recognition that these activities are integral components of continuing professional growth.
- Provide the infrastructure to support research that integrates components of basic science, public health, clinical interventions, and pedagogical innovation.
- Prepare graduates to assume leadership roles in their communities and profession.
- Engage in interprofessional education to develop mutual understanding of and respect for the contributions of various disciplines for the betterment of individuals and society.

### Vision

The College of Health Professions will be nationally recognized for promoting and improving health through excellence in education, leadership, and innovation.

### Core Values

The College of Health Professions bases its educational program and position in the healthcare community upon certain core values. The core values and modeled behaviors of the College are:

- Collaboration* – working together and respecting each other's contributions.
- Recognize the value of others, their ideas, beliefs, diversity, and cultural heritage.
  - Actively participate in on-going education, professional, and interprofessional activities.

*Compassion* – showing empathy and concern for the well-being of others.

- Place other's interest ahead of his/her own.
- Be sensitive to the personal concerns and beliefs of others.

*Excellence* – performing at the highest level.

- Initiate innovative ways to increase efficiency, effectiveness, and productivity.
- Develop new approaches to improve health and quality of life.

*Integrity* – unwavering adherence to an ethical code of conduct.

- Be fair, straightforward, and truthful.
- Admit, correct, and learn from mistakes.
- Honor commitments and accept responsibility for actions.

*Justice* – committing to fairness and equity in the treatment of others.

- Address any dishonest or unethical behavior both upwards and peer-to-peer.
- Treat everyone fairly and with genuine concern about the welfare of others.

*Learning* – acquiring, synthesizing, understanding, and assimilating new knowledge and information.

- Actively participate in continuous professional development.
- Share knowledge of new practices and procedures, evolving sciences, and leading-edge technologies.
- Promote development of interprofessional learning and collaborative practice.

*Professionalism* – exhibiting appropriate behaviors and adhering to an established code of conduct.

- Express concerns about work issues and work constructively to create a resolution.
- Support the University's and College's mission, goals, and policies and procedures.

*Service* – offering our talents and skills toward the betterment of our communities.

- Advocate for improved health, wellness, and quality of life for patients and society.
- Actively participate in community-based initiatives.

## Diversity Statement

Mercer is an independent university that remains grounded in a tradition that embraces freedom of the mind and spirit, cherishes the equal worth of every individual, and commits to serving the needs of humankind. The College of Health Professions at Mercer University believes that diversity enriches education by providing a wide variety of views that enhance the development and application of new knowledge. The College aspires to and embraces respect for a diverse learning environment of faculty, staff, and students that encompasses the many characteristics of diversity including, but not limited to, race, ethnicity, age, abilities or disabilities, gender and gender identity, sexual orientation, religion or spiritual belief, social and cultural attributes, geographical origin, and socioeconomic status. The College is committed to enrolling a diverse student body by seeking candidates whose backgrounds display talent, drive, leadership, and potential to effectively contribute to the health professions.

## **Bylaws of the Faculty of the College of Health Professions**

### Article I - Name

The name of the body constituted in this document shall be the Faculty of the Mercer University College of Health Professions.

### Article II - Membership

- (1) The voting membership of the Faculty of the College of Health Professions (hereinafter referred to as the "Faculty") shall consist of all those holding full-time appointments in the ranks of Professor, Associate Professor, Assistant Professor, and Instructor. This includes those with the term "clinical" preceding their rank or those with "of practice" after their rank. The President and Provost are ex officio voting members of the faculty.
- (2) The President, the Dean of the College of Health Professions (hereinafter referred to as the "Dean"), or the Faculty by vote may designate persons not included in the foregoing paragraph who shall have the privilege of attendance and discussion at Faculty meetings, but not the privilege of voting.

### Article III - Officers

- (1) The Dean shall be the presiding officer and chair of the Faculty, and in her/his absence the Dean's designate shall preside.
- (2) The President may, when he or she deems it advisable, preside over any meetings of the Faculty.
- (3) The Administrative Assistant to the Dean shall serve as the secretary for the Faculty and shall keep accurate records of all meetings and actions of the Faculty. Upon Faculty direction, the Secretary shall transmit in writing all motions passed, or actions taken to the persons or bodies concerned. The Secretary shall provide a copy of all Faculty Minutes to the President. The Secretary is a non-voting member of the organization.

### Article IV - Duties and Jurisdiction

- (1) The Faculty shall have jurisdiction over all matters concerning curriculum, admission requirements, and graduation requirements of the College of Health Professions. The Dean will implement the decisions of the Faculty in these matters.
- (2) The Faculty shall consider any matter referred to it by the President, Provost, or the Executive Council of any school/college of the University, the Dean, or any member or members jointly of the Faculty.
- (3) The Faculty may, by majority vote, make recommendations to the President or other appropriate individual bodies.
- (4) The Faculty shall participate in university governance through representation in the Faculty House of Delegates.

- a. Nominations for House of Delegates shall be solicited, and ballots prepared and tallied by the Faculty Advisory Council. The Faculty shall, during the month of March, elect the requisite number of representatives to the University House of Delegates for three-year terms. Those eligible for election shall include all faculty members except those holding an appointment as Dean or Department Chair. These representatives shall voice the will of the Faculty on those matters on which they have been specifically instructed.
- b. Unexpired terms shall be filled as soon as possible by nomination and vote of the Faculty.

Article V - Meetings and Procedures

- (1) The Faculty shall meet on a date and at a time designated by the Dean. Special meetings may be called by the President, the Dean, or by written request of four members of the Faculty.
- (2) Attendance at faculty meetings is a responsibility of the faculty. Faculty members are expected to attend all meetings unless prior approval is obtained from the Department Chair.
- (3) Notification via email shall be given to each Faculty member reasonably in advance of any meeting. This notice shall contain the agenda of the meeting and such other information as may be desirable for advance study by the Faculty.
- (4) The order of business at each regular meeting shall be:
  - a. Call to Order
  - b. Invocation
  - c. Approval of Minutes of Last Meeting
  - d. Dean's Report
  - e. Associate Dean's Report
  - f. Academic Unit Reports
  - g. Reports of Committees
  - h. Old Business
  - i. New Business
  - j. Announcements
  - k. Adjournment
- (5) Normally, new business intended for discussion by the Faculty at a regular meeting shall be presented in writing to the secretary in advance of the regular meeting. Members of the Faculty shall have the right to present proposals from the floor at any time.
- (6) A majority of the voting Faculty shall constitute a quorum. ("Majority" is defined as 51% of the voting Faculty).
- (7) At all meetings of the Faculty, voting shall be by voice, by show of hands, by rising vote, or by ballot, as decided by the presiding officer. It shall be in order, however, to move for vote by ballot. A motion shall be carried by a majority of the voting members present and voting.

Proxy voting may be allowed on specific motions if that proxy is submitted to the Dean in writing in advance of the meeting (at least 48 hours) at which it is to be considered. Any subsequent amendments to the original motion shall automatically invalidate the proxy vote.

#### Article VI - Committee Structure

Faculty members are involved in the policy and decision-making processes within the College by their participation in Faculty meetings and on Committees. The College of Health Professions has several Standing Committees.

Standing committees of the Faculty are appointed (except for the Committee on Promotions and Tenure, whose members are elected by the faculty) by the Dean based on faculty requests and advice of the Executive Team. Committees are comprised of College full-time faculty (non-adjunct), students, residents, and/or alumni and are appointed for terms as indicated under the description of each committee. These committees initiate recommendations and receive matters referred to them by the Dean, Faculty, and the College of Health Professions' Faculty Advisory Council for study and recommendation.

Committees report to the Faculty when necessary or when directed by the Dean.

The Committees that are advisory to the Dean include: the Executive Team; Faculty Advisory Council; and the Promotion and Tenure Committee.

Committees that are advisory to the Faculty include: Physical Therapy Recruitment and Admissions Committee; Physical Therapy Alumni Committee, Physical Therapy Faculty and Student Clinical Education Committee; Physical Therapy Curriculum Committee; Physical Therapy Advancement and Progression Committee; Physical Therapy Research Committee; Physical Therapy Policy Review Committee; Physical Therapy Residency and Fellowship Recruitment and Admissions Committee; Physical Therapy Scholarship and Awards Committee; Physical Therapy Diversity, Equity, Inclusion, and Belonging Committee; Physician Assistant Admissions Committee; Physician Assistant Curriculum Committee; Physician Assistant Program Assessment Committee; Physician Assistant Progress and Advancement Committee; Physician Assistant Honors and Awards Committee; Physician Assistant Research Committee; Public Health Admissions Committee; Public Health Curriculum Committee; Public Health Research and Evaluation Committee; Public Health Service and Workforce Committee; Public Health Honors and Awards Committee; Clinical Psychology Admissions Committee; Clinical Psychology Curriculum Committee; Clinical Psychology Student Progress and Advancement Committee; Clinical Psychology Student Affairs Committee; Athletic Training Recruitment and Admissions Committee; Athletic Training Curriculum Committee; and the Athletic Training Advancement and Progression Committee.

#### Article VII - Amendment or Repeal of Bylaws

A motion for a change or repeal of any Bylaws, along with appropriate explanation of the reason for the change, shall be distributed in writing to each voting member of the faculty no less than thirty (30) days prior to a scheduled faculty meeting at which the change is to be voted on. In order for the motion to pass, it must carry by a two-thirds (2/3) vote of the voting members present and voting.

## Organization

### Administrative Structure

The administrative officers of the College of Health Professions include the Dean, Associate Dean, Assistant Dean, Director of Admissions and Student Affairs, Director of Finance and Administration, five Department Chairs.

#### Dean

The Dean is the chief academic and administrative officer of the College and has the responsibility for creating and sustaining an environment of academic excellence while providing leadership for the overall administrative operations of the College. The Dean reports to the Provost, who is responsible to the President of the University.

#### Associate Dean

The Associate Dean reports directly to the Dean and is the second ranking academic officer of the College. During the absence of the Dean, the Associate Dean assumes managerial leadership. The Associate Dean works with the Dean in strategic planning for the College of Health Professions regarding interprofessional education initiatives and in developing academically strong health science programs. The Associate Dean works with the faculty as a resource for research and postprofessional programs. The Associate Dean oversees the distribution of information from the College of Health Professions to various internal and external organizations.

#### Assistant Dean for Accreditation and Assessment

The Assistant Dean for Accreditation and Assessment ensures that academic, curriculum, and program services are provided for students pursuing a degree in health professions (MMSc, MPH, MAT, PsyD, DPT, DrPH, and bachelor-level programs). The Assistant Dean is responsible for providing leadership, oversight, and coordination of: 1) program assessment and specialized accreditation (ARC-PA, CEPH, CAATE, APA, CAPTE, ABPTRFE, ACOMPTTE) annual reports and self-study reports; and 2) creating processes and assessments to ensure program and curriculum effectiveness. With an emphasis on academic and curriculum development, the Associate Dean serves as a liaison within the University and local community to enhance the goals and vision of the College of Health Professions.

#### Director of Admissions and Student Affairs

The Director of Admissions and Student Affairs reports directly to the Dean and is responsible for the development and implementation of effective recruitment strategies and the admission selection process for all programs within the College. The Director serves as an advisor to students on College and University policies. The Director serves on all committees of the College that have as their primary concern admissions and/or student affairs.

#### Director of Finance and Administration

The Director of Finance and Administration is responsible for the business operations of the College. The Director of Finance and Administration reports directly to the Dean and assists the Dean in the

budgetary management of the College.

### Instructional Design Specialist

The Instructional Design Specialist reports directly to the Dean and is responsible for supporting the online learning environment through training and implementation, promoting the expanded use of educational software tools and learning management systems, and instructing and supporting faculty on emerging and creative use of technology.

### **Academic Structure**

The faculty of the College of Health Professions is organized into five academic units according to professional or scientific areas. These units are: Physical Therapy, Physician Assistant Studies, Public Health, Clinical Psychology, and Exercise Science.

### Department of Physical Therapy

The Department of Physical Therapy offers professional (Doctor of Physical Therapy degree) and post- professional (residencies and fellowships) programs of study, and an on-site clinic. The department is committed to developing outstanding doctors of physical therapy, developing advanced-practice clinicians, delivering evidence-based, optimal physical therapy, disseminating scholarship, and engaging in service to the profession and community. Students, residents, and fellows engage in active learning and clinical reasoning in order to develop and refine critical thinking and problem-solving skills across the continuum of care and across the life span. Scholarship/Research activities focus on foundational science, clinical and community outcomes, and pedagogy.

### Department of Physician Assistant Studies

The Department of Physician Assistant Studies offers professional (Master of Medical Science degree) and residency programs of study. The Department is responsible for educating patient-centered medical providers of the highest quality who are leaders, life-long learners, and possess an appreciation of ethical values and human diversity, and to provide a foundation to practice in every discipline of allopathic medicine. Students are engaged in a comprehensive curriculum which stresses practical application of current medical knowledge, evidence-based medicine, and interdisciplinary teamwork. Students are introduced to patient care experiences throughout their didactic and clinical training phases. Scholarship/Research activities focus on pedagogy, clinical- and community-based interventions, and healthcare delivery.

### Department of Public Health

The Department of Public Health offers undergraduate (Bachelor of Science in Public Health) and graduate (Master of Public Health [MPH] and Doctor of Public Health [DrPH]) degrees, as well as combined degree programs with the MPH degree. The curriculum is designed to develop public health professionals who are committed and passionate about reducing health disparities to bring about sustainable and positive changes in health. Emphasis on health equity among diverse populations is established across all tiers of the curriculum. Students engage in practical experiences with notable public health organizations to apply classroom knowledge and skills in navigating a complex and changing healthcare environment in the field.

### Department of Clinical Psychology

The Department of Clinical Psychology offers a Doctor of Psychology degree. The mission of the Department of Clinical Psychology is to prepare psychologists as integrated health care practitioners who contribute to and apply scientific knowledge of human behavior to benefit individuals, systems, and society. Scholarship/Research activities focus on evidence-based assessment, intervention, and training; behavioral medicine, health promotion, and reduction of health disparities; and interprofessional education and integrated health care.

### Department of Exercise Science

The Department of Exercise Science offers a Master of Athletic Training and a Bachelor of Science in Kinesiology degrees on the Macon campus. The mission of Mercer University's Master of Athletic Training Program is to prepare patient-centered athletic trainers who are devoted to improving healthcare for athletes and the greater community, and who are committed to professional development, leadership, and advocacy for the profession. The mission of the kinesiology program is to prepare undergraduate students with the knowledge and skills to enter the workplace upon graduation as well as to pursue graduate or professional education in healthcare. Scholarship/research activities focus on discovery of basic techniques to improve injury prevention and therapeutic interventions, integration of current best practice with newly discovered knowledge for improved injury prevention and therapeutic interventions, and application of newly discovered strategies in clinical practice to ensure that evidence-based practice is used to improve patient outcomes.

### Department Chairperson

The Departmental Chair/Program Director is responsible for management of faculty assigned to the unit, following the unit's mission statement, and managing the unit's budget. Additional responsibilities include, but are not limited to:

1. Faculty development.
2. Recruitment of full-time faculty and recommendation of all adjunct appointments.
3. Recommendation of faculty to serve on committees.
4. Assignments of teaching, research, and service responsibilities for faculty utilizing the MBO process.
5. Approval of all courses and syllabi offered by the unit.
6. Evaluation of faculty teaching using peer and student evaluation.
7. Recommendation of faculty for promotion and tenure.
8. Preparing an annual report for the unit.

### **Committees Advisory to the Dean**

#### Executive Team

The Executive Team is an advisory committee to the Dean on all administrative and academic matters affecting the College of Health Professions. The Committee consists of the Dean of the College who serves as Chairperson, the Associate Dean, the Assistant Dean, the Chairperson from each of the academic units within the College of Health Professions, and any other faculty or staff member appointed at the discretion of the Dean. Appointments are made annually. Copies of the minutes of each meeting are distributed to each member of the Faculty, the President, Provost, and other

appropriate University officers.

#### Faculty Advisory Council

The function of the Council is to act for the Faculty on questions that need immediate action between meetings of the Faculty. The Council submits such action to the Faculty in writing. In addition, the Council acts as a liaison for carrying College-wide concerns from the faculty to the administration and assists the Dean in planning the Faculty Retreat. The Council also conducts faculty elections and serves as tellers for those elections.

The College of Health Professions Faculty Advisory Council consists of the Dean and seven full-time members of the voting Faculty who have completed at least two years of service on the College of Health Professions Faculty. One member is elected from each unit with two members elected from the faculty-at-large. Faculty members holding an administrative appointment (i.e. Assistant or Associate Dean, Department Chair) are ineligible to serve as members of the Council. Election of the members of the Faculty Advisory Council is conducted in April of each year, with elected members taking office at the first Faculty meeting of the academic year and serving a two-year term. Departmental representatives are elected on odd years and the at-large representatives are elected on even years. Members of the Council will serve at the pleasure of the Faculty and will be subject to recall upon a two-thirds vote of the Faculty.

The members of the Council elect the Chairperson annually. The Chairperson presides at meetings of the Council and performs all duties incident to the office of Chairperson. The members of the Council elect the Secretary annually. The Secretary keeps minutes of each meeting and distributes copies of the minutes to each member of the Faculty, the President, Provost, and other appropriate University officers. The Council meets on a regular basis during the academic year. The President, Executive Vice-President, Provost, the Dean, or a majority of the members of the Council may make requests for special meetings. Such requests are made in writing at least forty-eight hours in advance of the meeting. At least two-thirds of the Council members must be present for the Council to meet and act upon matters before it.

#### Promotion and Tenure Committee

The Committee acts in a peer review capacity to advise the Dean of faculty matters concerning promotion and tenure. The Committee evaluates and makes recommendations on College of Health Professions' candidates for promotion and/or tenure according to the guidelines and standards established by Mercer University and the College of Health Professions. The Committee also reviews and makes recommendations concerning the guidelines and standards for promotion and tenure.

The Committee consists of eleven full-time faculty members. These faculty members may either hold a continuous appointment in the College of Health Professions with a minimum rank of associate professor or non-tenured appointment at the associate level or above. The Associate Dean and Department Chairs are not eligible for service on the Committee. Each unit has two representatives on the Committee. The respective units elect these representatives. One at-large member is elected by mail ballot in an election conducted by the Faculty Advisory Council. Each member shall be elected for a term of two years and may be reelected biennially. Unit representatives will be elected on odd years and the at-large member elected on even years. The Committee elects the Chairperson of the Committee annually from its membership. Faculty members with continuous appointments or those who are tenure eligible may vote on all matters that the Committee considers. Non-tenure track faculty members may vote on all matters that the Committee considers except for tenure and

policies and standards that relate thereto. In the event that a non-tenure track faculty member applies for promotion and no members of the Committee are non-tenure track faculty, the Dean may appoint an ad hoc associate rank non-tenure track faculty member. If an associate rank non-tenure track faculty member is not available, then one at the assistant professor level may be appointed. The ad hoc member shall serve in an advisory capacity but is ineligible to vote.

#### The Diversity, Equity, and Inclusion Committee

The Diversity, Equity, and Inclusion Committee will ensure that the College embodies the facets of diversity (inclusiveness, mutual respect, multiple perspectives, and equitable opportunities) so that all members are able to thrive in the College. The Committee will outline actionable steps to achieve the diversity strategic goals of the College, serve as an educational resource to the College, provide input on procedures to address diversity, equity, and inclusion issues, and evaluate and recommend solutions. Membership consists of the Associate Dean (Chair) and seven faculty and/or staff members with one representative from each unit within the College.

### **Committees Advisory to the Faculty**

#### **Department of Physical Therapy**

##### Physical Therapy Recruitment and Admissions Committee

The Committee is responsible for facilitating recruitment of qualified applicants to the Doctor of Physical Therapy Program and for supporting the policies and procedures of the admissions process. The Committee provides oversight concerning the quality of the applicant pool and makes decisions concerning admissibility of candidates into the Program. Membership includes a minimum of four PT faculty serving three-year terms, two student representatives serving one-year terms, and a representative from the Office of Admissions and Student Affairs. The Director of the Program shall serve on the Committee as an ex-officio member. Faculty appointments to the Committee are made by the Dean annually.

##### Physical Therapy Faculty and Student Clinical Education Committee

The Director of Clinical Education (DCE) will convene a Faculty and Student Clinical Education Committee to provide feedback to the DCE and ensure all faculty involved in practice track courses and clinical practice didactic content areas communicate regarding relevant student outcomes, expectations, and curricular integration. Members of the Committee include the Assistant Director of Clinical Education (ADCE), and three core faculty leading practice area didactic course content, faculty involved in service-learning and the clinical experiences, and one student from the second-year cohort. This annual meeting will occur in the Spring. Faculty appointments to the Committee are made by the Dean annually.

##### Physical Therapy Curriculum Committee

The Committee assesses the DPT Program curriculum according to the policies and procedures developed by the Department and in concert with assessments required by the Commission on Accreditation in Physical Therapy Education (CAPTE). The Committee seeks faculty, clinician, and student input on curriculum and curricular changes. The Committee reviews any curricular changes and course proposals and is responsible for exit interviews and surveying recent graduates.

Membership includes at least three PT faculty members for three-year terms, and one third-year student for a one-year term. The Director of Clinical Education is a standing member of the committee. The Program Director serves as an ex-officio member. Relevant updates of the Committee meetings will be provided to the Director of Admissions and Student Affairs. Faculty appointments to the Committee are made by the Dean annually.

#### Physical Therapy Advancement and Progression Committee

This Committee is responsible for advising the faculty regarding academic advancement and progression of all DPT students. The Student Advancement and Progression Committee will foster a partnership between faculty and students for successful completion of the Program including academic performance, clinical practice, and professional behaviors. Membership consists of a minimum of four PT faculty members. The Director of Clinical Education serves as a standing member of the Committee. During substantive meetings with students, the student's advisor will participate. This need will be determined by the chair of the committee. A minimum of three faculty (including the student's advisor) will be present during meetings with students involving determination of learning contracts or those related to progression in the Program. Faculty appointments to the Committee are made by the Dean annually.

#### Physical Therapy Research Committee

This Committee is responsible for supporting the research agenda for the Department of Physical Therapy. The Committee will also assist PT faculty in working collaboratively on research projects. Membership consists of a minimum of three core faculty serving three-year terms. Adjunct faculty with interests in research can be considered for appointment to the Committee. Faculty appointments to the Committee are made by the Dean annually.

#### Physical Therapy Policy Review Committee

This Committee is responsible for determining the effectiveness of institutional and program policies and procedures in facilitating the achievement of the PT Department's mission, goals, and objectives. The Committee reviews all institutional policies and procedures that impact students, residents, fellows, faculty, and staff in the Department and clinical setting. Assessment of the impact of policies on the Department's and Program's mission, goals, and objectives is conducted, and changes sought where appropriate. Membership includes the Director of PT Program, the Director of Clinical Education, the Director of the Physical Therapy Clinic, the Director of Postprofessional Programs, and the Director of the Anatomy Lab.

#### Physical Therapy Residency and Fellowship Recruitment and Admissions Committee

The Committee is responsible for facilitating recruitment of qualified applicants, determining suitability for admission to the postprofessional programs, and to ensure adherence to admission standards. Membership includes a minimum of two faculty members and two adjunct faculty members engaged in the postprofessional programs. The Chair of the Department of Physical Therapy serves as an ex-officio member. Faculty appointments to the Committee are made by the Dean annually.

### Physical Therapy Alumni Committee

This Committee is responsible for outreach and engagement of alumni of the Department of Physical Therapy. The Alumni Committee will organize an event at least once per year. Membership includes one faculty member and at least two alumni. The Chair of the Department and the Director of Clinical Education will serve as ex-officio members. Faculty appointments to the Committee are made by the Dean annually.

### Physical Therapy Scholarship and Awards Committee

The Scholarship and Awards Committee determines criteria, reviews applications for, and facilitates the dissemination of scholarship funds and awards. The Committee includes a minimum of three faculty members and the Director of the College's Office of Admissions and Student Affairs. Faculty will serve three-year terms. The Chair of the Department is an ex-officio member of the Committee. The Dean makes appointments to the Committee annually.

### Physical Therapy Diversity, Equity, Inclusion, and Belonging Committee

The purpose of the Diversity, Equity, Inclusion, and Belonging Committee is to provide relationship-building opportunities for all members within the Department of Physical Therapy; address and seek resolution for issues of diversity, equity, inclusion, and belonging within the Department; create awareness of social justice issues regarding diversity, inclusion, equity and belonging; and promote existing opportunities for education and community engagement surrounding such issues. Membership includes a staff member and faculty member as co-chairs, a third faculty member, and up to two students per cohort. The Chair of the Department is an ex-officio member of the Committee. Student appointments are based on review of a brief essay on (1) why this committee is important to the individual and (2) how their participation would contribute to the Department, profession, and society. The term is two-years. Faculty and staff appointments are made by the Dean.

## **Department of Physician Assistant Studies**

### Physician Assistant Admissions Committee

The Committee is responsible for ensuring that fair practice and admission standards as established by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) and the admissions policies and procedures maintained by the College of Health Professions are adhered to and updated regularly. The Committee provides oversight concerning the quality of the applicant pool and makes decisions concerning admissibility of candidates into the program. Membership includes a minimum of three PA program core faculty members. The Program Chair and a representative from the Office of Admissions and Student Affairs will serve as ex-officio. Faculty appointments to the Committee are made by the Dean annually.

### Physician Assistant Curriculum Committee

The Committee is an advisory body to the PA Program on matters related to both the pre-clinical and clinical curriculum. The Committee is responsible for conducting a biannual review of the current curriculum and proposing any major changes to course content, sequence, or assigned hours, any new course proposals, or any changes in requirements for the professional degree. The committee also revisits and evaluates the effect of previous curricular changes. In addition, the Committee discusses curriculum issues identified and recommendations proposed during end of semester academic

meetings to make final curriculum recommendations to the Program Director. Finally, the Committee assesses the curriculum according to the current Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) Standards. Membership includes the PA Program Academic Director, Director of Clinical Education, Clinical Coordinator, at least one PA faculty member, one student, and one alumnus. Faculty appointments to the Committee are made by the Dean annually; student and alumnus appointments are made by the Program Director annually.

#### Physician Assistant Program Assessment Committee

This Committee is responsible for assessing patterns of graduate opinion, performance, and outcomes in order to recommend programmatic modifications. The Committee utilizes evaluation data from graduate “exit” surveys done annually, alumni surveys done biennially, and PANCE performance data annually. Membership consists of at least three faculty members and two alumni one recent graduate (within past 1-2 years) and one graduate out three or more years. Faculty appointments to the Committee are made by the Dean annually; alumni appointments are made by the Program Director.

#### Physician Assistant Progress and Advancement Committee

This Committee is responsible for ensuring the academic and professional competency of each student prior to advancing the student to the next semester. The Committee makes recommendations to the Program Director concerning cases of exceptional academic and professional performance, or in situations of academic or professional deficiency. Membership consists of the PA Program faculty. The Program Chair and a representative from the Office of Admissions and Student Affairs will serve as ex-officio. Select adjunct faculty members are invited to participate in the Committee meeting and may include course directors and clinical preceptors. Faculty appointments to the Committee are made by the Dean annually.

#### Physician Assistant Honors and Awards Committee

The Committee is responsible for recommendation of recipients for awards and honors in the PA Program. Membership consists of the PA Program Director, at least two PA faculty members and a representative from the Office of Admissions and Student Affairs. Faculty appointments to the Committee are made by the Dean annually.

#### Physician Assistant Research Committee

This Committee is responsible for developing and refining the research agenda for the Department of Physician Assistant Studies. The Committee will also assist PA faculty in working collaboratively on research projects. Membership consists of three faculty serving two-year terms. Adjunct faculty with interests in research can be considered for appointment to the Committee. Faculty appointments to the Committee are made by the Dean annually.

### **Department of Public Health**

#### Public Health Admissions Committee

The Committee is responsible for facilitating the admittance of qualified applicants to the Doctor of Public Health and Master of Public Health Programs. The Committee also reviews policy and criteria on an annual basis and recommends changes to the faculty. The Committee is also responsible for

tracking and monitoring relevant strategic planning goals and objectives. The Committee prepares a report based on programmatic outcomes to be included in the Annual State of the Program Report. The Committee is composed of at least three faculty members and two student representatives. Ex Officio members include the Department Chair and a representative from the Office of Admissions and Student Affairs. Faculty appointments to the Committee are made by the Dean annually.

#### Public Health Curriculum Committee

The Curriculum Committee is responsible for reviewing competencies and course requirements, learning objectives, alignment of learning objectives with competencies, and recommending changes to the faculty. The Committee reviews and approves new course proposals and independent study requests before sending them to the faculty for approval. The Committee is responsible for monitoring assigned strategic plan goals and objectives. The Committee is responsible for preparing a report based on programmatic outcomes to be included in the Annual State of the Program Report. The Committee is composed of at least three faculty members and two student representatives. Faculty appointments to the Committee are made by the Dean annually.

#### Public Health Research and Evaluation Committee

The Research and Evaluation Committee is responsible for reviewing the program research definition and agenda annually to ensure alignment with the program mission, goals, values, and accreditation standards. The Committee recommends changes to the faculty. The Committee ensures students have sufficient opportunities to engage in research. The Committee also periodically evaluates the Department of Public Health Programs against stated goals and objectives. The Committee is responsible for preparing a report based on programmatic outcomes to be included in the Annual State of the Program Report. The Committee is composed of at least three faculty members and two student representatives. Faculty appointments to the Committee are made by the Dean annually.

#### Public Health Service and Workforce Committee

The Public Health Service and Workforce Committee is responsible for reviewing the Department of Public Health Program documents entitled Service Definition, Service Agenda, and Student Service Requirements annually to ensure alignment with mission, goals, objectives, values, and accreditation standards and programmatic relevance. The Committee will submit recommended revisions to faculty. The Committee is responsible for tracking student service hours. The Committee will develop a workforce program plan annually and periodically assess public health workforce needs. The Committee is responsible for preparing a report based on programmatic outcomes to be included in the Annual State of the Program Report. The Committee is composed of at least three faculty members and two student representatives and must also include representatives from the public health workforce outside of the university, i.e., community stakeholders. Faculty appointments to the Committee are made by the Dean annually.

#### Public Health Honors and Awards Committee

The Honors and Awards Committee will determine/review criteria, solicit nominations, evaluate applications, and recommend recipients for awards and honors. Membership consists of at least two faculty members and a representative from the College Office of Admissions and Student Affairs. The Department Chair will serve as an ex-officio member of the Committee. Faculty appointments to the Committee are made by the Dean annually.

## **Department of Clinical Psychology**

### **Clinical Psychology Admissions Committee**

The Admissions Committee is responsible for ensuring qualified enrollees and for supporting the Department's policies and procedures governing the admissions process. The committee provides oversight regarding organization, format, and methods for evaluating admission applicants. A specific focus on this Committee addresses development and implementation of plans to recruit and retain a diverse student body. Membership includes all full-time and part-time faculty members, and a student representative. The Department Chair will serve on the committee as an ex-officio member. A representative from the College Office of Admissions and Student Affairs is also included. Appointments are made annually with the Chair appointed by the Dean.

### **Clinical Psychology Curriculum Committee**

The Curriculum Committee assesses doctoral curricula in accordance with departmental policy and procedures as well as APA Standards on Accreditation. The Committee reviews curriculum change proposals and requests. Membership consists of all full-time faculty members, including the Chair and Director of Clinical Training, and one student. Updates are provided to the Director of Admissions and Student Affairs as appropriate. Appointments are made annually by the Dean.

### **Clinical Psychology Student Progress and Advancement Committee**

The Student Progress and Advancement Committee is responsible for evaluating the performance of current students. The Committee assesses all aspects of degree programs including academic performance, clinical practice competencies, and professional behavior. Membership consists of all full-time and part-time faculty members including the Director of Clinical Training and Chair. Appointments are made annually with the Chair appointed by the Dean.

### **Clinical Psychology Student Affairs Committee**

The Student Affairs Committee is responsible for several student-related functions. These include activities such as awarding and allocating Graduate Assistantship/Federal Work-Study positions, scheduling of colloquia/guest speakers, and promoting student involvement in community service and professional organizations. The Committee is responsible for recommendation of recipients for awards and honors. Membership consists of the Department Chair and at least two faculty members and one student. A representative from the College Office of Admissions and Student Affairs is also included. Appointments are made annually with the Chair appointed by the Dean.

### **Clinical Psychology Assessment Committee**

The Assessment Committee is responsible for collecting, maintaining, and analyzing outcome data including, but not limited to, admissions, written competency exam, clinical competency exam, dissertation, 3-year and 5-year graduate surveys, licensing exam (EPPP), and employment outcomes. The committee will monitor outcomes for accreditation purposes. Membership consists of at least three faculty members, including the Chair and Director of Clinical Training, two alumni, and the Assistant Dean for Accreditation and Assessment. Appointments to the committee are made by the Dean annually.

## **Department of Exercise Science**

### **Athletic Training Recruitment and Admissions Committee**

The committee is responsible for facilitating recruitment of qualified applicants to the Master of Athletic Training Program and for supporting the policies and procedures of the admissions process. The committee assesses the quality of the applicant pool and makes decisions concerning the admissibility of candidates into the program. Membership includes all MAT Program faculty and a representative from the Office of Admissions and Student Affairs. The Program Director will chair the committee. Faculty appointments to the committee are made by the Dean annually.

### **Athletic Training Curriculum Committee**

The committee assesses the MAT Program curriculum according to the policies and procedures developed by the department and in concert with assessments required by the Commission on Accreditation of Athletic Training Education (CAATE). The committee seeks input on curricular changes from a variety of stakeholders. The committee reviews any curricular changes and course proposals and is responsible for exit interviews and surveying recent graduates. The committee will also participate in the development of accreditation self-studies and annual reports. Membership includes all MAT faculty members, the program's medical director, and one preceptor (1 year term). Relevant updates of the committee meetings will be provided to the Director of Admissions and Student Affairs. Faculty appointments to the committee are made by the Dean annually.

### **Athletic Training Advancement and Progression Committee**

The committee will foster a partnership between faculty and students for successful completion of the program including academic performance, clinical practice, and professional behaviors. The committee will review student records at the end of each semester to ensure that standards for retention and progression are being followed as described in the program's Policies and Procedures Manual. Membership consists of all MAT faculty members and a representative from the Office of Admissions and Student Affairs. Faculty appointments to the committee are made by the Dean annually.

## **External Advisory Committees**

### **University Governance**

The College of Health Professions faculty is involved in the governance system of the University through their participation in Faculty meetings and by serving on University policy making committees such as the House of Delegates and the University Planning Council. The House of Delegates serves as an important source of communication between University Administration and the College of Health Professions Faculty. The University Planning Council advises the President regarding all aspects of planning at Mercer University. Faculty from the College of Health Professions also serve on other committees of the University. Committees include the Benefits Committee, the Institutional Review Board, the Institutional Bio-safety Committee, the University Graduate Council, and the University Undergraduate Council.

### **College Board of Advisors**

The College Board of Advisors was established in 2022. It is an advisory body of the Mercer University

College of Health Professions and is comprised of members who hold high-level positions in healthcare, business, industry, research, government, and/or education. The Board meets at least once per year. The meetings include a report of activities from all programs in the College of Health Professions. Board members are given an opportunity to provide input regarding various issues facing the existing programs within the College, changes in the professional and healthcare environment, and undergraduate and graduate programs for health professional education.

#### Physical Therapy Board of Advisors

The Board of Advisors provides external oversight to the Department of Physical Therapy, advises the Chair of the Department, assists in the evaluation of effectiveness of all components of the Department, provides input and direction with regard to the changing healthcare-political environment and potential impact on the Department, helps develop relationships for clinical internships and community involvement, and reviews and recommends changes to operating procedures. The Board will promote interaction between Department faculty, businesses, and industry. The Board meets a minimum of once per year. The Board is made up of a minimum of four external individuals.

#### Physician Assistant Advisory Committee

The Advisory Committee provides input to the Physician Assistant Program on matters related to the future of healthcare delivery and education, the current professional environment, opportunities for clinical research, and grant initiatives, as well as participation in community projects and public awareness venues. The Advisory Committee is composed of leaders from the healthcare industry, Mercer University and Piedmont Hospital administration, area physicians and physician assistants, representatives from the Georgia Association of Physician Assistants, physician assistant students, and the private business community. The Committee members meet periodically throughout the year. All Committee members are encouraged to provide input and recommendations regarding various issues related to the Mercer University Physician Assistant Program.

#### Public Health Community Advisory Board

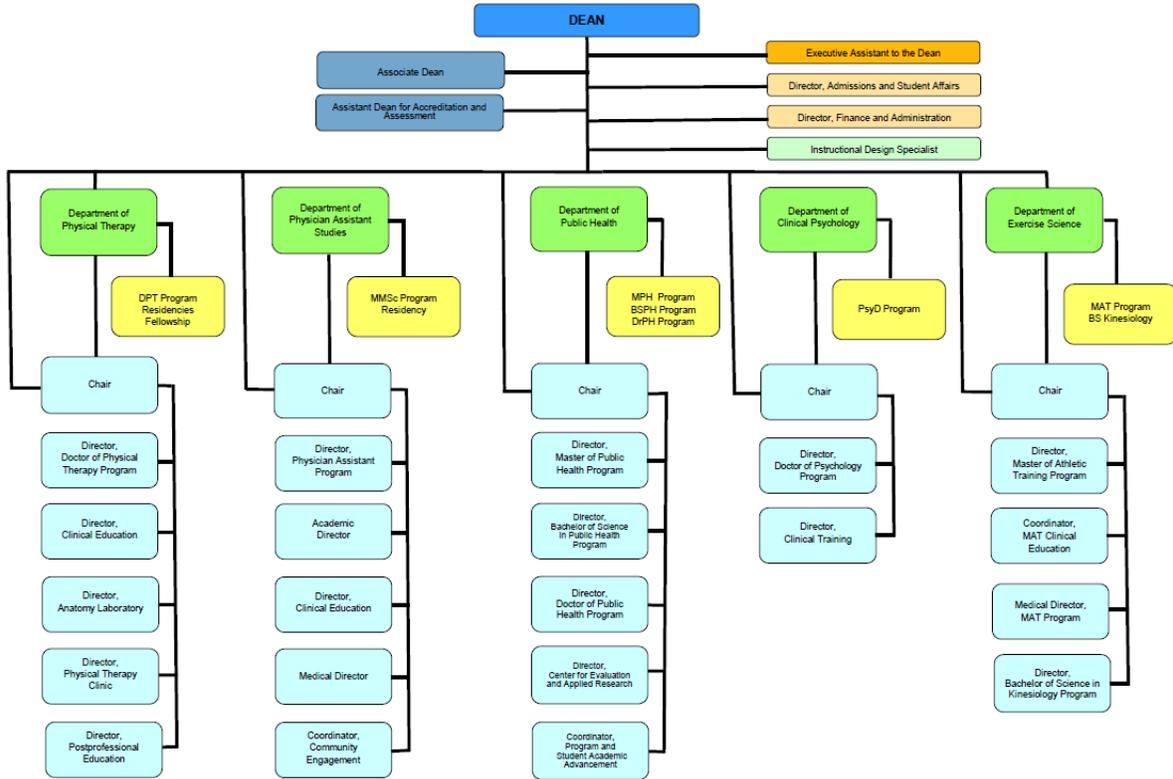
The Public Health Program has established the Community Advisory Board to advocate for the Public Health Program at the national, state, and local level; to provide or identify external academic learning experiences and placements for students; provide an external assessment of students; provide commentary on the strategic plan; and engage alumni, faculty, and students in support of programmatic goals. The Advisory Board shall consist of no more than fifteen members. All members must be able to hire or influence the hiring of public health students and graduates.

#### Clinical Psychology Advisory Board

The Advisory Board provides input to the Clinical Psychology Program on matters related to clinical education and the current professional environment. It also provides feedback to improve the program to sure the needs of the community. The Advisory Board is composed of leaders from the healthcare industry. The committee meets periodically throughout the year.

# Organizational Chart

College of Health Professions Organizational Chart



July 1, 2023

## Faculty Policies

### Promotion Policy (Tenure Track)

The promotion policy of the College of Health Professions is established to assist the faculty in professional development and promotion. The policy provides definitions, performance, procedures, and general evaluation criteria from which an evaluation can be performed by a multi-disciplinary group of peers.

This document is divided into four sections: 1) Definition of Rank; 2) Performance Levels; 3) Evaluation Criteria; and 4) Procedures for Promotion.

#### 1. Definition of Rank

The definition of rank describes the minimum performance levels (Good, Excellent, Distinguished) required for advancement to individual ranks. The definition also includes the length of time required for individual faculty to be in rank before promotion will be considered.

##### A. Instructor

The rank of instructor should be used for faculty who do not possess the terminal degree in their discipline. This rank may also be used for the faculty member who possesses the terminal degree in his or her field but has limited post-graduate experience.

##### B. Assistant Professor

For promotion or appointment to the rank of Assistant Professor, a faculty member should possess the terminal degree and show promise in his or her discipline. The requirement of a terminal degree may be waived for faculty members with documented accomplishments in teaching, research, and/or service. Promotion from Instructor to Assistant Professor requires attainment of a minimum performance level of Good in each of the three categories: teaching, scholarship, and service.

##### C. Associate Professor

For promotion or appointment to the rank of Associate Professor, a faculty member must meet the criteria for the rank of Assistant Professor and attain minimum performance levels of two Excellent and one Good. Consideration for promotion will also be given to those individuals who achieve performance levels of one Distinguished and two Good. Application for promotion will be considered only after completion of the fifth year as an Assistant Professor. Earlier application may only be considered in exceptional cases.

Exceptional cases include, but are not limited to, a very strong letter of recommendation from the department chair demonstrating that the applicant has far exceeded MBO expectations each year while in rank; been honored as the recipient of a prestigious national award in the applicant's discipline; and achieved sustained minimum performance levels of two Distinguished and one Excellent after completion of a minimum of four years in rank.

##### D. Professor

The rank of Professor is among the highest honors that the University can bestow upon a faculty member; therefore, it should be granted only to faculty who have distinguished themselves in their respective disciplines. For promotion or appointment to the rank of Professor, the faculty member must meet the criteria for the rank of Associate Professor and must achieve minimum performance levels of one Distinguished, one Excellent, and one Good. Application for promotion may be considered only after completion of the fifth year as an Associate Professor. Earlier application may only be considered in exceptional cases.

Exceptional cases include, but are not limited to, a very strong letter of recommendation from the department chair demonstrating that the applicant has far exceeded MBO expectations each year while in rank; been honored as the recipient of a prestigious national award in the applicant's discipline; and achieved sustained minimum performance levels of two Distinguished and one Excellent after completion of a minimum of four years in rank.

## 2. Performance

Performance levels are categorized as Adequate, Good, Excellent, and Distinguished and reflect faculty accomplishments for individual activities or functions. Three categories (Good, Excellent, and Distinguished) are required for promotion.

### Adequate

Adequate is defined as the minimum expected performance in all assigned activities.

### Good

This rating is characterized by a sustained ABOVE ADEQUATE performance.

### Excellent

This rating is characterized by a sustained performance beyond that which meets the requirements for GOOD and leading to recognition within or beyond the University.

### Distinguished

This rating is characterized by a sustained performance beyond that which meets the requirements for EXCELLENT and leading to recognition beyond the University.

## 3. Promotion Evaluation Criteria

The evaluation criteria provide levels of performance indicative of achievement for promotion. The evaluation criteria are general guidelines and apply to full-time faculty in all disciplines. The criteria are examples of achievements in certain activities or functions. They are not listed in order of significance and are not all-inclusive. Achievement within each activity will be evaluated both quantitatively and qualitatively. Since quantitative measurement of goals and objectives sometimes defies clear-cut measurement, consideration will be given to goals and objectives outlined in the candidate's MBOs.

### A. Teaching

#### Definition

Teaching refers to both classroom teaching of professional and graduate students and/or instruction in non- classroom situations such as laboratory courses and clinical settings. Teaching

also includes pursuing development activities to improve teaching skills, advising and supervising professional and graduate students in research projects, providing continuing education lectures, publications and presentations concerning instructional techniques or curriculum development, and development of teaching materials and new instructional methods. The faculty member must demonstrate satisfactory didactic and/or experiential/clinical teaching as indicated by student and peer evaluations.

#### Evaluation Criteria

- Peer evaluations of teaching, i.e., copies of original reports
- Student evaluations of teaching, i.e., copies of original reports
- Teaching Philosophy
- Self-reflections on teaching
- Professional and graduate courses taught by the faculty member for the evaluation period
- Team taught courses for which faculty served as course coordinator
- Practice experiences on which faculty precepted students
- Graduate students, residents, or fellows supervised by faculty
- Students supervised in special projects classes
- Continuing education presentations (submit title, date, audience, sponsor)
- New courses/practice experiences developed
- New lecture series developed
- New instructional techniques and laboratory methods instituted in a class (documentation of changes must be supplied by faculty along with analysis of effect of change)
- Interprofessional education-focused activity developed and implemented
- Evidence that contributions to teaching have been or are being adopted or are affecting teaching programs at other institutions
- Evidence of impact on the professional careers of former students and colleagues and junior faculty
- Evidence of activities undertaken to improve teaching skills
- Nominated or receipt of honors and awards in recognition of outstanding teaching
- Guest lecturer in course(s) outside of individual's department or temporary course overload to help individual departments
- Invitations to serve as a consultant in educational programs and methods
- Other

#### B. Research / Scholarship

##### Definition

Research deals in the systematic collection and analysis of information for the generation of new knowledge. Competence and accomplishment in research are primarily documented by publications, presentations, and acquisition of grants. The faculty member must demonstrate the ability to conduct independent original research and grantsmanship. Research conducted prior to receiving the terminal degree is generally not considered promotion-relevant.

##### Evaluation Criteria

- Publications of original research articles as a primary author in refereed journals

- Publications of original research articles as a contributing author in refereed journals
- Presentation of original research at international, national, and regional conferences
- Publications of chapters in textbooks, review articles, monographs, letters, CE publications
- Publications or presentations on new courses, instructional techniques, interprofessional education activities, and laboratory methods
- Grants/contracts associated with research activities. Indicate whether participation as Principal Investigator (PI), Co-investigator (Co-I), or Sub-investigator (Sub-I). Principal Investigator (PI) - Individual who is responsible for initiating the writing and procuring of the grant and provides the majority of the effort. Co-Investigator (Co-I) - Individual who may assist the PI in writing and procuring the grant and provides a significant part of the effort. Sub-Investigator (Sub-I) - Individual not involved in the writing or procuring of the grant and provides a portion of the effort.
- Grants to support instructional activities (where these can be considered an individual faculty member's accomplishments)
- Scholarly reputation of the journals in which publication appears, including the reputation of publishers, books, and monographs
- Published evaluation of research (as in book reviews, responses in print)
- Evidence that research has stimulated the work of other researchers or provided new breakthroughs in the field
- Citations of research in other publications
- Reputation of conferences in which research is presented
- Nominated or receipt of honors and awards in recognition of outstanding research
- Grants and contracts awarded to conduct research
- Other

### C. Service

#### Definition

Service is defined as development and participation in professional activities that enhance the program, College, University, profession, and/or community. Service includes contributions to the mission and goals of the program, College, or University, service to professional organizations, and community activities. Service also includes administrative roles in the program, College, University, and profession. Membership and leadership on committees both within the University and outside will also be evaluated.

#### Evaluation Criteria

- Program, College, and University Service
  - Committee membership (Include status, if indicated)
  - Committee chair
  - Special service activities
  - Administrative service
  - College-sponsored interprofessional education facilitation
  - College-sponsored continuing education presentations
  - Clinical site presentations (e.g. in-services)
  - Service as mentor to junior faculty
  - Advisor to students

- Professional Service in the Community
  - Committee assignments (e.g., Advisory Board, human research committee)
  - Consulting (pro-bono or contracted to the University)
  - Service-oriented publications (e.g., newsletters, special publications.)
  - Presentations or individual consultation to community groups in areas relevant professional expertise
  - Volunteer activities for core discipline
  - Education or health care planning programs
- Evidence that activities have resulted in creation or development of systems for improvement in the health sciences
- Evidence that contributions have had important effects on the policies and programs of organizations
- Evidence that new knowledge, methods, or policies derived from the service have diffused to organizations or committees
- Nominated or receipt of honors and awards in recognition of outstanding service contributions
- Invitations from other institutions or organizations including other departments within Mercer to help plan, organize, or review similar activities
- Other

### Promotion Policy (Non-Tenure Track)

This policy refers to those individuals in the College of Health Professions who receive non-tenure track academic appointments and therefore are ineligible for tenure. The promotion policy of the College of Health Professions for non-tenure track appointments is established to assist the faculty in professional development and promotion. The policy provides definitions, performance, procedures, and general evaluation criteria from which an evaluation can be performed by a multi-disciplinary group of peers.

This document is divided into four sections: 1) Definition of Rank; 2) Performance Levels; 3) Evaluation Criteria; and 4) Procedures for Promotion.

#### 1. Definition of Rank

The definition of rank describes the minimum performance levels (Good, Excellent, Distinguished) required for advancement to individual ranks. The definition also includes the length of time required for individual faculty to be in rank before promotion will be considered. All non-tenure track practice faculty will use the term "clinical" preceding their rank or "of practice" after their rank.

##### A. Clinical Instructor / Instructor of Practice

The rank of Clinical Instructor should be used for practice faculty who do not possess the terminal degree in their discipline. This rank may also be used for the faculty member who possesses the terminal degree in his or her field but has limited post-graduate experience.

##### B. Clinical Assistant Professor / Assistant Professor of Practice

For promotion or appointment to the rank of Clinical Assistant Professor / Assistant Professor of Practice, a practice faculty member should possess the terminal degree and show promise in his or her discipline. The requirement of a terminal degree may be waived for practice faculty members with documented accomplishments in teaching, scholarship, and service. Promotion from Clinical Instructor / Instructor of Practice to Clinical Assistant Professor / Assistant Professor of Practice requires attainment of a minimum performance level of Good in each of the three categories: teaching, scholarship, and service.

C. Clinical Associate Professor / Associate Professor of Practice

For promotion or appointment to the rank of Clinical Associate Professor / Associate Professor of Practice, a practice faculty member must meet the criteria for the rank of Clinical Assistant Professor / Assistant Professor of Practice and attain minimum performance levels of two Excellent and one Good. Consideration for promotion will also be given to those individuals who achieve performance levels of one Distinguished and two Good. Application for promotion will be considered after completion of the fifth year as Clinical Assistant Professor / Assistant Professor of Practice. Earlier application may be considered only in exceptional cases.

Exceptional cases include, but are not limited to, a very strong letter of recommendation from the department chair demonstrating that the applicant has far exceeded MBO expectations each year while in rank; been honored as the recipient of a prestigious national award in the applicant's discipline; and achieved sustained minimum performance levels of two Distinguished and one Excellent after completion of a minimum of four years in rank.

D. Clinical Professor / Professor of Practice

The rank of Clinical Professor / Professor of Practice is among the highest honors that the University can bestow upon a non-tenure track practice faculty member; therefore, it should be granted only to practice faculty who have distinguished themselves in their respective disciplines. For promotion or appointment to the rank of Clinical Professor / Professor of Practice, the practice faculty member must meet the criteria for the rank of Clinical Associate Professor / Associate Professor of Practice and must achieve minimum performance levels of one Distinguished, one Excellent, and one Good. Application for promotion will be considered after completion of the fifth year as Clinical Associate Professor / Associate Professor of Practice. Earlier application may be considered only in exceptional cases.

Exceptional cases include, but are not limited to, a very strong letter of recommendation from the department chair demonstrating that the applicant has far exceeded MBO expectations each year while in rank; been honored as the recipient of a prestigious national award in the applicant's discipline; and achieved sustained minimum performance levels of two Distinguished and one Excellent after completion of a minimum of four years in rank.

2. Performance Levels

Performance levels are divided into four categories and reflect faculty accomplishments for individual activities or functions. Three categories (Good, Excellent, and Distinguished) are required for promotion.

Adequate

Adequate is defined as the minimum expected performance in all assigned activities.

Good

This rating is characterized by a sustained ABOVE ADEQUATE performance.

Excellent

This rating is characterized by a sustained performance beyond that meeting the requirements for GOOD and leading to recognition within or beyond the University.

Distinguished

This rating is characterized by a sustained performance beyond that meeting the requirements for EXCELLENT and leading to recognition beyond the University.

3. Promotion Evaluation Criteria

The evaluation criteria provide levels of performance indicative of achievement for promotion. The evaluation criteria are general guidelines and apply to all non-tenure track practice faculty. The criteria are examples of achievements in certain activities or functions. They are not listed in order of significance and are not all-inclusive. Achievement within each activity will be evaluated both quantitatively and qualitatively. Since quantitative measurements of goals and objectives sometimes defy clear-cut measurement, consideration will be given to goals and objectives outlined in the candidate's MBO.

A. Teaching

Definition

Teaching refers to both classroom teaching of professional and graduate students and/or instruction in non-classroom situations such as laboratory courses and clinical settings. Teaching also includes pursuing development activities to improve teaching skills, advising, and supervising professional and graduate students in research projects, providing continuing education lectures, publications and presentations concerning instructional techniques or curriculum development, and development of teaching materials and new instructional methods. The faculty member must demonstrate satisfactory didactic and/or experiential/clinical teaching as indicated by student and peer evaluations.

Evaluation Criteria

- Peer evaluations of teaching, i.e., copies of original reports
- Student evaluations of teaching, i.e., copies of original reports
- Teaching Philosophy
- Self-reflections on teaching
- Professional and graduate courses taught by the faculty member for the evaluation period
- Team taught courses for which faculty served as course coordinator
- Practice experiences on which faculty precepted students
- Graduate students, residents, or fellows supervised by faculty
- Students supervised in special projects classes
- Continuing education presentations (submit title, date, audience, sponsor)

- New courses/practice experiences developed
- New lecture series developed
- New instructional techniques and laboratory methods instituted in a class (documentation of changes must be supplied by faculty along with analysis of effect of change)
- Interprofessional education-focused activity developed and implemented
- Evidence that contributions to teaching have been or are being adopted or are affecting teaching programs at other institutions
- Evidence of impact on the professional careers of former students and colleagues and junior faculty
- Evidence of activities undertaken to improve teaching skills
- Nominated or receipt of honors and awards in recognition of outstanding teaching
- Guest lecturer in course(s) outside of individual's department or temporary course overload to help individual departments
- Invitations to serve as a consultant in educational programs and methods
- Other

## B. Research / Scholarship

### Definition

Research deals with the systematic collection and analysis of information for the generation of new knowledge. Competence and accomplishments in scholarship are primarily documented by publications, presentations, and acquisitions of grants. Research / Scholarship activities conducted prior to receiving the terminal degree are generally not considered promotion-relevant.

### Evaluation Criteria

- Publications of original research articles as a primary author in refereed journals
- Publications of original research articles as a contributing author in refereed journals
- Presentation of original research at international, national, and regional conferences
- Publications of chapters in textbooks, review articles, monographs, letters, CE publications
- Publications or presentations on new courses, instructional techniques, interprofessional education activities, and laboratory methods
- Grants/contracts associated with research activities. Indicate whether participation as Principal Investigator (PI), Co-investigator (Co-I), or Sub-investigator (Sub-I). Principal Investigator (PI) - Individual who is responsible for initiating the writing and procuring of the grant and provides the majority of the effort. Co-Investigator (Co-I) - Individual who may assist the PI in writing and procuring the grant and provides a significant part of the effort. Sub-Investigator (Sub-I) - Individual not involved in the writing or procuring of the grant and provides a portion of the effort.
- Grants to support instructional activities (where these can be considered an individual faculty member's accomplishments)
- Scholarly reputation of the journals in which publications appear, including the reputation of publishers, books, and monographs
- Published evaluation of research (as in book reviews, responses in print)
- Evidence that research has stimulated the work of other researchers or provided new breakthroughs in the field
- Citations of research in other publications

- Reputation of conferences in which research is presented
- Nominated or receipt of honors and awards in recognition of outstanding research
- Grants and contracts awarded to conduct research
- Other

### C. Service

#### Definition

Service is defined as development and participation in professional activities that enhance the program, College, University, profession, and/or community. Service includes contributions to the mission and goals of the program, College, or University, service to professional organizations, and community activities. Service also includes administrative roles in the program, College, University, and profession. Membership and leadership on committees both within the University and outside will also be evaluated.

#### Evaluation Criteria

- Program, College, and University Service
  - Committee membership (include status, if indicated)
  - Committee chair
  - Special service activities
  - Administrative service
  - College-sponsored interprofessional education facilitation
  - College-sponsored continuing education presentation
  - Clinical site presentations (e.g., in-services)
  - Service as mentor to junior faculty
  - Advisor to students
- Service to the Candidate's Profession
  - Offices held in professional societies or associations
  - Committee activities in professional societies or associations
  - Representing College at association meetings
  - Publication reviewer, editor, etc.
  - Obtain/maintain advanced professional credentials/certifications
  - Election or appointment to national or international scientific organization in recognition of outstanding research accomplishments
  - Service as an editor or reviewer (e.g., scientific publication, grant evaluation)
  - Service on scientific review or advisory committees which are based on research accomplishments
  - Appointment to serve as a research consultant
- Professional Service in the Community
  - Committee assignments (e.g., Advisory Board, human research committee)
  - Consulting (pro-bono or contracted to the University)
  - Service-oriented publications (e.g., newsletters, special publications)
  - Presentations or individual consultation to community groups in areas relevant professional expertise
  - Volunteer activities for core discipline
  - Education or health care planning programs

- Evidence that activities have resulted in creation or development of systems for improvement in the health sciences
- Evidence that contributions have had important effects on the policies and programs of organizations
- Evidence that new knowledge, methods, or policies derived from the service have diffused to organizations or committees
- Nominated or receipt of honors and awards in recognition of outstanding service contributions
- Invitations from other institutions or organizations including other departments within Mercer to help plan, organize, or review similar activities
- Other

## Teaching Performance Levels – Tenure and Non-tenure Track

Good	Excellent	Distinguished
Sustained performance that is beyond that which meets ADEQUATE.	Sustained performance that is beyond that which meets the requirements for GOOD and leading to recognition within and beyond the University.	Sustained performance that is beyond that which meets the requirements for EXCELLENT and leading to recognition beyond the University.
<p>Demonstrates knowledge and skills in course/curriculum development and delivery as evidenced by:</p> <ul style="list-style-type: none"> <li>a. Redesign of course per a thorough and organized syllabus</li> <li>b. Plans and organizes learning experiences which support attainment of objectives</li> <li>c. Develops effective curriculum materials and/or delivery approaches</li> <li>d. Verbalizes pedagogical design of the course/curriculum</li> <li>e. Demonstrates efficient course coordination (e.g., guest lecturers, examinations, timely correspondence with students, feedback)</li> </ul>	<p>Demonstrates knowledge and skills in course/curriculum development and delivery as evidenced by:</p> <ul style="list-style-type: none"> <li>a. Designs (new course) or redesign class per a thorough and organized syllabus</li> <li>b. Develops innovative curriculum materials and/or delivery approaches with evidence of application outcomes</li> <li>c. Documented study of curricular and pedagogical issues, and incorporation of this information into the classroom</li> <li>d. Demonstrates efficient, independent course coordination (e.g., guest lecturers, examinations, timely correspondence with students, feedback)</li> </ul>	<p>Provides leadership in program planning, implementation, and instructional materials, evaluation</p> <p>Initiates and leads the development of new collaborative courses, programs, and curricular design</p> <p>Utilizes expertise from professional practice to develop visionary curriculum addressing future trends in practice</p> <p>Maintains participation in innovative course development, delivery, and implementation in area of expertise</p>
<p>Demonstrates knowledge and skills in teaching as evidenced by:</p> <ul style="list-style-type: none"> <li>a. Average of <math>\geq 4.0</math> on student evaluations of overall teaching effectiveness</li> <li>b. Average of <math>\geq 4.0</math> on peer evaluation of teaching effectiveness</li> <li>c. Analysis of student and peer evaluations including evidence of changes and improvements in teaching</li> <li>d. Implementation of a variety of teaching methods</li> <li>e. Demonstrates organized classroom experiences appropriate to course objectives and learning styles of students</li> </ul>	<p>Demonstrates knowledge and skills in teaching as evidenced by:</p> <ul style="list-style-type: none"> <li>a. Average of <math>\geq 4.2</math> on student evaluations of overall teaching effectiveness.</li> <li>b. Average of <math>\geq 4.5</math> on peer evaluation of teaching effectiveness</li> <li>c. Designs, tests, and evaluates innovative teaching methods</li> <li>d. Analysis of student and peer evaluations including evidence of changes and improvements in teaching</li> </ul>	<p>Recognized as a master teacher by faculty, students, and/or professional colleagues</p> <p>Receives state, regional, or national award for teaching excellence</p>

**Teaching Performance Levels – Tenure and Non-tenure Track** (continued)

<p>Demonstrates knowledge and skills in student assessment as evidenced by:</p> <ul style="list-style-type: none"> <li>a. Students' evaluation that assessments reflect learning</li> <li>b. Use of methods to measure knowledge and application, behavioral skills, and/or psychomotor abilities, as indicated by discipline</li> </ul>	<p>Demonstrates knowledge and skills in student assessment as evidenced by:</p> <ul style="list-style-type: none"> <li>a. Students' evaluation that assessments reflect learning</li> <li>b. Use of methods to measure knowledge and application, behavioral skills, and/or psychomotor abilities, as indicated by discipline, with evidence of application outcomes</li> </ul>	<p>Disseminates knowledge in the area of teaching/instructional competencies</p>
<p>Provides academic direction for student's special projects/capstone/independent studies</p>	<p>Provides student advisement on thesis/dissertation/capstone resulting in submission to a peer-reviewed publication or national presentation.</p>	<p>Serves as chair of a thesis/dissertation committee and/or thesis/dissertation/capstone results in peer-reviewed publication or national presentation.</p>
	<p>Develops and implements seminars/workshops for professional peers and practitioners</p>	<p>Sustained development and execution of seminars/workshops for professional peers and practitioners</p>

## Research / Scholarship Performance Levels – Tenure Track

Good	Excellent	Distinguished
Sustained performance that is beyond that which meets ADEQUATE	Sustained performance that is beyond that which meets the requirements for GOOD and leading to recognition within and beyond the University	Sustained performance that is beyond that which meets the requirements for EXCELLENT and leading to recognition beyond the University
<i>Peer reviewed manuscripts</i> - Assistant to Associate Professor: 8 - Associate Professor to Professor: 20	<i>Peer reviewed manuscripts</i> - Assistant to Associate Professor: 10 - Associate Professor to Professor: 25	<i>Peer reviewed manuscripts</i> - Assistant to Associate Professor: 15 - Associate Professor to Professor: 30
<i>Research publications as first/primary author</i> - Assistant to Associate Professor: 3 - Associate Professor to Professor: 8	<i>Research publications as first/primary author</i> - Assistant to Associate Professor: 6 - Associate Professor to Professor: 11	<i>Research publications as first/primary author</i> - Assistant to Associate Professor: 10 - Associate Professor to Professor: 15
<i>Total number of grants/contracts</i> - Assistant to Associate Professor: 2 - Associate Professor to Professor: 4	<i>Total number of grants/contracts</i> - Assistant to Associate Professor: 4 - Associate Professor to Professor: 6	<i>Total number of grant/contracts</i> - Assistant to Associate Professor: 6 - Associate Professor to Professor: 8
<i>Grants as principal investigator</i> - Assistant to Associate Professor: 1 - Associate Professor to Professor: 2	<i>Grants as principal investigator</i> - Assistant to Associate Professor: 2 - Associate Professor to Professor: 3	<i>Grants as principal investigator</i> - Assistant to Associate Professor: 3 - Associate Professor to Professor: 4
<i>Dollar amount for grants/contracts</i> - Assistant to Associate Professor: \$40,000 - Associate Professor to Professor: \$100,000	<i>Dollar amount for grants/contracts</i> - Assistant to Associate Professor: \$50,000 - Associate Professor to Professor: \$150,000	<i>Dollar amount for grants/contracts</i> - Assistant to Associate Professor: \$100,000 - Associate Professor to Professor: \$250,000

**IMPORTANT NOTE:** These quantitative criteria are for guidance purposes only, and should not be used or interpreted by members of the faculty or the Promotion and Tenure Committee as a definitive or exhaustive checklist of the requirements for promotion. It is impossible to define criteria for promotion in purely quantitative terms, because the *quality* of work has a direct impact on the *quantity* of work. Accordingly, these quantitative guidelines should only be used in conjunction with the detailed qualitative guidelines. Also, the faculty member's accomplishments should be *sustained*, as outlined in the qualitative guidelines for promotion in the College Faculty Handbook.

**Research / Scholarship Performance Levels – Non-tenure Track**

<b>Good</b>	<b>Excellent</b>	<b>Distinguished</b>
Sustained performance that is beyond that which meets ADEQUATE	Sustained performance that is beyond that which meets the requirements for GOOD and leading to recognition within and beyond the University	Sustained performance that is beyond that which meets the requirements for EXCELLENT and leading to recognition beyond the University
<i>Peer reviewed manuscripts</i> - Clinical Assistant to Clinical Associate: 4 - Clinical Associate to Clinical Professor: 12	<i>Peer reviewed manuscripts</i> - Clinical Assistant to Clinical Associate: 6 - Clinical Associate to Clinical Professor: 15	<i>Peer reviewed manuscripts</i> - Clinical Assistant to Clinical Associate: 8 - Clinical Associate to Clinical Professor: 20
<i>Research publications as first/primary author</i> - Clinical Assistant to Clinical Associate: 1 - Clinical Associate to Clinical Professor: 3	<i>Research publications as first/primary author</i> - Clinical Assistant to Clinical Associate: 2 - Clinical Associate to Clinical Professor: 5	<i>Research publications as first/primary author</i> - Clinical Assistant to Clinical Associate: 4 - Clinical Associate to Clinical Professor: 8
<i>Total number of grants/contracts</i> - Clinical Assistant to Clinical Associate: 1 - Clinical Associate to Clinical Professor: 3	<i>Total number of grants/contracts</i> - Clinical Assistant to Clinical Associate: 2 - Clinical Associate to Clinical Professor: 5	<i>Total number of grants/contracts</i> - Clinical Assistant to Clinical Associate: 4 - Clinical Associate to Clinical Professor: 8
<i>Grants as principal investigator</i> - Clinical Assistant to Clinical Associate: 1 - Clinical Associate to Clinical Professor: 2	<i>Grants as principal investigator</i> - Clinical Assistant to Clinical Associate: 2 - Clinical Associate to Clinical Professor: 3	<i>Grants as principal investigator</i> - Clinical Assistant to Clinical Associate: 4 - Clinical Associate to Clinical Professor: 5
<i>Dollar amount for grants/contracts</i> - Clinical Assistant to Clinical Associate: \$10,000 - Clinical Associate to Clinical Professor: \$40,000	<i>Dollar amount for grants/contracts</i> - Clinical Assistant to Clinical Associate: \$15,000 - Clinical Associate to Clinical Professor: \$50,000	<i>Dollar amount for grants/contracts</i> - Clinical Assistant to Clinical Associate: \$30,000 - Clinical Associate to Clinical Professor: \$75,000

**IMPORTANT NOTE:** These quantitative criteria are for guidance purposes only, and should not be used or interpreted by members of the faculty or the Promotion and Tenure Committee as a definitive or exhaustive checklist of the requirements for promotion. It is impossible to define criteria for promotion in purely quantitative terms, because the quality of work has a direct impact on the quantity of work. Accordingly, these quantitative guidelines should only be used in conjunction with the detailed qualitative guidelines. Also, the faculty member's accomplishments should be sustained, as outlined in the qualitative guidelines for promotion in the College Faculty Handbook.

### Service Performance Levels – Tenure and Non-tenure Track

<b>Good</b> Sustained performance that is beyond that which meets ADEQUATE	<b>Excellent</b> Sustained performance that is beyond that which meets the requirements for GOOD and leading to recognition within and beyond the University.	<b>Distinguished</b> Sustained performance that is beyond that which meets the requirements for EXCELLENT and leading to recognition beyond the University.
<b>Service to the Program, College, and University</b>		
Fulfills of committee assignments / administrative appointments (4 – 6) within the Department or College	Fulfills committee assignments / administrative appointments (7 – 10) within the Department, College, or University	Fulfills committee assignments / administrative appointments (>10) within the Department, College, or University
	Serves as Chair of a Department or College committee (1 – 2)	Serves as Chair of a Department or College committee (>2)
		Serves as Chair of a University Committee
Participates in College continuing education Programs	Organize and implement College continuing education presentations	
<b>Service to the Profession</b>		
Serves on committees (≥1) in professional organizations at the local/state level	Serves on committees (2 – 4) in professional organizations at the local/state level	Serves in elected/appointed leadership role in professional organizations at the local/state, national, or international level
Serves as peer reviewer for local/state journals	Serves as peer reviewer for national journals	Serves as guest editor for national journal and/or reviewer for national grants
<b>Service to the Community</b>		
Demonstrates active membership in activities of community organizations at the local, state, national, or international level	Serves on committees in community organizations at the local, state, national, or international level	Serves in positions of leadership in community organizations at the local, state, national, or international level
		Organize and implement national continuing education presentations.

## Procedures for Promotion

The procedures for promotion outline in order the process by which the faculty member, department chair, and Promotion and Tenure Committee submit the appropriate documentation including the checklists found in Appendix A. The Department Chair, the Promotion and Tenure Committee, the Dean, the Provost, and the President, through independent processes will make a recommendation for promotion for each candidate.

- A. The Department Chair shall annually discuss progress toward promotion with all department faculty members eligible for promotion.
- B. The candidate shall prepare a dossier and submit it to the Chair of his/her department. Appendix A in the College Faculty Handbook should serve as the guide of required dossier components.
- C. The Department Chair will review the dossier and prepare a written letter of recommendation with detailed justification to the Promotion and Tenure Committee regarding the promotion. In the letter of support written to the Promotion and Tenure committee, the Department Chair should address the degree to which the faculty member's MBOs were met.
- D. The Department Chair shall forward this recommendation and the dossier to the Promotion and Tenure Committee, including the Promotion and Tenure checklists.
- E. The Committee, upon receipt of the dossier and letter of recommendation from the Department Chair, will provide the Dean a list of faculty members requesting promotion. The Committee shall request letters of recommendation from three outside reviewers. To the extent permitted by law, all outside letters of review will be kept confidential. The Committee may request an additional outside reviewer not from the list submitted by the candidate. The letter from the Promotion and Tenure Committee chair to the outside reviewers will state that their written comments will be held in confidence to the extent permitted by law and be reviewed by the members of the Promotion and Tenure Committee and the Dean of the College. To assist the outside reviewer in evaluation of the candidate, the Promotion and Tenure committee will forward the following information to outside reviewers:
  1. A copy of the Promotion and Tenure Policy.
  2. The detailed justification letter from the candidate describing the performance levels in the areas of teaching, research or scholarship, and service, and addressing the MBOs.
  3. The candidate's most recent curriculum vitae.
  4. Evaluation of the candidate's peer and student evaluations of teaching, i.e., copies of original reports.
  5. Candidate's teaching philosophy and self-reflections on teaching.
  6. Copies of the title page or first page (including abstract) of publications.

- F. Each member of the Promotion and Tenure Committee should review each candidate's dossier. The Committee, after due deliberations, shall make a written recommendation with detailed justification for the reasons thereof to the Dean regarding promotion of the candidate. The Promotion and Tenure Committee shall forward to the Dean, along with their recommendation, the recommendation of the Department Chair, the recommendations from outside reviewers, the candidate's dossier, and completed checklists.
- G. After due deliberation, the Dean shall make a decision regarding promotion of the candidate. The Dean shall inform the candidate in writing of his/her recommendation and the reasons thereof and send copies of this recommendation to the Department Chair.
- H. All information concerning the candidate, along with the decision of the Dean, shall be submitted by the Dean to the Provost for consideration for promotion.
- I. In the event a decision to deny promotion is made by the Dean, the candidate has the right to appeal this decision to the Provost followed by the President.
- J. The candidate may withdraw his/her name from consideration for promotion at any point in the process by notifying the appropriate individual(s) in writing.

### Tenure Policy

A tenured appointment is an attainment by a faculty member who has demonstrated the professional and personal qualifications required for acceptance as a permanent faculty member. It is the most significant reward by the University; therefore, it should be operated separately and independently of other reward systems such as promotion and salary systems.

A recommendation for tenure shall be made on the basis of demonstrated and documented academic achievement, responsible participation in group deliberative processes, and professional responsibility and service to the college and community. Evaluation of academic achievements shall include the quality of publications, effective teaching development and innovation of new and improved teaching and/or learning methods, and excellence in the faculty member's field of specialization as demonstrated by recognition of his or her achievements and recommendations by peers, not only within the College of Health Professions, but also where practicable and feasible at other major universities.

Each recommendation for tenure should emphasize the contribution that the candidate has made to the educational needs of the department and/or College.

The rules of the University, as outlined in the University Faculty Handbook section 2.04.2 will be followed in accordance with these policies, in the majority of cases, tenure must be awarded no later than the end of the sixth year of the probationary period to full-time faculty at the Assistant Professor level or above with no prior tenure-relevant experience, subject only to the conditions of the appeals process. Faculty with prior tenure-relevant experience shall not receive tenure prior to a probationary period, as set by the dean of the school. In implementing this policy, the following procedures should be employed:

- A. Faculty with No Previous Tenure-Relevant Experience

1. Annual review of faculty at the departmental and college level with annual notification of progress towards tenure.
2. Final major review with respect to tenure before the end of the faculty member's sixth year of service.
3. By May 15 of the sixth year, the faculty member shall be notified that he or she will be awarded either a one-year terminal contract or tenure at the conclusion of the probationary period. Tenure becomes effective at the beginning of the seventh contract year.
4. In cases where promotion is awarded to a faculty member before his or her probationary period is completed, no promise of eventual tenure is implied by the promotion.
5. Faculty holding academic rank below Assistant Professor are not eligible for tenure, nor will time at the rank of Instructor be counted as service towards tenure.
6. The Promotion and Tenure Committee will make their recommendation to the Dean for his/her consideration and recommendation to the Provost and the President for the April Trustees Meeting.

B. Faculty with Previous Tenure-Related Experience

1. The minimum probationary period of time for faculty with previous tenure-relevant experience is:
  - Professors-one year
  - Associate Professors-two years
  - Assistant Professors-three years
2. In all cases the faculty member should have a total of at least six academic years of tenure-relevant experience before tenure is recommended. Tenure-relevant experience is counted only for full-time service at the rank of assistant professor or above. A new faculty member with previous tenure-relevant experience will normally undergo a final major review with respect to tenure as close as practicable to the end of his/her probationary period at the College. At the end of this period of service, the faculty member will be notified that he/she will be awarded either a one-year terminal contract or tenure at the conclusion of the probationary period.
3. In the case of new appointments, the Dean determines the amount of previous tenure-relevant experience and includes this information in the initial contract letter.
4. The contract includes the following elements:
  - (1) Effective date of appointment
  - (2) Amount of previous tenure-relevant experience
  - (3) Anticipated year of tenure review

- (4) Anticipated effective date of tenure, if awarded
  - (5) Specific tenure policy of the appropriate school or college
5. In cases of very special merit, and only then with review and personal recommendation by the Dean of the College, the Provost, and the President, tenure may be awarded at any time before the expiration of the full probationary period.
  6. Other criteria are the same as those listed for faculty with no previous tenure-relevant experience.
- C. Faculty Previously Tenured at Another University

A faculty member who holds the rank of Associate Professor or Professor and who was previously tenured at another University, and who is requesting tenure should:

1. Submit a letter requesting tenure along with a current curriculum vitae and the Department Chair's letter of support to the Promotion and Tenure Committee per the University schedule. These items should provide evidence of good citizenship and contribution to the Mercer College of Health Professions and/or Mercer University. In the event this faculty member is a Department Chair, the items submitted to the Promotion and Tenure Committee should include a letter requesting tenure and a current curriculum vitae.
2. Provide the letter of tenure previously awarded at the former university.

### Post-Tenure Review

The College will follow the Post-Tenure Review Policy as outlined in the University Faculty Handbook, Section 2.5.2. Faculty members due for a post-tenure review shall receive at least six months' notice of intent to review from the Dean. The faculty member will submit required materials to the Post-Tenure Review Committee.

The Post-Tenure Review Committee will be comprised of three tenured faculty members appointed by the Dean annually to review faculty materials and provide a written recommendation to the Dean. In implementing this policy, the following procedures should be employed:

1. By July 15 after the fourth year, the tenured faculty member shall be notified that post-tenure review is scheduled and the following information must be submitted to the Post-Tenure Review Committee by January 15.
  - A detailed justification letter from the tenured faculty describing the performance levels in teaching, research/scholarly activity, and service over the past five years.
  - A complete profile of teaching, research/scholarly activities, and service from the previous five years detailed in the electronic portfolio system.
  - Evaluation criteria detailed in the College's Promotion Policy (Tenure-Track) will be applicable for teaching, research/scholarly activity, and service in the post-tenure review.

2. Each member of the Post-Tenure Review Committee will review the materials submitted by the tenured faculty member. The Committee, after due deliberations, shall make a written recommendation to the Dean by March 1. The written recommendation will include detailed justification as to whether the faculty member exceeds expectations, meets expectations, or does not meet expectations in the areas of teaching, research/scholarly activity, and service, relative to the tenured faculty member's assigned responsibilities.
3. After reviewing the Post-Tenure Review Committee's recommendation and review of the tenured faculty member's submitted materials, the Dean shall provide a written evaluation to the tenured faculty member and prepare documentation required by the Provost by April 1.

The faculty member whose performance does not meet expectations in one or more areas shall be placed on a developmental support plan by the Dean within 30 days of receiving the written evaluation, as detailed in the University Faculty Handbook, Section 2.5.2. Faculty must resubmit for post-tenure review after the term of the development plan is complete.

### Pre-Promotion Review

Pre-promotion review is a part of the College Faculty Development Program. The purpose of the pre-promotion review is to obtain an assessment of the faculty member's progress toward promotion.

The procedures (listed below) for pre-promotion review outline the process by which the faculty member, Department Chair, and Promotion and Tenure Committee submit appropriate documentation. The Department Chair and Promotion and Tenure Committee, through independent processes, determine if the faculty member is or is not making satisfactory progress towards promotion.

Procedures:

1. A dossier containing the items listed below will be prepared at the completion of the third year of appointment as a tenure-track assistant professor, or at the completion of either the third or fourth year of appointment as non-tenure tracks assistant professor in the College. Appendix A in the College Faculty Handbook should serve as the guide of required dossier components; external reviewers are not required for Pre-Promotion Review.
2. By mid-October the faculty member will submit the dossier to his/her Department Chair along with a summary letter outlining accomplishments in teaching, scholarship, and service.
3. By the end of October, the Department Chair will submit a letter to the Chair of the Promotion and Tenure Committee. The letter will address the areas of teaching, scholarship, and service separately and will indicate if the faculty member's progress towards promotion in each area is **above satisfactory, satisfactory, unsatisfactory but showing some progress, or unsatisfactory showing no progress**. The letter will provide justification. The Department Chair will also submit the faculty member's summary letter and dossier to the Promotion and Tenure Committee.
4. The Promotion and Tenure Committee will review the submitted items and assess the faculty member's progress towards promotion.

5. By mid-January, the Promotion and Tenure Committee will send a letter of its findings to the faculty member and provide a copy to the Department Chair. The letter will address the areas of teaching, scholarship, and service separately and will indicate if the faculty member's progress towards promotion in each area is **above satisfactory, satisfactory, unsatisfactory but showing some progress, or unsatisfactory showing no progress**. The letter will provide justification. The dossier will also be returned to the faculty member.

6. By mid-January, the Promotion and Tenure Committee will provide copies of the following materials to the Dean: the Promotion and Tenure Committee's letter of findings, the Department Chair's letter (to the Chair of the Promotion and Tenure Committee), and faculty member's summary letter.

7. The Department Chair will meet with the faculty member to discuss the letter from the Promotion and Tenure Committee and to provide advice. The Department Chair may also meet with the Dean, as appropriate, to discuss the letter.

### Faculty Office Hours

Individual office hours for student consultations of all faculty teaching within a course should be listed on the course syllabus. Faculty should have the option of listing specific hours and/or to state "by appointment". Office hours should not be set up exclusively between 12 pm and 1 pm.

### Faculty Evaluations

At the beginning of each academic year, each faculty member is expected to develop specific goals for the academic year through the Management By Objectives process (MBOs). These goals should be related to stated goals and current objectives of the College of Health Professions and the University and are considered in determining salary, promotion, and tenure. Each faculty member will discuss and document achievement of goals for the previous academic year, as well as projected goals for the current academic year in an evaluation conference with the Department Chair during July. Midpoint progress evaluations should be held in January, as needed.

### Faculty Participation in Externally Funded Activities

The faculty of the College of Health Professions of Mercer University are encouraged to seek extramural funding which will enhance the academic instructional programs, scholarly activities, and professional practice programs of the College. There is a faculty research incentive policy on faculty participation in externally funded activities, outlined by the Mercer University Office of Grants and Contracts.

### Faculty Grievance Policy

Policy: Faculty members are encouraged to address their grievance at the most immediate level available, before moving up to higher levels of authority and responsibility. CHP's internal grievance policy does not apply to allegations of discrimination in employment on the basis of race, color, national origin, disability, veteran status, sex, sexual orientation, gender identity, age, or religion. (For grievances related to discrimination in employment see the University Faculty Handbook, Section 2.10.)

Procedures: Parties involved are encouraged to communicate directly with one another about their

concerns and complaints, with the goal of understanding perspectives and resolving differences. If resolution is not achieved, the parties involved should take the matter to their department chair(s) and should present the grievance in writing, including at least the following: identification of the individual(s) against whom the grievance is being lodged; description of the specific action(s) giving rise to the grievance; rationale for assertion that the specific action(s) was (were) in violation of College policy; the date or period of time in which the action(s) occurred and the location of the incident(s); and the desired remedy. If the department chairs are involved in the complaint, it should be forwarded to the Associate Dean for resolution. If the Associate Dean is involved in the complaint, it should be forwarded to the Dean for resolution. If the grievance is against the Dean, the faculty member can invoke the formal grievance procedure at the University level as outlined in the University Faculty Handbook. Disagreement with the resolution reached by the department chair(s), can be appealed to the Associate Dean. The appeal must be presented in writing and specify the grounds, as well as supporting facts and arguments. Disagreement with the substance of the resolution shall not be an appropriate grounds for appeal. Review of the appeal will be limited to new information that was unavailable at the time the resolution was made. The Associate Dean will render a final decision in writing. Disagreement with the resolution reached by the Associate Dean can be appealed to the Dean, with the same requirements. If satisfactory resolution of the grievance cannot be reached through the previously described internal grievance procedure within 30 calendar days of its initiation, the faculty member can invoke the formal grievance procedure at the University level as outlined in the University Faculty Handbook.

## Faculty Development Program

### Introduction

Faculty development is defined as "a process designed to foster personal and professional growth for individuals within a respectful, supportive, positive organizational climate having as its ultimate aim better learning for students and continuous, responsible self-renewal for educators and schools" (Dillon-Peterson, B., Staff Development/Organization Development, Association for Supervision and Curriculum Development, Alexandria, VA [1981], p. 3). The President of the University, the Executive Vice President, the Provost, and the Dean of the College are ultimately responsible for the physical and fiscal resources necessary for the implementation and maintenance of the Faculty Development Program.

The success of the program is highly dependent on the sustained commitment of the administration to provide the appropriate space and budget. Basic resources needed for a successful faculty development program include:

1. Encouragement and support from administration for developmental activities
2. Release time away from certain faculty and patient care responsibilities
3. Funds for travel, research expenses, and equipment
4. Appropriate space to conduct research

Programmatic responsibility for the Faculty Development Program is shared between the Department Chair and the individual faculty. It is the responsibility of the Department Chair to provide the guidance and counseling necessary to assist the faculty member in focusing on specific needs and facilitating activities to address those needs. Ultimate success of a Faculty Development Program rests with the individual faculty member. Each faculty member should address his/her own needs and through discussions with the Department Chair focus on and address those needs through the Faculty

## Development Program.

### Basic (Overall) Goal:

To provide an academic environment that stimulates innovation in teaching, research/scholarly activity, service, and patient care, and encourages College of Health Professions faculty to develop and grow both intellectually and professionally, maximize academic productivity, and provide mechanisms for response to change in academia and the profession.

### Specific Goals, Expected Outcomes, and Implementation:

#### A. Teaching (All Faculty):

Goal: Provide support and encouragement to all faculty so that they may achieve and maintain a good to excellent level of teaching productivity and quality.

Expected Outcome: The level of teaching of the faculty will be good to excellent in terms of organization, content, use of audiovisual materials, student evaluation, and teaching methodology.

Implementation:

1. Course objectives and outlines (syllabi) with descriptions of course content will be established by faculty for each course. These will be reviewed, updated and approved by the Department on an annual basis.
2. Written procedures concerning course policies (e.g., examinations, grading and attendance) will be distributed to the students at the beginning of the term.
3. The College of Health Professions will maintain and strive to improve systems for student evaluation of teaching and courses, assist faculty in using these results to improve teaching performance, and reward appropriate faculty for teaching excellence based on results.
4. The College of Health Professions will maintain and strive to improve its system and guidelines for peer evaluation of teaching will be explored.
5. The results of all evaluations of teaching performance will be reviewed by the Department Chairmen on a semester basis. Those faculty who have been identified as needing assistance will be provided access to appropriate teaching resources and developmental assistance.
6. Department development funds will be designated to provide conferences and workshops at the College of Health Professions wherein effective teaching methodologies and technologies are presented to the faculty.
7. Department development funds will be designated to allow faculty to attend conferences and workshops related to the improvement of teaching methods and evaluation of teaching effectiveness.
8. Faculty with proven teaching skills will be assigned as mentors to assist faculty with identified difficulties in teaching to assist in the areas of classroom presentation, teaching techniques, and the use of audiovisual equipment.
9. Specific criteria have been developed by the Promotion and Tenure Committee to provide guidance to the faculty concerning the relationship between teaching and promotion and tenure.

#### B. Innovative Teaching Methods (All Faculty):

Goal: Provide the appropriate environment and opportunity for faculty to develop and implement innovative teaching methodologies in the classroom and experiential setting.

Expected Outcome: Faculty providing teaching at an acceptable level will be encouraged to develop and implement innovative teaching methodologies.

Implementation:

1. Faculty members will be encouraged and given sufficient time to develop proposals for innovative teaching methods for funding from external sources.
2. College development funds will be designated to provide conferences and workshops at the College of Health Professions wherein new and innovative teaching methodologies and technologies are introduced to the faculty.
3. Department development funds will be designated to allow faculty to attend conferences and workshops related to innovative teaching methods and evaluation of teaching effectiveness.
4. Teaching assignments will be made flexible for faculty to implement innovative teaching methodologies.
5. The Center for the Teaching Excellence will facilitate the sharing of ideas and outcomes of faculty related to innovative teaching methods.
6. Faculty developing and implementing innovative teaching methods will be encouraged to share their experiences with colleagues at Mercer as well as through publications and presentations at academic meetings. Department funds will be provided for this purpose.

C. Research/Scholarly Activity (New Faculty and Experienced Faculty with Limited Previous Involvement):

Goal: To provide the environment and stimulation of independent research and scholarly activity by faculty who are beginning their academic or research careers.

Expected Outcome: Within three years of initial appointment, the tenure track faculty member will have made significant progress toward the establishment of a productive research/scholarly activity program. For experienced faculty, significant increases in research/scholarly activity involvement will occur within three years of active participation in the faculty development program in research/scholarly activity.

Implementation:

1. Sufficient space and start-up funds will be made available as appropriate to each new faculty member at the time of appointment.
2. During the first year of appointment, sufficient time will be made available to the new faculty member to establish a research/scholarly activity program by reducing the teaching assignments to less than normal load and expecting minimal internal and external service activities. (An additional benefit will include the opportunity to concentrate more on a limited teaching load as well.)
3. Opportunities (in terms of funds and time) for the presentation of scholarly work at professional meetings will be made available in accordance with the College's travel policies.
4. Established faculty with active, research/scholarly activity experience (mentor) may act in an advisory capacity in the reviewing of proposals and manuscripts and in suggesting potential research/scholarly activity areas.

5. The Department Chairs will firmly establish research/scholarly activity objectives to be accomplished within a reasonable time period with the new faculty member upon appointment.
6. At least on an annual basis, the Department Chairs, through the MBO process, will evaluate the faculty member's research/scholarly activity progress and provide appropriate feedback.
7. Established faculty with a successful research/scholarly activity record (mentors) may be assigned to guide and assist new or other interested faculty in establishing goals for his/her research/scholarly activity program and in learning techniques essential for reaching those goals. Each new and other interested faculty members will be assigned a mentor.
8. Formal and informal internal grant review mechanisms at the departmental levels will be followed to enhance the grant writing skills of new faculty.
9. The Dean and Department Chairs will assist new investigators and those interested in pursuing new endeavors in research/scholarly activity by obtaining funds for the purchase of research instrumentation.
10. Funds will be made available for new faculty and faculty with limited research/scholarly activity experience to attend workshops and seminars that will enhance their skills and abilities in research methodology, analysis, grantsmanship, etc.
11. Specific criteria have been developed by the Promotion and Tenure Committee to provide guidance to the faculty concerning the relationship between research and scholarly activity and promotion and tenure.
12. Internal funds will be made available as "seed grants" for faculty for projects that are not fundable from external sources after initial data are collected.

#### 4. Research (Established Faculty):

Goal: Provide an environment for established College of Health Professions faculty who are interested in participating in independent research to contribute their expertise to intra-disciplinary and interdisciplinary research endeavors.

#### Implementation:

1. Department Chairs will encourage established researchers to participate in research endeavors and to seek funding from outside sources through the setting of appropriate MBOs.
2. The Dean and Department Chairs will identify opportunities for interdisciplinary research and funding sources for the faculty.
3. Department Chairs will encourage faculty to prepare proposals to external sources that will lead to the purchase of instrumentation for research and/or support for faculty travel.
4. The Dean and Department Chairs will assist investigators in obtaining internal funds for the purchase of research instrumentation.
5. Adequate research space, release time, and/or supportive personnel will be provided for each funded research project.
6. Research opportunities with other universities will be explored by the Dean, Department Chairs, and faculty.

7. Department development funds will be designated to allow faculty to attend conferences and workshops related to learning new research methodologies, procedures, etc.

5. Stimulation of Continuing Faculty Growth (Established Faculty):

Goal: To provide established faculty with the opportunity to engage in novel and different activities to stimulate and/or renew enthusiasm for one's academic position.

Expected Outcome: Faculty will become involved in varied activities that achieve the overall mission of the College and at the same time allow the faculty member the opportunity to grow academically and enhance positive interest in one's career.

Implementation:

1. Tenured faculty with primary interest in the teaching and/or service mission of the College will be encouraged to undertake new and appropriate teaching or service responsibilities (e.g., increased teaching responsibilities, increased involvement on committees and organization advising, development of innovative teaching methodologies, counseling, consulting, continuing education, recruiting, patient care, etc.). The intent is to identify activities within the mission of the department and College in which the faculty member would find satisfaction.
2. For faculty described above, Department funds for attending courses, seminars, workshops or sabbaticals will be made available for retraining.
3. Established faculty will be encouraged and given financial support as described in the University's sabbatical policy to take a sabbatical leave to enhance their scholarly activity.
4. As described in the University Office of Grants and Contracts Policy; funds raised through grant or contract activities will be used to provide or supplement funds, which will allow faculty to attend and participate in national and international meetings.

6. Professional Service (All Faculty):

Goal: To support and encourage faculty to participate and contribute to professional organizations and institutional committees.

Expected Outcome: A high level of participation in professional organizations important to the academic and/or practice interests of the faculty will occur.

Implementation:

1. Provide travel funds and leave for faculty to participate in leadership roles in scientific and professional organizations.
2. New faculty will be appointed to a limited number of College of Health Professions committees to learn about the governance process.
3. Established faculty will be encouraged and supported for taking leadership roles in University and the College of Health Professions governance.
4. Faculty who serve on state or national committees will make a special effort to nominate qualified colleagues at Mercer for similar positions.
5. All faculty will have the opportunity to change their participation on various committees on an annual basis.

## College of Health Professions Research/Scholarship Plan

The CHP Research/Scholarship plan serves as the foundational blueprint for building lines of inquiry that result in original contributions to the profession(s) it houses. The primary goal of the CHP Research/Scholarship Plan is to identify overarching research themes which allow for all faculty members within the college to identify avenues for scholarly development, engagement, and dissemination. The plan includes the structure of broad themes or foci of scholarly inquiry, with specific goals that identify the types of scholarship, scholarly activities, and anticipated accomplishments with a timeline. The plan serves as a conduit for establishing mechanisms for relevant mentorship and collaboration with colleagues.

Supporting the mission and vision of the College, the plan will:

- support faculty recruitment and retention;
- serve as a platform for faculty development;
- increase collaborative efforts within the College, the HSC, and University;
- enhance student engagement in research;
- Increase internal and external visibility; and
- increase scholarly productivity.

The guiding expectations of the CHP research/scholarship plan are:

1. The CHP Strategic Plan will lead the research/scholarship initiatives and goals and will define the annual action steps.
2. The College will support the research/scholarship endeavors of the faculty.
3. Each Department will have a scholarship plan reflective of their mission, and that of the College, HSC, and University.
4. The Department Chairs are responsible for demonstrating research/scholarship productivity.
5. The Department Chairs are responsible for supporting faculty research/scholarship development.
6. All faculty will have a scholarly agenda.
7. All faculty will accept their rights and responsibilities for research/scholarship productivity and dissemination.
8. All scholarly endeavors will be respected.

### College-level Research/Scholarship Themes

The CHP research/scholarship plan is founded on the seminal work of Ernest Boyer including five broadly constructed thematic areas: 1) discovery, 2) integration, 3) application/practice, and 4) teaching and learning.

### Department/Program-level Research Agendas

The Department of Physical Therapy's scholarship and research agenda will revolve around three major foci:

1. Discovery of foundational science knowledge and bridging that to clinical application,

2. Clinical and community outcomes studies to produce evidence-based discovery and address and improve quality of life, and
3. Scholarship of teaching and learning to develop and disseminate critically relevant novel, effective, and efficient ways for students to learn.

The Department of Physician Assistant Studies scholarship and research agenda will include three major foci:

1. Scholarship of teaching and learning to develop, evaluate, and disseminate clinically, relevant, novel, effective, and efficient ways to improve student learning and preparation for clinical practice,
2. Patient-centered clinical- and community-based studies, and
3. Models to improve healthcare quality, delivery, and ultimately the health and well-being of patients and families.

The Department of Public Health faculty and students will conduct scholarship and research that promotes social justice and the improvement of the quality of life for all members of humanity without exclusion but specifically in the following three areas:

1. Social epidemiology, diverse populations, and health equity,
2. Evaluation of programs, systems, and policies, and
3. Scholarship of teaching and learning to enhance public health education.

The Department of Clinical Psychology faculty endeavor to produce, evaluate, and apply scientific knowledge in our teaching, research, and clinical activities. We recognize that ideal training promotes the reciprocal exchange of knowledge between empirical scientific inquiry and clinical practice. Faculty and students engage in research and scholarship emphasizing foundational scientific knowledge in health service psychology and in applied research at individual, family, community, and health care system levels. Research and scholarship will center on the following areas:

1. Evidence-based assessment, intervention, and training in health service psychology;
2. Behavioral medicine, health promotion, and reduction of health disparities; and
3. Interprofessional education and our profession's role in integrated health care.

The Department of Exercise Science scholarship and research plan will include the following:

1. Discovery of basic techniques to improve injury prevention and therapeutic interventions.
2. Integration of current best practice with newly discovered knowledge for improved injury prevention and therapeutic interventions.
3. Application of newly discovered strategies in clinical practice to ensure that evidence-based practice is used to improve patient outcomes.

#### Implementation

- Department Chairs will oversee faculty MBOs which will include each faculty member's research/scholarship agenda.
- Department Chairs will oversee the department's Strategic Research/Scholarship Plan.
- Monthly reports will be provided at the Executive Team meetings and disseminated in the minutes.
- The Associate Dean will oversee the compilation of the College-level plan.
- Formal progress reports and scholarship updates will occur at each CHP meeting, as warranted.

## Faculty Orientation Policy

The Faculty Orientation Policy should serve to guide the Department Chairperson and others in the orientation of new faculty. The policy should help to standardize the orientation process.

### Responsibilities of Personnel Department

1. Discuss faculty benefits and provide a copy of the Employee Benefits Handbook.
2. Receive signatures for all payroll, insurance forms, etc.
3. Provide OSHA training if applicable.

### Responsibilities of Department Chairperson

1. Tour the campus and make the appropriate introductions. Provide a list of all faculty, staff, and administrative personnel.
2. Provide a copy of or electronic access to, the University Faculty Handbook, College of Health Professions Handbook, and Departmental Policies and Procedure Manual, if applicable.
3. Acquaint the faculty member with his/her responsibilities for teaching, research or scholarship, and service. Explain how the MBO is used to outline expectations and measure results.
4. Discuss College of Health Professions Policies:
  - a. Office hours are generally 8 am - 4:30 pm, Monday through Friday; however, will vary based on responsibilities.
  - b. Vacation/Travel leave/Sick leave
  - c. Sabbatical
  - d. Discuss College and University organizational structure
  - e. Promotion and Tenure. Expectations of the Department Chair should be discussed. An appointment may be made with the Promotion and Tenure Chairperson.
  - f. Responsibilities for attending College and University functions. (i.e. Faculty Retreat, White Coat Ceremony, Hooding, Graduation, Faculty Meetings)
  - g. Responsibilities for committees (provide a list of all committees)
  - h. Procedure for submitting/changing courses
5. If the faculty member is appointed at the Instructor, Clinical Instructor, Assistant Professor, or Clinical Assistant Professor rank, assign a senior faculty member to serve as mentor. The junior faculty member may later select another mentor compatible with their area of expertise and research interest.
6. Outline the procedure for solicitation and establishment of Grants. Discuss the policy on faculty participation on externally funded activities and the policy on Conflict of Interest/Commitment.
7. Provide a copy of the Student Handbook. Direct the faculty member to make an appointment with the Director of Admissions and Student Affairs to discuss the Honor Code, the Student Grievance Process, and any other pertinent student policies.
8. Arrange with Enrollment Services to discuss the process for obtaining class roles and submitting grades.
9. Orient the faculty to the learning management system (Canvas), and the distance conferencing system (Zoom).
10. Schedule a meeting for the faculty member and the CHP Instructional Design Specialist.
11. Orient the faculty member to the classrooms and arrange with IT to discuss the audiovisual set up.
12. Discuss peer review of teaching.
13. Provide copies of reading materials on active learning, the scholarship of teaching, and the health sciences professions.
14. Direct faculty member to make an appointment with the Dean to discuss the school's mission,

vision, values, and strategic plan.

15. Arrange HIPAA training, FERPA training, and CITI research training.

#### Responsibilities of Departmental Administrative Assistant/Program Specialist

1. Obtain the necessary office supplies, furniture, equipment, etc. for the faculty member. Provide him/her with copy of the College Catalog.
2. Arrange with the Director of Finance and Administration to obtain keys.
3. Orient the new faculty member to the following:
  - a. Telephone. Obtain a telephone code from Telecommunications for long distance calls. Provide telecommunications with directory information.
  - b. Demonstrate E-mail, Internet and request a password from the computer center.
  - c. Department copier/copy center
  - d. Set up an appointment with the Library Director and have the faculty ID card validated for check out.
  - e. Discuss secretarial support and priorities.
  - f. Discuss ordering of supplies, equipment, etc.
  - g. Arrange for a faculty ID card.
  - h. Discuss procedures for reserving conference rooms/classrooms.
4. Make an appointment with the Director of Finance and Administration to discuss Request for Payments, Travel Expense Vouchers, Requisitions, Purchase Orders, Petty Cash, etc.

#### **Sabbatical Leave Policy**

Faculty members who have held full time appointments for at least six years are eligible for consideration for a sabbatical leave. Policies and procedures governing sabbatical leaves are found in Section 2.17.1 of the University Faculty handbook. Faculty interested in pursuing a sabbatical should complete the Sabbatical Leave Request Form (Appendix D).

#### **Faculty Vacation Policy**

Refer to University Policy. All 12-month faculty personnel are entitled to 22 vacation days each fiscal year. These days should be used by June 30 of each fiscal year. However, a maximum of eleven days may be carried over. The maximum number of vacation days which may be available to the employee in this category is thirty- three. In no instance will professional, administrative, or 12-month faculty be paid for carry-over vacation days upon separation from the University. In the event of separation during the fiscal year, vacation days will be apportioned, for reimbursement purposes, according to time served during the fiscal year.

All vacation/leave for 12-month faculty must be submitted via Workday and approved by the Department Chair and the Dean.

Vacation leave will be granted based on teaching, research, and service responsibilities. Fractions-of-days' vacation, likewise, will not be approved. Should it be necessary for a faculty member to be away from the College for a portion of the day between the hours of 8 am and 4:30 pm, he or she should notify his or her Department Chairperson of the expected absence.

#### **Faculty Sick Leave Policy**

The College will follow the sick leave policy of the University as outlined in the University Faculty

Handbook, Section 2.17.4. Faculty members must notify their Department Chairperson if they must be absent because of illness or injury. If the illness or injury incapacitates the faculty member for more than several days, his or her responsibilities may be assigned to other members of the department, if needed. The University may continue full or partial salary (and fringe benefits) for a faculty member for brief periods in the event of the faculty member's illness or temporary disability (including pregnancy). Leave must be approved by the Department Chairperson and negotiated by the Dean in consultation with Human Resources.

### Faculty Travel Policy

The College will make every effort to fund all reasonable travel expenses for any invited presentations, papers, or posters accepted, if the professional organization or other sponsor does not reimburse expenses. The papers and posters presented are an important component of scholarly activity that represent and provide recognition for the College. **With the approval of funding for travel, the College expects that the faculty member will submit his/her presentation or poster for publication within one year.** Faculty are encouraged to seek outside funding for travel expenses.

Faculty serving as official representatives of the college (e.g., APTA, PAEA, APHA, APA, NATA) will have reasonable expenses reimbursed.

Faculty will be reimbursed for travel expenses to University committee meetings outside Atlanta or Macon. Additionally, faculty serving on professional committees will have reasonable expenses paid when possible.

Attendance at selected professional meetings that will enhance the faculty member's teaching and/or research will be considered as Faculty Development and reimbursed as approved by the Department Chair and Dean.

Travel expenses will not be reimbursed for practice faculty traveling between their primary service site and the College except for required or necessary trips resulting in extra daily mileage. These expenses are reimbursable at the end of the semester.

The process of receiving approval for travel is to complete a Travel Authorization Request form, which is available from the Department Administrative Assistant. The form should be completed with dates of travel, explanation of travel, and an estimate of expenses. It is required that the faculty member resolve any conflicts with teaching, research and/or service responsibilities during the leave and prior to submitting the request for leave. The Department Chair and Dean must approve the travel. A copy of the approved and signed request form will be forwarded to the faculty member. Faculty should make every effort to minimize expenses (e.g., on-time registration, early booking of airfare, sharing rooms).

Rental cars will be approved only if necessary to attend a meeting and if equivalent or less than commercial travel (e.g., cab). The College does not reimburse for alcoholic beverages, entertainment, or pay-for-TV movies out of its operational budget.

Expenses reimbursed by an outside agency must be deducted from the amount billed to the University. Faculty may be required to submit documentation from the outside agency outlining expenses and/or honoraria received. The approved amount should be considered an expense cap.

Funds from grants for travel can only be spent on behalf of the faculty member unless permitted by the granting agency. All reimbursements for travel from University funds must be submitted and detailed on a Travel Expense Voucher. Detailed receipts must be attached to the expense voucher. This form is reviewed and approved for reimbursement by the Department Chair and Dean before being forwarded to the Director of Finance and Administration for processing. Faculty must submit reimbursement requests via Workday **within 10 business days** from return of travel in order to be reimbursed.

### Inter-Campus Mileage Reimbursement Policy

The following mileage will be used for reimbursement of University-related travel between campuses.

- Atlanta to/from Macon: 96 miles
- Macon to/from Savannah: 172 miles
- Atlanta to/from Savannah: 262 miles
- Atlanta to/from Columbus: 120 miles
- Macon to/from Columbus: 99.3 miles
- Atlanta to/from Henry County Regional Academic Center: 42 miles
- Macon to/from Henry County Regional Academic Center: 57 miles

### Part-time/Adjunct Faculty Policy

Part-time faculty are employed for specific courses and lectures when full-time faculty are unavailable. They are selected based on their expertise in the subject area. The Department Chair in the Department that is responsible for the course evaluates the credentials of the faculty member. A recommendation to appoint the faculty member part-time is then presented to the Dean. The requirements for teaching the course/lecture are discussed with the Department Chair or course coordinator. The teaching effectiveness of the part-time faculty is evaluated in the same manner as full-time faculty. Part-time faculty do not have service or research requirements. Department Chairs should submit requests to the Dean at least 45 days prior to the applicable semester via the Request for Part-time Faculty Form. Part-time faculty who perform a service on a regular basis should be added to the payroll. The Dean will furnish the part-time faculty with a contract letter that provides salary information and teaching responsibilities. If they provide a service occasionally, (class, practice experience, etc.) they should be paid using a Request for Payment (RFP) per Human Resources policy.

### Adjunct Faculty Appointments

The College of Health Professions adjunct faculty appointments will be made on a case by case basis as determined by each Department. Such appointments will be made based upon distinguished service to the profession and/or to College of Health Professions. Rank will be based on length of service and on the recommendation of the Department Chair to the Dean. The curriculum vitae of each recommended adjunct faculty member should be forwarded to the Dean from the Department Chair. All appointments will be for a 3-year term and renewed on an annual basis. Adjunct faculty members may apply for reappointment for an additional 3-year term upon written request. Adjunct appointment criteria for preceptors will be developed by each Department and will be revised periodically.

#### Appointment Rank and Time

- Adjunct Clinical Instructor: reserved for residents and post-doctoral fellows.
- Adjunct Clinical Assistant Professor / Adjunct Assistant Professor of Practice: 0 – 6 years

- Adjunct Clinical Associate Professor / Adjunct Associate Professor of Practice: 7 – 12 years
- Adjunct Clinical Professor / Adjunct Professor of Practice: >12 years

### **Class Auditing Policy**

Students enrolled in CHP graduate programs are not eligible to audit courses in the College. Students enrolled in programs outside of CHP are not eligible to audit courses in the College.

### **Title IX Information**

Mercer University is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities that are free from sexual harassment. To ensure compliance with federal and state civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of the educational and employment programs or activities, Mercer University has developed internal policy and procedures that provide a prompt, fair, and impartial process. This policy applies to all University students and employees, visitors, and individuals doing business with the University. All members of the University community are expected to conduct themselves in a manner that does not negatively affect an individual's school or work experience or the overall school environment, whether on University premises or at any off-campus location.

#### **Title IX Coordinator**

The University's Title IX Coordinator oversees implementation of Mercer University's Sexual Misconduct policy. The Title IX Coordinator has the primary responsibility for coordinating Mercer University's efforts related to the intake, investigation, resolution, and implementation of supportive measures to stop, remediate, and prevent sexual harassment misconduct, and retaliation prohibited under this policy. Policies and Procedures related to Sexual Misconduct (Title IX) are outlined in the Mercer University Student Handbook and can be found on the provost website at:

<https://provost.mercer.edu/handbooks> and/or <https://titleix.mercer.edu>

Mercer University's Title IX Coordinator and contact information

Sharon Stellato, JD

(478) 301-2788

[Stellato\\_sl@mercer.edu](mailto:Stellato_sl@mercer.edu)

### **Policy Prohibiting Sexual Harassment**

The rules of the University, as outlined in the University Faculty Handbook section 2.14, will be followed by the College of Health Professions.

### **Policy Prohibiting Other Discriminatory Harassment**

The rules of the University, as outlined in the University Faculty Handbook section 2.15, will be followed by the College of Health Professions.

## Research Proposal Approval

All proposed research projects must be approved by the Director of Finance and Administration, Department Chair, and Dean using the designated research Proposal Transmittal Form available at the Mercer.edu web site.

## Mentoring Program for College Faculty

### Purpose

The purpose of this document is to provide guidelines to assist in the mentoring process for new College of Health Professions faculty.

### Mission Statement

To provide a structured relationship between a faculty member with experience (mentor) and a new faculty member (mentee) who desires to gain that experience. The Mentoring Program is part of the overall faculty development program. As such it focuses on development in the areas of teaching, research/scholarship, and service.

### Goals

1. To provide an effective program that will assist new faculty with learning their academic responsibilities.
2. To provide an effective program that will assist current faculty with gaining additional expertise in a specific area.
3. To provide the necessary understanding of the academic process for promotion and tenure for those faculty in tenure track positions.
4. To provide the necessary understanding of the academic process for promotion for those faculty in non-tenure track positions.
5. To provide the mentee with regular feedback regarding his/her development.
6. To assist the mentee with career development.
7. To assist the mentee with balancing his/her academic responsibilities.
8. To assist the mentee in becoming an effective teacher.

### Desired Outcomes

1. Development and improvement of expertise in the areas of teaching, research/scholarship, and service.
2. Stimulation of professional growth and development to strengthen candidacy for promotion and tenure.
3. Enhancement of ability to secure funding for grants and contracts to conduct research.
4. Improvement of ability to assume an active role as member or chair of committees of the University, College, and Department.
5. Achievement of proper and appropriate balance of academic responsibilities.
7. Ability to effectively serve as a mentor.

### Administration

The Dean and Department Chair should provide the environment and resources for effective mentoring to occur. This includes time allocations that allow for proper faculty development and start up resources for research. Additional time and resources in the form of additional training may also be required. The mentor should receive credit for his/her time in the annual MBO as part of service requirements.

### Mentor Eligibility

The mentor must have an interest and desire to mentor. Mentors must be willing to make a time commitment to the mentee. Serving as a mentor is voluntary.

Three mentoring groups will be established for teaching, research, and service at the start of each academic year. Faculty will be asked to express their interest in serving on these groups at the same time they are asked about their preferences for serving on standing committees. For their respective faculty, Department Chairs will approve participation on a mentoring group. To be eligible to serve on a mentoring group, a faculty member must have at least five years' experience as a faculty member. Faculty members serving on the teaching group must have demonstrated an ability to be an effective teacher. Faculty members on the service group must have demonstrated a commitment to service. Faculty members serving on the research group must have demonstrated an ability to do research and be in a tenure-track position.

Department Chairs and Vice Chairs should not serve as formal mentors to faculty in their departments. These administrators have overall responsibility for faculty development within their department.

### Mentee Eligibility

The mentee must be willing to spend the necessary time to develop as a faculty member. This program is mandatory for newly hired faculty at the rank of assistant professor who have less than 3 years of experience in the academy.

### Responsibilities of a Mentor

1. The mentor must be willing to meet with the mentee at regularly scheduled intervals and provide feedback regarding the mentee's progress.
2. A mentor must be willing to serve for one academic year.
3. A mentor must be willing to develop a written plan of development for the mentee with measurable and obtainable endpoints. This should be done in consultation with the mentee's Department Chair and the mentee.

### Appointment of Mentors

1. The Department Chair will determine whether the new faculty member, i.e., mentee, needs a mentor from one, two or all three mentoring groups (designated for teaching, research/scholarship, and service) based on the mentee's prior experience.
2. The Department Chair together with the mentee will determine what mentoring sequence is needed. For example, selected mentoring areas might need emphasis simultaneously or the preference may be to work with mentors sequentially.
3. If a mentor-mentee relationship proves to be unsatisfactory, the mentor or mentee may alert the Department Chair and request appointment of a new mentor.
4. At the conclusion of a year of mentoring, the Department Chair in collaboration with the mentee may decide to continue the mentoring program for an additional period of time.

### Orientation of the Mentee

1. The mentee is oriented according to the Faculty Orientation Policy outlined in the Faculty By-Laws, Operating Guidelines and Procedures.
2. The mentee should provide a copy of the applicable section (teaching, research or service) of his/her MBOs to the mentor. The mentee, in consultation with the mentor, will develop a plan

for the mentee (based upon the mentee's MBOs.)

3. A minimum of three scheduled meetings between the mentor and mentee will be part of the written plan. Constructive feedback will be given to the mentee and the Department Chair.
4. Measurable and obtainable endpoints will be part of the written plan.

### The Mentoring Process

Activities of the mentor include, but are not limited to, the following, depending on the area of mentoring (teaching, research or service):

1. The mentor should assist the mentee with preparation of lecture material including handouts, objectives, slides, and test questions.
2. The mentor should orient the mentee to the classroom and if requested attend the mentee's first lecture. The mentor will also discuss teaching strategies and problem-based learning.
3. The mentor should assist the mentee with identifying grant sources for research, review ideas for research, review proposals, review the written results of research, discuss and assist with poster/platform presentation of research, and assist with review for publication of research.
4. The mentor should discuss and assist the mentee with understanding their service responsibilities to the University, College, Department, and the profession.

### Evaluation of the Mentoring Program

1. The Department Chair should make an annual assessment of the effectiveness of the mentoring program as evidenced by the mentee's completion of MBOs.
2. A written report evaluating the mentee's progress in meeting the outcomes of the mentoring program will be prepared by the mentor in conjunction with the mentee for the respective area (teaching, research or service) a minimum of two times, at the midpoint and end of the time they work together and will be presented to the Department Chair. An assessment of strengths and areas of improvement should be part of these reports. The form titled Mentee Progress Report should be completed and constitutes this report (See Appendix C).
3. At the end of the academic year, the mentee will assess the effectiveness of the mentoring program by completing the form titled Evaluation of Mentoring Program. This should be submitted to the Dean. Results will be shared with Department Chairs. (See Appendix C).

### **Interview Procedure for Faculty**

Search committee chairs will adhere to the following when preparing the interview experience for applicants:

#### 1. Itinerary (recommended)

##### Day 1 - Dinner with Search Committee

It is recommended that the candidate have dinner with two members of the search committee on day one of the interview. This will allow the candidate and representatives of the committee to become comfortable with each other in a non-threatening, social atmosphere.

##### Day 2 - Interviews

Following an initial meeting with the chair of the search committee, it is recommended that formal interviews of approximately 30 minutes to one hour be scheduled with at least the following (others may be added if necessary):

- Dean
- Associate Dean

- Assistant Dean
- Department Chair (when interviewing a candidate for a position within that unit)
- Students
- Search Committee
- Faculty of Candidate's Department (collectively)

When interviewing a candidate for a Department Chair/Program Director position, add:

- Department Chairs (collectively)
- Dean's Office Staff (collectively)

Each interviewer should be provided with the pertinent documents submitted by the candidate at least 24 hours prior to the interview date and time. Pertinent documents may include the candidate's letter of intent, curriculum vita, teaching philosophy, and/or research philosophy.

## 2. Candidate's Presentation

The candidate will be provided an opportunity to present on a prescribed topic. The Search Committee chair will disseminate the topic and time of the presentation to the CHP faculty and staff at least 48 hours prior to the event. The presentation topic will be determined by the responsibilities of the identified position, and confirmed by the Department Chair and Dean.

## 3. Presentation Invitees

CHP faculty and staff will be invited to the presentation. Students, residents, and fellows will be invited, if deemed appropriate, through announcements and other appropriate media. Students should sign up prior to the presentation so that the appropriate size room can be scheduled. Sign up is necessary if lunch is to be served.

## 4. Evaluations

The Search committee chair will provide participating faculty, staff, and/or students access to the CHP-approved Qualtrics evaluation forms via email immediately after the interview and/or presentation. Evaluations must be completed within 24 hours of the event. The Department Chair will provide the Dean with the summary data from the interview and/or presentation.

## Peer Review of Teaching

### Purpose

The purpose of the peer review of teaching is to assist the individual faculty member in identifying strengths and weaknesses in teaching in an environment that is supportive and constructive. Peer review of teaching along with student evaluations of teaching provides a documented record of performance and contributions in teaching.

### Policy

Each full-time, teaching, faculty member of the College of Health Professions (CHP) is peer reviewed for teaching once per year until pre-promotion review, and then at least once every three years until the rank of Professor is achieved. Reviews can be conducted more frequently at the request of Department Chair or faculty member. Faculty at the rank of Professor are peer-reviewed in the event student evaluations fall below adequate, i.e., the equivalent of 3.0 on a 5-point scale, or at the discretion of the Department Chair.

### Procedures for Peer Review of Teaching

The Department Chairs will be excluded from membership on the peer review committee of faculty within their departments. However, Department Chairs may serve on peer review committees of faculty in other departments. The peer review committee for each individual is coordinated by the Dean with input from the Department Chairs and is comprised of the following two faculty members:

1. A full-time faculty member with at least 3 years of teaching experience, from the individual's department, and holding an academic rank equal to or higher than the individual. This person will serve as chair of the peer review committee. In the event that a chair cannot be identified from the individual's department, a faculty member from another academic department within the College of Health Professions will be selected to serve as chair.
2. One full-time faculty member with at least 3 years of teaching experience. This reviewer may be a member of the individual's department, or a member of another academic department of the College of Health Professions, or a member of another College/School of Mercer University.

For review of Department Chairs, the Dean will select the peer review committee. The chair of the peer review committee must be a full-time faculty member with at least 3 years of teaching experience, hold an academic rank equal to or higher than the Department Chair, and be a member of another academic department of the College of Health Professions. The second reviewer must have at least 3 years of teaching experience and must be a member of either another academic department of the College of Health Professions or a member of another College/School of Mercer University.

At the beginning of each academic year, each individual to be peer reviewed will be informed of the peer review committee's membership. At the beginning of each semester, the faculty member will provide the peer review committee with the syllabi for the courses in which she/he is teaching, marking dates on which he is teaching. The peer reviewers will identify the class or classes they will attend. The faculty member being evaluated is responsible for disseminating the pre-review materials to the reviewers at least one week prior to the evaluation. If the reviewers are evaluating on different days, every effort should be made for the reviews to occur within a reasonable period of time (approximately 2 weeks of each other) so that recall will be sufficient when the two reviewers meet jointly to develop suggestions as described below. The Peer Review Chair should coordinate this. (See Appendix B: Peer Evaluation Forms)

After the two members of the peer review team have completed their evaluations, the two will meet and share their individual reviews to prepare a joint report summarizing the findings of the two reviews and offering suggestions for development. The Peer Review Chair will coordinate this. Timeliness is important.

The completed joint report will be given to the Department Chair to keep on file. The Department Chair upon receipt will give a copy of the joint report to the individual. The report will be discussed with the individual during the next regularly scheduled MBO meeting or earlier if necessary. Plans for development will be made accordingly.

Faculty have the option of requesting any lecture be video recorded. This is encouraged for development purposes. Interested faculty can contact the College's Instructional Design Specialist to arrange video recording.

## Conflict of Interest Policy

### PART I. General Policy on Conflict of Interest

- A. Introduction. This policy is based on the University Policy on Conflict of Interest for Government-Sponsored Programs and, like the University policy, is intended to comply with the National Science Foundation (NSF) Investigator Financial Disclosure Policy [Fed. Reg. 60, no. 132, pp. 35820-35823 (July 11, 1995)] and the final regulations of the Department of Health and Human Services (DHHS) dealing with investigator conflicts of interest. Modifications of this policy may be necessary or advisable once other agencies adopt conflict of interest rules or once further guidance is received from NSF and HHS.
- B. General Philosophy. Mercer University and the College of Health Professions recognize that external consulting, research, and educational or other scholarly activities are a proper and common feature of academic employment, contributing to the professional development of the individual and extending the University's missions of teaching, research, and service. The University and College of Health Professions permit and indeed encourage a limited amount of such activities where they (1) provide the individual employee with experience and knowledge valuable to teaching, research, or scholarship, (2) involve suitable research or scholarship through which the individual may make a worthy contribution to knowledge, or (3) constitute a public service, as long as they do not present unacceptable conflicts of interests or create conflicts of commitment with respect to the individual's obligations to the University or the College of Health Professions and performance of University and College duties.
- C. Basic Principles.
  1. Full-time members of the faculty and professional and administrative staff owe their primary professional responsibility to Mercer University College of Health Professions and their primary commitment of time and intellectual effort should be to their institutional responsibilities assigned and/or approved by the Dean of the College. Part-time employees are obligated to the College in proportion to the terms of their employment. Outside activities may not interfere with the individual's institutional responsibilities.
  2. Mercer University College of Health Professions does not permit full-time employment at another establishment.
  3. No outside activities should result in any conflict of interest with or compromise of commitment to the individual's responsibilities to Mercer University College of Health Professions.
  4. Mercer University College of Health Professions resources (including space, facilities, equipment, and support staff) may not be used for outside activities without prior approval and appropriate payment to Mercer University College of Health Professions.
  5. Faculty members naturally identify themselves professionally in terms of their institutional affiliation. Care shall be exercised to ensure that external professional involvements do not imply University sponsorship or sanction.
  6. Faculty members who believe their consulting, research, educational, or other paid outside activities will result in a conflict of interest or commitment must obtain prior approval from the Dean of the College or his designee. Professional or administrative staff that wish to arrange consulting, research, educational, or other paid outside activities must obtain prior approval from the appropriate supervisor.
- D. Annual Disclosure

In order to prevent conflicts of interest and commitment, it is the policy of the College of Health Professions that each year each faculty member will complete a Conflict of Interest/Commitment Form and will return with their annual contract renewal to the Dean,

which will be made a matter of record. It is incumbent upon the faculty member to complete a new Conflict of Interest/Commitment Form during the academic year, if warranted.

PART II. Specific Policy on Financial Conflicts of Interest (applies only to NSF or DHHS grants).

A. Definitions

1. Investigator means the principal investigator, co-principal investigators, and any other person employed full or part-time by Mercer University College of Health Professions who is responsible for the design, conduct, or reporting of consulting, research, education, or other professional activities funded or proposed for funding.
2. Significant financial interest means anything of monetary value, including, but not limited to, salary or other payments for services (e.g., consulting fees or honoraria); equity interests (e.g., stocks, stock options or other ownership interests); and intellectual property rights (e.g., patents, copyrights, and royalties from such rights). The term does not include:
  - a. Salary, royalties, or other remuneration from the University of any ownership rights held by the University, if the College or University is an applicant for or recipient of funding under the Small Business Innovation Research Program or Small Business Technology Transfer Program;
  - b. Income from seminars, lectures, or teaching engagements sponsored by public or nonprofit entities;
  - c. Income from service on advisory committees of review panels for public or nonprofit entities;
  - d. An equity interest that when aggregated for the investigator and the investigator's spouse and dependent children, meets both the following tests: does not exceed \$10,000 in value as determined through reference to public prices or other reasonable measures of fair market value and does not represent more than a 5% ownership interest in any single entity; or
  - e. Salary, royalties, or other payments that, when aggregated for the investigator and the investigator's spouse and dependent children, are not expected to exceed \$10,000 during the next twelve month period.

B. Required Financial Disclosures

1. Each investigator must disclose to the Dean all significant financial interests of the investigator (including those of the investigator's spouse and dependent children) (1) that would reasonably appear to be affected by the consulting, research, educational, or other professional activities funded or proposed for funding by any source within or outside the University or (2) in entities whose financial interests would reasonably appear to be affected by such activities.
2. The financial disclosures required above must be provided prior to the time a proposal for funding is submitted to an agency external to the University. Such financial disclosures must be updated during the period of the award, either on an annual basis or as new reportable significant financial interests are obtained.

C. Determination and Management of Conflicts of Interest

1. The Dean will review the financial disclosures, will determine whether a conflict of interest exists, and will determine what conditions or restrictions, if any, should be imposed by Mercer University College of Health Professions to manage, reduce or eliminate such conflict of interest. A conflict of interest exists when the Dean reasonably determines that a significant financial interest could directly and significantly affect the design, conduct, or reporting of consulting, research, educational, or other professional activities.
2. Examples of conditions or restrictions that might be imposed to manage, reduce, or eliminate conflicts of interest include, but are not limited to:
  - a. Public disclosure of significant financial interests;

- b. Monitoring of consulting, research, educational, or other professional activities by independent reviewers;
  - c. Modification of the consulting, research, educational, or other proposed plan;
  - d. Disqualification from participation in the portion of the sponsored consulting, research, education, or other professional activity that would be affected by the significant financial interests;
  - e. Divestiture of significant financial interests; or
  - f. Severance of relationships that create conflicts.
3. If the Dean determines that imposing conditions or restrictions would be either ineffective or inequitable and that the potential negative impacts that may arise from a significant financial interest are outweighed by interests of educational or scientific progress, technology transfer, or the public health and welfare, then the Dean may recommend that the consulting, research, education, or other professional activity be allowed to go forward without imposing such conditions or restrictions. Such a recommendation will be forwarded to the Provost for review and approval.
  4. If the Dean determines that a conflict of interest cannot be satisfactorily managed, the Dean will promptly notify the University's General Counsel, who will assure that the funding agency is kept appropriately informed in accordance with the applicable regulations.
  5. Any investigator who disagrees with any determination made by the Dean under this policy may appeal to the Provost, whose decision shall be final.
- D. Certification of Compliance
1. Each investigator must certify that he or she has read and understands this policy, that all required disclosures have been made, and that the investigator will comply with any conditions or restrictions imposed by Mercer University College of Health Professions to manage, reduce or eliminate conflicts of interest. Certification of compliance by the investigator shall be by signature on the University routing form for grant applications. Disclosure of significant financial interests shall be by completion of the University form "Investigator Financial Disclosure", which must accompany all proposals for acquiring financial support for projects.
  2. The University is required to certify in proposals for funding made to certain governmental agencies, including NSF and HHS, that the University has implemented a written and enforced conflict of interest policy that is consistent with applicable requirements imposed by the agency; that to the best of its knowledge all financial disclosures required by that conflict of interest policy have been made; and that all identified conflicts of interest will have been satisfactorily managed, reduced, or eliminated prior to the University's expenditure of any funds awarded by the agency, in accordance with the conflict of interest policy. The University will rely on the investigators' certifications in making its certifications to the governmental agencies.
- E. Enforcement
- The failure of any investigator to comply with this policy shall constitute grounds for disciplinary action, consistent with the procedures set forth in the University Faculty Handbook, the Employee Handbook for Non-faculty Employees, or other applicable disciplinary policies and procedures.
- F. Records
- Records of all financial disclosures and of all actions taken to manage conflicts of interest shall be retained until at least three years beyond the termination or completion of the government-sponsored project to which they relate, or until the resolution of any government action involving those records, whichever is longer.

## Health Policies

All faculty members born January 1, 1957 or later must receive one additional dose of MMR vaccine or have a letter from their physician or health department documenting previous immunization with at least two doses of MMR or measles vaccine.

All faculty, residents, or fellows who participate in patient care activities are required to have a current PPD skin test for tuberculosis.

All faculty, residents, or fellows who have patient contact must complete annual OSHA training for Blood-borne Pathogens. The office of the Assistant Vice President for Health and Bio-safety will maintain records on each employee undergoing training.

## Student Travel Policy

The College supports student engagement in professional development and dissemination of original research findings. Policies on financial support to participate in state, regional, national, or international conferences are provided in each program's student handbook.

All programs should take advantage of the financial support provided by the University and made available through the provost's office to offset students' costs to present their peer-reviewed scholarly efforts. All programs should use the University's Student Travel Fund Request form for scholarly presentations. <https://provost.mercer.edu/www/mu-provost/resources/upload/Student-Travel-Funding-Request-Form.pdf>

## Student Progress Deviation Policy

**Policy:** A student who deviates from the expected didactic or clinical progression in any program in the CHP is personally responsible to contact the Mercer University Bursar, Registrar, and Financial Aid offices to ensure that all administrative and financial obligations are addressed. The student is obligated to follow all of the department's/program's policies for continuation in the program, if that option exists.

**Procedures:** The student will contact the Mercer University Bursar, Registrar, and Financial Aid offices and attend to all administrative and financial obligations within ten business days of awareness of the situation. Failure on the part of the student to follow the stated procedures may result in discontinuation of their enrollment in the program. The department chair/program director will inform the dean's office about student progression deviations immediately upon occurrence.

## Security of Student Records Policy

Confidential student records may include official academic records, advising records, teaching records, financial records, financial aid records, judicial records, health records, disability records, student activity records, and personally identifiable information, such as social security numbers.

All confidential data (electronic and hard copy) are to be maintained in such a manner that only authorized personnel have access. Paper copies containing confidential information are locked in files and/or closets. Offices are locked after hours or when staff is not present. Keys to confidential files and offices are kept only by appropriate staff and use of confidential files is supervised by full time staff. Any electronic records maintained in separate databases from the University student information system are also password protected. All employees, including student workers, temporary, and permanent staff, sign a confidentiality statement when hired, regardless of the types of records to which they may have

access.

Old files are destroyed after industry standard recommended times and all old electronic media are cleared of data.

Individual employee computers are password protected and locked when staff members are away from the computer. Individual usernames and passwords are not shared.

Each office maintains and makes available to employees a guide of policies and procedures for the security of records that contains any specific instructions appropriate to that office.

### **Social Media and Social Networking**

Online blogs, public mailing lists, and social network sites and applications including but not limited to Facebook, Twitter, MySpace, Pinterest, LinkedIn (hereafter collectively referred to as social media) are increasingly popular tools for professional communication and social interaction. Mercer University College of Health Professions (CHP) recognizes social media as excellent opportunities for students, faculty, and staff to interact both personally and professionally with the latter known as e-Professionalism. While these sites have become a great means of communicating, as health care professionals, CHP students, faculty, and staff have the responsibility of being fully aware that use of social media is a potential forum for lapses in professional and ethical conduct. Online social network sites are not a place where someone can say and do whatever they want without repercussions. Internet postings may be traceable forever.

It is the responsibility of College of Health Professions students, faculty, and staff to understand that posting certain information is not only unprofessional and/or unethical but can also be illegal. Public postings on social media may have legal ramifications if comments are made concerning patient or student privacy, or if the student, faculty, or staff member creating the posting portray themselves, other students, faculty, staff, clinical instructors, or other colleagues in an unprofessional manner. Postings can be used by the courts or professional licensing boards in the process of decision making. Students, faculty, and staff must be aware that violation of existing statutes and administrative regulations may expose the offender to criminal and/or civil liability, and punishment for violations may include fines and imprisonment. Students, faculty, and staff must also be aware that offenders may be subject to adverse actions including, but not limited to, a Code of Professional Conduct violation, removal from a clinical/ experiential site, failure of a course, removal from a position, loss of rank, or reprimand.

The College of Health Professions does not actively monitor online activities of the students, faculty, or staff; however, unprofessional issues could be, and have been, brought to the attention of the Office of Admissions and Student Affairs, Office of the Dean, or Department Chair, through a variety of mechanisms. College of Health Professions students, faculty, and staff must understand that by identifying themselves publicly using social media, they are creating perceptions about the College of Health Professions, a clinical/experiential site, and their chosen health profession, and thereby must assure that all content is consistent with the values and professional standards of Mercer University, the College of Health Professions, and their profession.

## Internet Postings

As a rule, faculty should consider the impact of their extension of “friend” or other “following” requests of their current students. Students in the past have expressed concern about refusing faculty invitations for fear of offending individuals with discretion over grading. Students who initiate social media contact with faculty are opting in, and this is less intimidating to the students. As a rule, many faculty will not accept friend requests of students actively involved in coursework in their area. If a faculty member has a policy regarding student social media interaction, faculty may wish to include this in their syllabi. If a faculty member wishes to invite the entire class into a discussion group, and if this is a part of the requirements for the course, it may not be seen as intimidating to individual students.

The following actions are strictly forbidden:

- Reporting personal health information of other individuals. Removal of an individual’s name does not constitute proper-de-identification of protected health information. Inclusion of data such as age, gender, race, and diagnosis, date of evaluation, photographs, or type of treatment may still allow the reader to recognize the identity of a specific individual.
- Reporting private (protected) academic information of another student or trainee. Such information might include, but is not limited to: course grades, narrative evaluations, examination scores, or adverse academic actions.
- Representing one’s self inappropriately or as another person.
- Utilizing websites and/or applications in a manner that interferes with learning while on a clinical/ experiential site.
- Posting any information that could identify a clinical/experiential site, a preceptor, or a patient at a site.
- Knowingly distributing false evidence, statements or charges against another student, faculty, staff, preceptor, or a clinical/experiential site of College of Health Professions.
- Using social media as a means of communicating inappropriate, uncivil, or insulting comments or threats of violence regarding peers, faculty, staff, preceptors, or a clinical/experiential site of College of Health Professions.

Students, faculty, and staff should also refer to and abide by the Social Media Guidelines of Mercer University which are accessible at <http://socialmedia.mercer.edu/>

Faculty and staff are advised to use the following disclaimer on their social media profiles: “I am an employee of Mercer University, but this social media platform is for personal use and my statements here don’t reflect the opinions of the University itself.”

## Minimum Use of Learning Management System (LMS) Policy

Faculty members at Mercer University, including full-time, part-time, and adjuncts, are expected to use the University’s Canvas learning management system (LMS) as a common access point for course materials for all credit-bearing courses. To ensure a consistent academic experience for students, faculty must make the following available in Canvas:

- **Course Syllabus:** the syllabus may be posted as text in the Canvas Syllabus link, as a link to an uploaded file, or both.

- **Grades:** use of the Canvas gradebook to ensure students have timely and ongoing access to their grades. Final grades are published in MyMercer.
- **Content:** access to course content, such as files, videos, ebooks and more, including links to external content or publisher material. Course content other than publisher content cannot be hosted outside of Canvas.

Faculty members are responsible for ensuring that each course meets minimum requirements.

### **Exceptions**

Exceptions to this policy may include credit-bearing independent study or research courses in which the faculty member does not have a syllabus or course materials.

## **Campus Services**

### **Room Scheduling**

Classroom assignments for all courses are made by the Registrar's Office and distributed prior to the beginning of each semester along with the class schedules. Classes should be held only in those rooms assigned.

### **Campus Health Care Services**

Employees may utilize Campus Health Care Services if they become sick or if they are injured on campus. Additional services may be offered and a fee may be charged.

## **Campus Facilities**

### **Library**

#### Book and Journal Selection

It is the responsibility of each faculty member to notify the Library of materials needed for students, class preparation, and research needs. Funds will be allocated in this order of priority. While the Library staff is responsible for maintaining a balanced collection, faculty requests are the most important factor in purchase decisions.

#### Circulation

Faculty may check out circulating books for 120 days. A book can be renewed twice by telephone for an additional 120 days at each renewal. Faculty are not subject to overdue fines, but are subject to replacement cost for lost books and damages. Faculty must surrender a book that is recalled by someone else after 3 weeks use.

On terminating employment with the University, the faculty member must return all materials and/or pay all replacement charges for lost materials before the Library will send a clearance to the Business Office.

## Reserves

Faculty are invited to place materials on reserve. Faculty should use the reserve request form located on the library website to place materials on reserve. The faculty member can specify 1 week, 3 days, 1 day, or 3-hour library only circulation. All materials will be taken off reserve at the end of each semester unless other arrangements are made. Reserve information appears in the Bearcat under both course name and faculty name. Copyright law is enforced when the faculty member places photocopies on reserve.

## Faculty Library Carrels

Faculty may reserve enclosed carrels for research activities within the library. Application forms are available from Library Support Staff.

Library Contact (Atlanta)	(Macon)
<b>Swilley Library</b>	<b>Tarver Library</b>
<a href="http://libraries.mercer.edu">http://libraries.mercer.edu</a>	<a href="http://libraries.mercer.edu/">http://libraries.mercer.edu/</a>
Call a Librarian: 678.547.6282	Call a Librarian: 478.301.2055
Research Specialists: <a href="mailto:library_reference@mercer.edu">library_reference@mercer.edu</a>	

## **Wellness Facilities**

Athletic facilities, including a swimming pool, basketball court, and a fully equipped gymnasium are located in the Sheffield Center in Atlanta, and in the University Center in Macon. All faculty members have access to these and other facilities in the building as long as they present a valid identification card at the time of use.

## **Parking**

On-campus parking is provided free of charge for all faculty members. Parking decals are issued annually and must be affixed to all vehicles. Penalties are assessed for parking in unauthorized spaces.

## **Inclement Weather Policy**

In the event of inclement weather, a decision will be made to cancel classes for all or a portion of a day. Announcements regarding college closings are broadcast by radio and posted on the University's Web site. Emergency alert announcements can be received on personal mobile devices. Instructions are found at: <http://it.mercer.edu/faculty/index.htm>.

## **Campus Security**

Mercer University maintains full-time campus police departments on the Atlanta and Macon campuses. Mercer Police should be advised of all incidents involving breach of security. They should also be contacted in cases of accident, injury, or other related emergencies.

## **Emergency Procedures**

The following steps should be followed when an accident, injury, or other related emergency on campus

occurs:

- Notify the Mercer Police Office immediately, by picking up a red phone nearest you or by dialing 6911 (Atlanta) or 4357 (Macon) from any campus telephone nearest you. If the call is placed from an outside phone, call Mercer Police at 678.547.6358 (Atlanta) or 478.301.4357 (Macon) to alert them to an emergency on campus. Give the location of the injured person and briefly describe the apparent injury. The Mercer Police Office will then dispatch an officer to the scene, who will direct any emergency vehicles to the scene on campus. No employee should assume the responsibility of transporting an injured or ill person.
- If there is difficulty in reaching the Mercer Police by telephone, send another person to the Mercer Police Department. Assist the Mercer Police in filling out an injury report after the injured or ill person has been treated.
- Any attempt to render first aid or other treatment by an untrained party should be limited to only those steps necessary to sustain life and make the injured person as comfortable as possible.
- Remain with the injured party at all times until professional medical aid arrives. A police officer trained in first aid will be on hand as soon as possible to maintain order and render whatever assistance possible.
- After the injured person has been removed or treated by trained medical personnel, give the police officer on the scene as accurate a description as possible of the apparent cause of the accident and the nature of the injury.
- By expediting professional medical treatment through a standard emergency procedure, the victim of a serious injury or illness stands a much greater chance of survival and avoidance of serious after-effects.

### **Service Animals and Emotional Support Animals**

Mercer University is committed to maintaining a fair and respectful environment for living, working, and studying for all, including individuals with disabilities. To that end and in compliance with federal and state laws, the University has developed guidelines regarding Service Animals and Emotional Support Animals while on Mercer property. Policies and procedures related to Service Animals and Emotional Support Animals can be found on the following website: <https://policies.mercer.edu>.

## Appendices

### Appendix A: Promotion and Tenure Checklist

The Candidate's electronic dossier must include:

- \_\_\_\_\_ Academic curriculum vitae (current as of October)
- \_\_\_\_\_ Detailed candidate letter outlining sustained performance for promotion and/or tenure. The letter must address the following:
  - Percent effort assigned to teaching, research/scholarly activity, and service for each year at Mercer as detailed in annual employment contracts.
  - Years of academic credit awarded in initial employment contract, if applicable.
  - Self-assessment of performance levels achieved (distinguished, excellent, good, adequate) in three areas: teaching, research/scholarly activity, and service.
  - Detailed justification of self-assessment of performance levels achieved based on the College of Health Professions Promotion and Tenure Policy.
- \_\_\_\_\_ Documentation supporting performance levels achieved in teaching, research/scholarly activity, and service. The quantitative and qualitative information in the College of Health Professions' Promotion and Tenure Policy should be utilized.
- \_\_\_\_\_ Pre-promotion review letter from Promotion and Tenure Committee
- \_\_\_\_\_ Annual department chair letters addressing performance in teaching, research/scholarly activity, and service. Cumulative MBOs (listing of yearly MBOs and their dispositions) may be included.
- \_\_\_\_\_ Copies of all publications (full-text, including abstract and references)
- \_\_\_\_\_ Copies of scholarly presentations (posters, published abstracts, conference proceedings, emails from professional organization)
- \_\_\_\_\_ Teaching philosophy
- \_\_\_\_\_ Teaching reflections (annual, at a minimum)
- \_\_\_\_\_ Summary of student evaluations of teaching (table format with semester, year, course number and name, n, overall rating of instructor)
- \_\_\_\_\_ Copies of student evaluations of teaching (quantitative and qualitative data; explanation for any missing data)
- \_\_\_\_\_ Copies of peer evaluations of teaching (quantitative and qualitative data; explanation for any missing data)
- \_\_\_\_\_ Five external reviewers names for consideration.
  - Reviewers are recognized as experts in their field in a similar work setting as the candidate.
  - At least three reviewers hold academic appointments at a similar program/college and are at the same or higher rank as candidate is applying.
  - Reviewers were contacted by candidate to determine willingness to review.
  - Reviewers are external to Mercer University.
  - Candidate discloses nature of relationship with reviewer. Mentors, former coworkers, and former professors are not eligible to serve as an external reviewer.
- \_\_\_\_\_ Completed checklist.

## Appendix B: Peer Evaluation Forms

### Peer Review of Classroom Teaching

The process\* for peer review of classroom teaching consists of four parts:

#### 1. Pre-observation

This involves obtaining information from the instructor in advance of the review. The information helps the reviewer frame what will be observed within the context of the entire course. It also allows the instructor to communicate important information about areas for which specific input is requested and other pertinent information.

#### 2. Observation

An observation form has been provided to assist the reviewer in recording specific observations at the time they occur and to situate them into one of four main areas: teaching methods, presentation content, presentation skills and interaction with students. Prompts at the bottom of the form provide examples of activities to note in each of the four areas. These are only examples, and other activities may be noted.

#### 3. Reviewer recommendations

After completing the observation form, the reviewer provides recommendations in each of the four areas regarding effective aspects that should continue to be utilized and suggestions for improvement. The reviewer also provides a rating of effectiveness in each area. This is followed by an overall rating of the effectiveness of the teaching that was observed. Space for any additional comments is also provided.

#### 4. Peer review team meeting and recommendations

Both members of the peer review team meet to share the information gathered in steps 1-3 above. A discussion of commonalities and differences in their individual observations and recommendations is held. The chair of the peer review team prepares a joint report summarizing their findings and suggestions for development. Completed paperwork from both reviews is attached as supporting documentation.

\*Throughout the description of the process and the forms, the term instructor is used to refer to the faculty member being peer reviewed. The term reviewer is used to refer to a member of the peer review team.

## Peer Evaluation Form

### Classroom Teaching

NAME OF FACULTY OBSERVED \_\_\_\_\_

COURSE TITLE AND NUMBER \_\_\_\_\_

PRESENTATION TOPIC DATE OF EVALUATION \_\_\_\_\_

EVALUATOR \_\_\_\_\_

#### Directions:

One week in advance of the date you plan to conduct the peer review observation, inform the instructor. Obtain the answers from the instructor to the pre-observation questions listed below. (This can be obtained by written or electronic correspondence.) Attach the completed pre-observation form to this peer review form.

#### Pre-observation questions:

1. What objectives do you anticipate covering for the presentation that will be observed?
2. What are your plans for achieving these objectives?
3. What teaching/learning activities will take place?
4. What have students been asked to do in preparation for this class?
5. Will this class be typical of your teaching style? If not, why?
6. Is there anything in particular you want me to focus on during the observation?
7. Are there other things that I should be aware of prior to the observation?
8. In advance of the presentation, please provide any handouts you intend to use, a copy of the course syllabus, and test questions pertaining to the presentation. In the event test questions have not been prepared in advance of the presentation, please indicate the date they will be provided.

**Directions:** For each area listed, please review your observations. Then provide recommendations regarding effective aspects that should continue to be utilized and suggestions for improvement.

TEACHING METHODS

1. Instructional strategies. Recommendations:

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2. Organization of the presentation. Recommendations:

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PRESENTATION CONTENT

1. Content provided. Recommendations:

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2. Display of knowledge of content area. Recommendations:

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PRESENTATION SKILLS

1. Presentation clarity. Recommendations:

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2. Nonverbal presentation skills. Recommendations:

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INTERACTION WITH STUDENTS

Recommendations:

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Overall rating of the teaching observed (circle one)

Poor	Fair	Good	Very Good	Exceptional
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Additional comments: Include any additional observations and recommendations you have. Please comment on the test questions, whether they reflect presentation objectives and what type of learning the questions are addressing per Bloom’s taxonomy (knowledge, understanding, application, synthesis, or evaluation).

## Appendix C: Mentoring Program Forms

### Mentee Progress Report

(To be completed jointly by the mentor and mentee at midpoint and end of mentoring. Submit completed report to the mentee's department chair.)

Directions: Listed below are the intended outcomes of the mentoring program. Please use the scale below to rate the mentee's progress in the applicable mentoring area. Then for the area summarize strengths or accomplishments followed by areas for improvement and plans to accomplish this.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent
1	2	3	4	5

At this point in time how would you rate the mentee's progress:

1. Understanding of academic responsibilities in applicable area (teaching, research or service).  
(Circle applicable area.) 1 2 3 4 5

Strengths:

2. Developing and improving expertise in applicable area (teaching, research or service) (Circle applicable area.) 1 2 3 4 5

Strengths:

3. Strengthening candidacy for promotion/tenure 1 2 3 4 5

Strengths:

4. Awareness of funding opportunities for grants and contracts to conduct research.

1      2      3      4      5      N/A

Strengths:

5. Awareness of the importance of serving on Department, School or University committees.

1      2      3      4      5      N/A

Strengths:

6. Understanding of the School and University infrastructure with respect to applicable area (teaching, research, or service). (Circle applicable area.)

1      2      3      4      5      N/A

Strengths:

Please use the space below for any additional information regarding the mentee's progress.

\_\_\_\_\_  
(Mentor signature)

\_\_\_\_\_  
(Mentee signature)

## Evaluation of CHP Formal Mentoring Program

(To be completed by the mentee at the conclusion of the academic year. Submit completed evaluation form to the Dean.)

Directions: Listed below are the intended outcomes of the formal CHP mentoring program. Please use the scale below to identify your level of agreement with the following statements. Not all statements may have been addressed; select NA if appropriate.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
The CHP Formal Mentoring Process:	1	2	3	4	5	N/A
1. Increased my understanding of academic responsibilities.	1	2	3	4	5	N/A
2. Developed/improved my expertise in teaching.	1	2	3	4	5	N/A
3. Developed/improved my expertise in scholarship/research.	1	2	3	4	5	N/A
4. Developed/improved my expertise in service.	1	2	3	4	5	N/A
5. Stimulated my professional growth and development to strengthen my candidacy for promotion and/or tenure.	1	2	3	4	5	N/A
6. Increased my awareness of funding opportunities for grants and contracts to conduct research.	1	2	3	4	5	N/A
7. Increased my awareness of the importance of serving on Department, College, or University committees.	1	2	3	4	5	N/A
8. Increased my understanding of the College and University infrastructure.	1	2	3	4	5	N/A
9. Developed/increased my time management skills for balancing my responsibilities.	1	2	3	4	5	N/A
10. Please use the space below to explain any of the ratings you provided, or to provide any additional information about your experiences with the mentoring program.						

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**Appendix D: Faculty Sabbatical Leave Request Form**

**Faculty Sabbatical Leave Request Form  
Mercer University College of Health Professions**

Sabbatical leaves provide opportunity for continued professional growth and intellectual development through study or research. An individual is eligible for a sabbatical leave after six years of full-time service as a faculty member in the University. Faculty who are applying for sabbatical leave should complete this form and attach a detailed proposal. Leaves are awarded according to the merits of the leave proposal and ability of the academic department to offer a full course of study during the individual’s absence. (Please note that faculty who are applying for leave without pay should also complete this form.) The Dean should forward the completed form to the Provost’s office by January 15 for leaves which will begin the following academic year.

Faculty Member’s Name: \_\_\_\_\_

Rank: \_\_\_\_\_ Tenure: \_\_\_\_\_

Date of Initial appointment to faculty: \_\_\_\_\_

Department/Program: \_\_\_\_\_

Dates of requested sabbatical: Start: \_\_\_\_\_ End: \_\_\_\_\_

Check one in each of the columns: (Ordinarily, sabbatical leaves are for one semester at full salary or for one year at one-half salary.)

Length of sabbatical	No salary	Half salary	Full salary

Sources of funding if other than the University: (If a recipient of a sabbatical leave accepts income from other sources during the sabbatical leave, the University salary may be adjusted.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Site of sabbatical or leave activities: \_\_\_\_\_

Address: \_\_\_\_\_

City: State: Zip Code \_\_\_\_\_

If you will be located at another university, corporation, etc., provide the following:

Name: \_\_\_\_\_

Contact person: \_\_\_\_\_

Contact's telephone, e-mail, mailing address: \_\_\_\_\_

\_\_\_\_\_

If applicable, attach a copy of your letter of agreement with an outside agency or institution

Attach a proposal in which you describe in detail the following:

- The goals and objectives for your sabbatical leave.
- A plan of action for accomplishing the goals and objectives.
- Information regarding the person who will be directing your effort and his/her qualifications.
- How the sabbatical leave will enhance your professional and academic skills.
- How the sabbatical leave will benefit the College of the University.
- If applicable, attach any additional support information for your sabbatical leave request.

\_\_\_\_\_  
Faculty member's signature

\_\_\_\_\_  
Date

*To be completed by Department Chair*

Comments concerning sabbatical request:

How will this request effect your department:

Are additional funds needed to support this request:

Approved: \_\_\_\_\_ Not Approved: \_\_\_\_\_

Department chair's signature \_\_\_\_\_ Date \_\_\_\_\_

*To be completed by Dean*

Comments concerning sabbatical request:

Approved: \_\_\_\_\_ Not Approved: \_\_\_\_\_

Dean's signature \_\_\_\_\_ Date \_\_\_\_\_

*To be completed by Provost*

Comments concerning sabbatical request:

Approved: \_\_\_\_\_ Not Approved: \_\_\_\_\_

Provost's signature \_\_\_\_\_ Date \_\_\_\_\_

Appendix E: Academic Integrity Violation Report Form

Academic Integrity Violation Report Form
Graduate and Professional Programs
Mercer University College of Health Professions

STUDENT \_\_\_\_\_ COURSE \_\_\_\_\_

Description of the alleged violation, including date (attach an additional sheet if necessary).

Four horizontal lines for writing the description of the violation.

Proposed Sanction (as outlined in the Honor Council Constitution in the College of Health Professions Student Handbook).

A grade of 0 on the exam or assignment in question

Full Disclosure: Any initial report which assigns responsibility of an incident of academic dishonesty to a student will be regarded as a "first offense." Any subsequent report which assigns responsibility of an incident of academic dishonesty to a student will be regarded as a "second offense." This includes reports made by faculty, the Honor Council Faculty advisor or an administrator as well as reports resulting from Honor Council proceedings.

Check all of the following that apply

- Four checkbox items: 1. The student has been notified (orally and in writing) of an alleged incident of academic dishonesty involving him/her, and has been advised of their options. 2. The student accepts responsibility for the incident of academic dishonesty and accepts the sanction indicated above as outlined in the Honor Council Constitution. 3. A preliminary hearing has occurred and it has been determined that sufficient evidence exists for a full Honor Council hearing. (Honor Council advisor use only) 4. The student does not accept responsibility for the incident of academic dishonesty and requests a full Honor Council hearing.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Honor Council Advisor OR Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_

Department Chair \_\_\_\_\_ Date \_\_\_\_\_

Associate Dean \_\_\_\_\_ Date \_\_\_\_\_

Send this form to the Associate Dean within three business days of the incident.

## Appendix F: Biohazardous and Chemical Waste Management Policy and Procedures

### Biohazardous and Chemical Waste Management Policy and Procedures

#### Purpose

The Biohazardous and Chemical Waste Management Policy and Procedures has been developed as part of the overall Mercer University Laboratory Safety Program. The primary goal is to provide guidance to employees assigned to work with, or in the vicinity of, potentially infectious or otherwise hazardous materials deriving from inorganic, plant, animal, and human sources.

The manipulation and handling of hazardous and/or biohazardous materials requires the use of various precautionary measures depending on the material(s) involved (i.e., chemical hazards, potentially infectious agents, toxins, and/or recombinant DNA molecules). This manual will provide guidance in the evaluation, containment, and control of hazardous and/or biohazardous waste materials that might be encountered and establishes minimum requirements for their management, segregation, handling, transport, storage, and disposal. However, it is imperative that all parties involved or working with these materials seek additional advice and training when necessary.

The Mercer University College of Health Professions (CHP) must manage these types of waste in order to minimize potential personnel exposures and to assure environmentally sound disposal of chemical and biohazardous waste prior to leaving the CHP facilities. The Mercer University Environmental, Health & Safety Office is available to assist in this endeavor.

#### Scope

The Biohazardous and Chemical Waste Management Policy and Procedures applies to all CHP personnel whose occupational tasks or responsibilities include the handling and manipulation of hazardous and/or biohazardous materials. This includes occupations with non-routine exposure.

#### Policy Statement

The CHP will process, store, and manage biohazardous waste, along with hazardous chemical waste, in compliance with federal, state, and local laws and regulations. The waste byproducts are generated from laboratory and clinical research operations, along with academic classroom activities. The CHP Departments and corresponding programs required to participate and cooperate with the Biohazardous and Chemical Waste Management plan are the Department of Physical Therapy, including the DPT program, the Physical Therapy Residency and Fellowship programs, and the Mercer Physical Therapy clinic, and Department of Physician Assistant studies on the Atlanta campus, and the Master of Athletic Training program on the Macon campus.

#### Procedure and Guidelines

##### Section 1: Definitions

- I. Biohazard describes any biological material (i.e., plants, animals, microorganisms, or their byproducts) that may present a potential risk to the health and well-being of humans, animals, or the environment.
  - a. Biological waste – ALL wastes at the College of Health Professions that has come into

contact with ANY biological waste.

- b. Biohazardous/infectious/biochemical waste – Any ways that may contain infectious agents of sufficient virulence and quantity that that present a risk or potential risk to the health of humans, other animals, or plants, either directly through infection or indirectly through release to the environment.

Specifically, but not limited to the following:

- Freely dripping liquid or semi-liquid blood or “potential infectious materials”
- Dried blood; human blood products (serum, plasma, and blood component)
- Human or animal isolation wastes; surgery or autopsy tissue, organs, or body parts
- Cultures or stocks of all microorganisms, to include items in contact with infectious wastes
- Tissues, organs, body parts, carcasses, body fluids, and bedding from experimental animals that were exposed to infectious agents

The following items generated from CHP academic instruction that contain small amounts of dried human blood are excluded from biohazardous/infectious/biomedical waste definition and disposal procedures, and can be disposed as regular solid waste (daily garbage):

- Cotton Balls
- Bandages
- Test Strips
- Paper towels, tissue, napkins
- Counter pads
- Gloves

This exclusion maintains compliance standards only if contamination is dried and minimal. Please make professional decisions.

- c. Chemical waste – Non-biological liquid and solid byproducts of laboratory operations that begin as laboratory reagents, mixtures of organic solvents, acids and bases, metals and oils. If there is uncertainty, discuss with faculty and/or the Environmental, Health and Safety Office.
- d. Decontamination – A process that reduces or eliminates the microorganisms on an area object or material, thus reducing the risk of exposure to harmful pathogens. (BMBL 5th Edition, pg. 329)
- e. Disinfection – A procedure or process that eliminates NEARLY ALL recognized pathogenic microorganisms but not necessarily all microbial forms (e.g., bacterial spores) in inanimate objects. (BMBL 5th edition, pg. 327)
- f. Sharps – Any material or object that can puncture or cut skin and cause injury. These include but are not limited to: needles, syringes, glass slides, broken glass, scalpels, culture dishes and slides, plastic pipettes, pipette tips, Pasteur pipettes, lancets, broken capillary

tubes, broken rigid plastic, exposed ends of dental wires, laboratory slides and cover slips contaminated with infectious agents, etc.

- g. Sterilization – A procedure or process that kills ALL microorganisms, including high numbers of bacterial endospores. (BMBL 5th edition, pg. 327)

## Section 2: Containment of Waste

- I. Non-sharps, non-liquid waste containers – Biohazardous waste containers must be made to ensure containment of the waste, to protect the waste handlers, other personnel, and the public from injury and diseases that could be potentially caused by contact with the wastes. Containers should be closable, lined with non-soluble autoclave bags which are red in color or clearly labeled with the Universal Biological Hazard Symbol (UBHS); constructed in such a way as to contain all contents and prevent leakage of fluids during handling, storage, transport, or shipping. Close prior to removal to prevent spillage or protrusion of contents during handling, storage, and transport. Containers are supplied by Stericycle®. Stericycle® FAQ's are accessible at: <http://www.stericycle.com/medical-waste-faq>
- II. Plastic Bags (polyethylene or polypropylene) – All biohazardous waste should be deposited/collected into a biohazard autoclave bag (red or clear only, three ml thickness). These bags must be used for NON-SHARPS, NON-LIQUID WASTE. All biohazardous bags must be tear resistant, leak proof, able to contain the waste completely from its point of generation, through movement, and treatment. All bags must be properly labeled with the UBHS at the point of generation. Bags are supplied by Stericycle®.
- III. Sharp Containers – Sharps must be deposited (disposed, contained) at the usage site or as soon as feasible into a special closable, rigid, leak proof, puncture resistant, autoclavable, container with a lockable lid which is red in color and/or clearly marked with the UBHS. Sharps waste (uncontained) must never be deposited into plastic biohazard bags. Individual programs and department are responsible for procuring sharps containers.
- IV. Containers for liquid waste – Must be placed within leak proof containers for movement to the site of treatment. The size of the containers should be large enough in order to minimize and control spills and use of a covered leak proof secondary container are essential for transport and autoclaving. The use of an absorbent packing material between the primary container and secondary container should also be considered.
- V. Chemical waste – Guidance for blending of waste products along with size & type & labeling of containers. Please contact Alan Baca for chemical waste issues.

## Section 3: Proper Labeling and Handling of Waste

Medical waste generators are legally responsible for packaging their waste. Please perform the following steps when packaging your red bag:

- Step 1 – Line your cardboard box container with the red bag prior to use.
- Step 2 – Tie the bag when the container is full. Each bag must be hand-tied by gathering and twisting the neck of the bag.

- Step 3 – Secure the lid on the sharps container. Make sure all closure and/or locking mechanisms are engaged. Place the container inside the red bags, which must not be visible once the container is closed.
- Step 4 – Check the cardboard box container markings. Ensure that federal markings (biohazard symbol, this-side-up arrows, regulated medical waste, N.O.S., and UN number) are present. Ensure you are complying with your individual state regulations. If unsure of your state regulations, check with your Stericycle® representative: 866-783-7422. Improperly package containers or damaged containers will be denied pickup or returned to the customer.

#### **Section 4: Biohazardous and Chemical Waste Collection Room**

The waste generated by CHP on the Atlanta campus will be collected in the Anatomy Laboratory for pick-up by Stericycle®. Faculty will need to contact Dr. Beth Collier in the Department of Physical Therapy with an itemized description of the waste. Waste generated by CHP on the Macon campus will be collected in the Sports Medicine Department. Faculty will need to contact Dr. Bill Holcomb in the Master of Athletic Training program with an itemized description of the waste.

Drs. Collier and Holcomb will maintain the biohazardous waste and chemical waste inventory documents for each disposal cycle and will arrange transport of the material.

CHP Contacts for Biohazardous Waste:	Dr. Nick Orton	Dr. Heather Webb
	111 Davis Building	323 Willet Building
	Atlanta Campus	Macon Campus
	Email: Orton_NR@mercer.edu	Email: Webb_HE@mercer.edu
	678-547-6158	478-301-5530

## Appendix G: Calendar



### COLLEGE OF HEALTH PROFESSIONS

#### 2023-2024 Calendar for CHP Graduate and Professional Students

##### **Fall 2023**

DPT Orientation	August 17-18
MPH Orientation	August 17
PsyD Orientation	August 18
DPT White Coat Ceremony	August 18
Classes Start (Atlanta: DPT, MPH, PsyD, PA, DrPH; Macon: AT)	August 21
Drop/Add Ends	August 28
Labor Day Holiday	September 4
Fall Break (Macon: AT)	October 12-13
Course Withdrawal Deadline	October 26
Registration for Spring Begins	November 1
Application Deadline for Spring or Summer Graduation	November 3
Fall Break (Atlanta: PT, MPH, PsyD, PA, DrPH)	November 20-22
Thanksgiving Break	November 23-24
Classes and Exams End	December 15
Grades Due	December 20

##### **Spring 2024**

PA Orientation	January 4-5
DrPH Orientation	January 4-5
Classes Start (Atlanta: DPT, MPH, PsyD, PA, DrPH; Macon: AT)	January 8
PA White Coat Ceremony	January 12
Martin Luther King, Jr. Holiday	January 15
Drop/Add Ends	January 16
Spring Break (Atlanta and Macon)	March 4-8
Course Withdrawal Deadline	March 20
Good Friday Holiday	March 29
Registration for Summer and Fall Begins	April 5
MPH and DrPH Pinning Ceremony	TBD
PsyD Pinning Ceremony	TBD
Classes and Exams End	May 3
Grades Due	May 8
College of Health Professions Hooding Ceremony	May 10
Commencement (Atlanta)	May 12
Baccalaureate (Macon)	May 12
Commencement (Macon)	May 13

##### **Summer 2024**

Classes Start (Atlanta: DPT, MPH, PsyD, PA, DrPH)	May 13
Drop/Add Ends	May 20
Memorial Day Holiday	May 27
AT Orientation	June 7
Classes Start (Macon: AT)	June 10
Course Withdrawal Deadline	June 30
Independence Day Holiday	July 4
Classes and Exams End	August 2
Grades Due	August 7

DPT: Doctor of Physical Therapy      MPH: Master of Public Health      PsyD: Doctor of Psychology  
PA: Physician Assistant      AT: Athletic Training      DrPH: Doctor of Public Health