The Christ College of Nursing & Health Sciences

Faculty and Staff Manual
2022

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Introduction and Overview

The purpose of the Faculty and Staff Manual is to provide employees with valuable information regarding employment at The Christ College of Nursing and Health Sciences (TCCNHS, TCC, or the "College"). The Manual includes important policies, procedures, guidelines, and regulations for reference. The Manual is not inclusive of all situations and circumstances. The Manual should be considered as a guide concerning college structure, employee obligations and benefits, and services available. It is not to be regarded as offers of contract.

The administrative team, faculty, and staff can recommend revisions and updates to the Manual. The Board of Directors has final approval on revisions aligned with the Code of Regulations. While the content of the Manual is up to date at the time of its publication, it should be recognized that changes will occur from time to time, as required. Notification of revisions and updates to the Faculty and Staff Manual will be sent to all current faculty, staff, and administrators of the College via e-mail.

Questions or concerns about the information provided in this Manual, or any other aspect of TCCNHS employment, should be directed to your supervisor.

Vision
The Christ College of Nursing and Health Sciences will be an innovative institution of higher learning providing a distinctive curriculum in nursing and health sciences.

Mission
The Christ College of Nursing and Health Sciences, guided by its core values and enriched by a foundation in the Liberal Arts and Sciences, prepares individuals both for delivery of healthcare that promotes the well-being of a dynamic society and for life-long learning.

Core Values
- **Caring**: to have respect for every human being and concern for the preservation of human dignity; to accept the diversity of cultures and origins characterizing the global community.
- **Collaboration**: to work cooperatively; to achieve common goals.
- **Integrity**: to be honest, fair, trustworthy, and genuine; to conduct oneself ethically, legally, and professionally.
- **Excellence**: to function at the highest level of performance; to demonstrate commitment to quality outcomes and continuous improvement through evidence-based practice.

Employment Statement
Employees of TCCNHS are employees of The Christ Hospital Health Network (TCHHN or the "Network"). College employees receive benefits, services, and abide by the policies of both the College and Network.

Equal Employment Opportunity

TCHHN extends equal employment opportunities to all applicants for employment and to all employees based on individual merit and job-related qualifications. TCHHN is committed to act pro-actively, to ensure that all applicants recruited and hired, and all employees selected for training, transfer, promotion, layoff, and for other terms or conditions of employment shall be treated fairly without regard to race, color, religion, sex, national origin, age, disability, or sexual orientation. Each employee has an individual responsibility to observe this policy in the performance of all assigned duties, and to maintain an employment environment that prevents any form of sexual harassment, discrimination or defamation.

TCHHN Policy: [4.28.109-20.pdf (thechristhospital.com)](4.28.109-20.pdf)

Non-discrimination Statement

TCCNHS is committed to a policy of non-discrimination on the basis of race, color, creed, national origin, citizenship, religion, ethnicity, age, gender, gender identity, genetics, marital status, sex, pregnancy, sexual orientation, military or veteran status, disability, or any other status protected by federal, state, or local law (collectively, "protected statuses") in the administration of its educational, recruitment, and admissions policies; scholarship and loan programs; or other College-administered programs. All institutional processes and policies are in compliance with applicable federal, state, and local laws and regulations related to discrimination.

- For inquiries pertaining to students with disabilities, please contact Brittany York, Student Success Center Coordinator. Office: B18. Telephone No.: (513) 585-4144. Brittany.York@thechristcollege.edu
- For inquiries pertaining to employees with disability, please contact Employee Health, Disability Management at 513-585-4555.
- For inquiries related to Title IX/Sexual Assault and all other discrimination-related inquiries, please contact Meghan Hollowell, Dean Student Affairs, Office: 120. Telephone No.: 513-585-4841. Meghan.Hollowell@thechristcollege.edu

Report any violation of this policy to your manager, TCCNHS administration, or TCHHN Human Resources. Inquiries regarding Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975 can also be made to the United States Department of Education's Office for Civil Rights (OCR). OCR can be contacted by visiting http://www2.ed.gov/about/offices/list/ocr/index.html or by calling 1-800-421-3481.

The Christ Hospital Health Network (TCHHN) Policies and Procedures

TCHHN Core Values
- We anticipate the needs of those we serve
- We are forward thinking
- We build inclusive connections
- We act with shared determination

TCHHN General Employment Policies and Practices
Employees of TCCNHS receive services from TCHHN's Human Resources Department with such things as processing job descriptions, performance appraisals, and benefits. All TCCNHS employees shall comply with applicable federal, state, and local laws, regulations, and ordinances as well as general policies and procedures applicable to employees of TCHHN. While most conditions of employment are under the direction and control of the College, certain processes align with those of TCHHN.

TCHHN Benefits and Services
Questions regarding benefits and services are directed to the Total Value team.
totalvalue@thechristhospital.com / 513-263-1501
- Benefits: Benefits (tchhn.org)
    Benefits, Retirement,
    Disability and Medical Leave,
    Employee Assistance Program - LifeMatters,
    Tuition Reimbursement
- Employee Health: Employee Health (tchhn.org)
    Employee Wellness
- Employee Relations: Human Resources (tchhn.org)
    Harassment or Violence in the Workplace,
    Standards of Performance and Conduct
- Employee Engagement
    Diversity, Equity & Inclusion Council (tchhn.org)
    Workforce Engagement Group (tchhn.org)
    Young Professionals (tchhn.org)

TCHHN Compensation and Payroll
College employees are paid biweekly, 26 times a year. Deductions related to benefits will be withheld from all paychecks dated during any month in which the benefits are active.
- Payroll (tchhn.org)
    Direct Deposit Set up, PTO, Kronos Employee Navigator Guide, Pay Schedule

TCHHN Paid Time Off (PTO)
Updated 7/17
TCCNHS and TCHHN recognize that employees need time away from work for personal business, personal illnesses or accidents, family illnesses, holidays and for vacations. As such,

eligible employees are credited with paid time off (PTO). PTO should be requested in the TCHHN payroll system, Kronos.

- Faculty PTO policy: TCCNHS faculty who are contracted to work a 0.80 or 0.84 FTE are subject to the faculty PTO policy.
  TCHHN Policy: 4.28.140-18.pdf (tchhn.org)
- Staff, Administration, and Faculty not included in the above refer to Paid Time Off (PTO) policy
  TCHHN Policy: 4.28.128-21.pdf (tchhn.org)

TCHHN Standards of Performance and Conduct

The College and TCHHN strive to offer a harmonious and orderly work environment that promotes respect among employees and will support efforts to achieve the highest level of professionalism. All employees are expected to adhere to established rules and standards of conduct. Failure to follow TCHHN's standards of conduct and rules will result in corrective or disciplinary action.
TCHHN Policy: 4.28.132-20.pdf (tchhn.org)

The Christ College of Nursing and Health Sciences (TCCNHS) Policies and Procedures

College Organization Structure
[TCCNHS Organization Structure](#)

Business Continuity Plan
College Policy: [President Succession Plan Policy](#)

Interim status positions will be utilized to fill leadership gaps as needed.

Interim Emergency Absence Coverage from the institution is operationally defined as follows: the presiding administrator is prevented from conducting business and cannot be contacted by typical means of communication or is not accessible. Administrators taking personal days should leave contact information with appropriate people.

Academic Freedom
Added 10/23/17
In their teaching and research, faculty, staff, and students should be guided by the search for knowledge and truth, not by benefactors, public opinion, or partisan policy. Academic freedom provides protection for inquiry and speech while recognizing the correlative responsibility to adhere to standards of professional conduct and performance, adherence to the expectations of our accreditors, individual roles, policies, and procedures, duty to the institution, and respect for the dignity of colleagues, students and other members of the college community are met.

College Policies:
- [Academic Freedom Policy](#)
- [TCCNHS Academic Freedom and Educational Responsibility of Faculty and Students](#)

Accessibility & Disability Services
Added 12/2021
The Christ College of Nursing and Health Sciences is committed to students' equal access to programs, services and activities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008.
- [Nursing Functional Abilities 2019](#)
- [HCA Functional Abilities, 2019](#)
- [MA Functional Abilities, 2019](#)

College Policies:
- [TCCNHS Definition of Disability](#)
- [TCCNHS Academic Accommodations - Equal Access and Accommodations](#)
- [TCCNHS Special Need](#)
- [TCCNHS Service Animals on Campus](#)
- [TCCNHS Service Animal Documentation Requirements](#)
- [TCCNHS Service Animal Control Requirements](#)
- [TCCNHS Conflicting Disabilities Related to Presence of Service Animals](#)

Branding Guide

Visual Guidelines

Often the first contact that people have with the College is through images and materials that they see. This branding toolkit will help us make sure that all our materials--from the website to t-shirts, signage, and publications--convey our brand.

Logo Use

A strong brand image helps people remember us. Research shows that the key to name recognition is consistent, frequent presentations over time. Using our logo and consistent images will help us become better known and recognized for who we are and what we do best.

Every time you use the College logo, you help the College build our brand and raise our profile. Digital files of the College logo in various formats are available for your use in publication projects such as fliers and posters. There are also a variety of templates, forms, memos, PowerPoint presentations, etc. These files can be obtained from The Office of Marketing and Recruitment at 513-585-2058. The Marketing and Recruitment staff can assist you in determining the appropriate type of file for your project (one-color, two-color, reversed out, etc.)

Please do not attempt to copy the logo from other places on the website, from PDF files, or to scan the logo from a hard copy of a printed piece. This will result in a poor quality, distorted image that will undercut the professionalism we want to communicate through our publications.

The primary function of the College logo is for promotional purposes. Consistency in usage is of the utmost importance to ensure brand recognition. Visual and stylistic guidelines will be provided at the time of requesting logo use. The College's logo cannot be used without permission, cannot be used for commercial purposes, cannot be used to endorse a particular product or political candidate, etc.

Seal Use

The seal is not a logo, but a symbol reserved for use by the Board of Directors, President and Registrar's Office for official documents, diplomas, and certificates. Offices should not use the seal, only the logo. If you have a specific request for the seal, please contact The Office of Marketing and Recruitment at 513-585-2058.

The seal's use is acceptable in uses relating to official academic announcements and documents such as, but not limited to the following: diplomas, transcripts, official College acceptance letters, etc. Visual and stylistic guidelines will be provided at the time of requesting use.

Calendars

Academic

The academic calendar is developed through the Office of Registration and Records to organize and publicize the academic semesters and schedules, faculty workdays, and dates the College

is closed. The calendar shall serve as the official record for the indicated academic year. The Chief Academic Officer is responsible for final approval of the academic calendar.

Faculty and Staff

The faculty and staff calendar are developed collaboratively between Academic and Student Affairs in consultation with the President's Office. The calendar shall serve as a record of scheduled events for faculty and staff. Events will be added to the TCC calendar in Outlook. Department and committee meetings will be added to the TCC calendar in Outlook by respective chairs or designees. Note, any changes to the faculty and staff calendar will be reflected in the TCC calendar.

Conflict of Interest and Ethical Practices

TCCNHS has a robust policy governing conflict of interests and expectations for practices by employees. The policy, definitions, and reference documents are available at the college's public policy portal. For convenience, the policy statement, the Conflict of Interest, and the College Employee Code of Professional Ethics are included in this document. Links to additional supporting documents are provided.

College Policy: [TCCNHS Conflict of Interest and Ethical Practices Policy](#)

Ethical Practices Policy

The purpose of the Ethical Practices Policy is to protect the integrity and reputation of TCCNHS during any interaction the College has with its community and constituents. This policy is intended to supplement but not replace any applicable state and federal laws governing ethical practices that are applicable to nonprofit and charitable organizations. Compliance with this policy is the responsibility of every College employee, officer, and department head, including the duty to immediately report any suspected violations.

The College values its reputation for providing exceptional education to its students and is committed to the highest ethical and professional standards of conduct as an integral part of its mission and values. The people who have been employed here in the past and who are employed here now have built this reputation. Since our future depends on the trust and confidence the public places in our College, every department head, faculty, staff and/or employee is expected to:

  a. Exhibit standards of personal integrity and professional conduct that reflect positively on his/her association with the College;
  b. Maintain strict confidentiality of student, employee, corporate records and information during and after employment with the College;
  c. Strive to provide educational services of the highest quality;
  d. Conduct personal and business dealings in compliance with the letter, spirit, and intent of all relevant laws, regulations and policies;

e. Seek opportunities to participate or play a leadership role in addressing issues of concern to the communities and constituencies served by the College;

f. Demonstrate courtesy, respect, honesty, fairness, and decency in all relations with students, competitors, the general public, and co-workers; and

g. Report any questionable, unethical, or illegal activity to management or the Board of Directors.

Conflict of Interest

College faculty, staff and employees have an obligation of loyalty to the College. The College expects its department heads, faculty, staff and employees to avoid any activity that might detract from or conflict with the College's interest. Examples of potential conflicts of interest are:

a. Employment by a competitor while employed by the College;

b. Giving preferential treatment to any person;

c. Adversely affecting the public's confidence in the integrity of the College;

d. Acting as an officer or director for another company or college while employed by the College;

e. Acting as a consultant to the College's customers or suppliers; or

f. Employment of relatives of the College's customers or suppliers

Conflicts of interest arise when a person is involved in a private interest that can affect, in any way, the decisions he or she is responsible for making as a department head, faculty, staff or employee of the College. Certain situations are particularly sensitive because perceptions of conflicts can sometimes be as damaging as real conflicts. Therefore, the appearance of a conflict of interest must be avoided. The College expects all College representatives and employees to avoid any outside business or financial interest or other activity which may interfere with the proper performance of his or her responsibilities to the College. The College recognizes the right of employees to engage in activities outside of their employment that are of a private nature and unrelated to College business. However, a full disclosure of potential conflicts of interest to an employee's immediate supervisor must be provided to assess and prevent conflicts of interest from arising.

College Policy: [TCCNHS Outside Employment](#)

College Employee Code of Professional Ethics

All faculty and staff are expected to comply with the following:

a. Treat all persons with respect, dignity, and justice, discriminating against no one on any arbitrary basis such as race, color, creed, national origin, ethnicity, age, gender, marital status, sexual orientation, veteran status, disability, or economic status;

b. Strive to help each student realize his or her full potential as a learner and as a human being;
c. By example and action, encourage and defend the unfettered pursuit of truth by both colleagues and students supporting the free exchange of ideas, observing the highest standards of academic honesty and integrity, and seeking always an attitude of scholarly objectivity and tolerance of other viewpoints;
d. Work to enhance cooperation and collegiality among students, faculty, administrators, and other personnel;
e. Recognize and preserve the confidential nature of professional relationships, neither disclosing nor encouraging the disclosure of information or rumor which might damage or embarrass or violate the privacy of any other person;
f. Maintain competence through continued professional development, shall demonstrate that competence through consistently adequate preparation and performance, and shall seek to enhance that competence by accepting and appropriating constructive criticism and evaluation;
g. Make the most judicious and effective use of the College's time and resources;
h. Fulfill the employment agreement both in spirit and in fact, shall give reasonable notice upon resignation, and shall neither accept tasks for which he or she is not qualified nor assign tasks to unqualified persons;
i. Support the goals and ideals of the College and shall act in public and private affairs in such a manner as to bring credit to the College;
j. Not engage in sexual harassment of students or colleagues and shall adhere to the College's policy on sexual conduct;
k. Observe the stated policies and procedures of the College, reserving the right to seek revision in a judicious and appropriate manner;
l. Participate in the governance of the College by accepting a fair share of committee and institutional responsibilities;
m. Support the right of all colleagues to academic freedom and due process and defend and assist a professional colleague accused of wrongdoing, incompetence, or other serious offense so long as the colleague's innocence may reasonably be maintained;
n. Not support a colleague whose persistently unethical conduct or professional incompetence has been demonstrated through due process; and
o. Accept all rights and responsibilities of citizenship, always avoiding use of the privileges of his or her public position for private or partisan advantage.

College Policies:
- [TCCNHS Electronic Mail (E-Mail)](#)

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- [TCCNHS Employment of Relatives](#)
- [TCCNHS Gifts](#)
- [TCCNHS Nepotism](#)

Course Approval Process (New or Changed)
The purpose of the Curriculum Committee is to ensure courses are in alignment with program and institutional outcomes as well as meet the requirements of external accrediting bodies. The Curriculum Committee is charged with the task of reviewing all new courses and the complete collection of courses in new programs. Discuss with appropriate Associate Dean before proceeding with changes.

Dress Code
TCCNHS believes that its faculty and staff are not only representatives of the College to the community but also, and more importantly, serve as role models for the students whom they teach, work with, and mentor each day. Consequently, the conduct of students and the respect given faculty, staff, and the College by the community will be a direct reflection of the way faculty and staff present themselves. All faculty and staff shall dress in a professional manner and present an image appropriate to the environment in which they work and corresponding to the duties of their job.
Identification badges must be worn with name and job title displayed at all times.

All faculty and staff members are expected to project a professional image. They are to be dressed and groomed appropriately. In support of this recommendation, programs with clinical components may choose to implement clinical dress code policies for faculty.

Those employees who spend time in The Christ Hospital (and Network offices) should also reference Network associated policies.

TCHHN Policies:
- Professional Nurse Dress Code [1.3.139.pdf (thechristhospital.com)](#) and
- Professional Business Wear Policy: [4.28.127-20.pdf (tchhn.org)](#)

Employee/Faculty Performance Appraisal Process
Added 6/16, 1/19
All employees are expected to be competent in skills, knowledge and behaviors to successfully perform in their position. The purpose of a performance appraisal is to:
- evaluate an employee's competency;
- provide feedback to the employee about how well he/she is performing;
- set the course for development planning; and
- inform the merit increase plan.

TCHHN maintains a performance appraisal system whereby supervisors review and document employee work performance on a regular basis. This system is designed to ensure that employees:
- are aware of job responsibilities and performance expectations;

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- receive timely feedback about their performance;
- have opportunities for education, training and development; and
- are rated in an equitable and consistent manner.

Performance appraisals are completed 30-60-90 days after initial appointment (introductory period) and annually thereafter. Annual performance appraisals are consistent with the College's academic year and are based on a performance period of July 1 through June 30.

TCHHN Policy: 4.28.124-20.pdf (tchhn.org)
Faculty also refer to Faculty Appraisal within Faculty Evaluation Process

Enrichment Fund
The Enrichment-Greatest Needs Fund is a temporary, unrestricted College fund and is managed by The Christ Hospital Foundation. This fund is designed as a "rainy day" fund to provide monies for a broad range of activities, projects (capital and operational) and buffer the College when unplanned budgetary items impact the institution. The President of the College is given authority over these funds to enrich and to enhance activities and interests at the institution that speak to the mission, vision, and core values of the institution.

Administrators, faculty, or staff seeking to use the Enrichment-Greatest Needs Fund monies should make a request in writing to the President of the College. Use of the Enrichment-Greatest Needs Fund is at the sole discretion and approval of the President. Reasons for requesting funds include but are not limited to:
- assistance with travel above-and-beyond what is normally allotted;
- purchases not budgeted for in the current fiscal year that are considered vital to buy;
- assistance with fees associated with pursuit of advanced degrees or certifications above-and-beyond what is normally allotted;
- capital purchases not requested during the standard capital approval process;
- speakers; other

FERPA Guidelines for Faculty and Staff
The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of student education records. While there are some exceptions, a student's educational records typically include any records maintained by the College related to a student's (e.g., personal information, grades, financial records, student employment information, class schedules, discipline reports, etc.) regardless of the medium in which they are kept (e.g., email, other electronic document, paper printout, database, handwritten materials, etc.).

If an employee of the College is approached by a third-party (i.e. parent, spouse, employer, prospective employer, etc.) requesting any information about one of our current or previously enrolled students, it is critical that the third-party request be referred to the Registration and Records Office. Prior to releasing any personally identifiable information to a third-party the Registrar should be consulted for a recommendation.

While there is certain information that the College is allowed to release without prior written consent, this information should be released only after consultation with the Registrar.

College Policy: TCCNHS Family Educational Rights and Privacy Act Policy

Student Request and Permission for Faculty to Write a Letter of Recommendation
When a student has asked for a recommendation, a FERPA release is needed for the faculty or staff member to disclose non-directory information including but not limited to test scores, GPA, disciplinary status, etc.
- Students will complete the Consent to Release Student *Recommendation* Request Form, which can be found on the Registrar's webpage (https://www.thechristcollege.edu/registrar/).
- Students will return the completed form to the faculty or staff member from whom they are requesting the recommendation.
- After completing the recommendation, faculty and staff should keep a copy of the FERPA Release Form along with their recommendation and return the original FERPA Release Form to the Office of the Registrar.
- Faculty and Staff should follow the Records and Retention Policy to determine how long they should hold onto their copy of the FERPA Release Form and recommendation.

Graduation/Commencement Expectations
All faculty and staff across <u>all</u> departments of the College are both invited and expected to attend the commencement event for the College. If an individual must be absent, he/she should discuss this with his/her supervisor.

Information Technology Acceptable Use Policy
Revised 7/17; 5/22

The use of technology resources creates and expands teaching and learning opportunities that support the efforts of the TCC community to satisfy its mission and vision. Access to these resources is a privilege and use of them requires the acknowledgement and acceptance of specific responsibilities to ensure that the integrity and security of the systems not be compromised in any way.

The statements that follow reflect the standards and expectations for acceptable and responsible use to be adhered to by members of Christ College, its constituents, and any authorized user of these resources. TCC, as a member of The Christ Hospital Health Network (TCHHN or The Network), shares and benefits from the technology resources provided and managed by TCHHN. Therefore, TCC is guided by the information security policies created by TCHHN.

The use of technology resources and all information maintained in any form is subject to laws, regulations, contracts, licenses, policies, and procedures as established by TCC. This policy broadly applies to all on- and off-campus and student organization-sponsored events and activities.

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Users of TCC technology resources are expected to comply with all policies related to the acceptable, responsible, and lawful use of technology resources. TCC and/or The Network may monitor their technology resources to ensure user compliance with applicable policies. If infractions are discovered, either entity will take appropriate action. The entities will also cooperate with all legitimate law enforcement agencies regarding investigations and relevant search and seizure laws.

College Policies:
- [Technology User Rights, Responsibility and Accountability](#)
- [Technology-related Security](#)
- [Mobile and Electronic Devices](#)
- [Password Security](#)
- [Data Backups](#)
- [Email](#)
- [Internet](#)
- [Printing, Copying and Faxing](#)

Intellectual Property Rights and Fair Use
Intellectual Property Rights Applicable to "Works Made for Hire"
As quoted by the U.S. Copyright Office (2004), the statutory definition of a "work made for hire" is "a work prepared by an employee within the scope of his/her employment." In the case of "works made for hire," the employer (TCCNHS) and not the employee is considered to be the author. Consequently, copies of all materials identified or implied as "works made for hire" become the property of TCCNHS during and beyond the employee's employment with TCCNHS. This also applies to materials dated prior to this manual, if the materials meet the criteria of "works made for hire."

The following identifies several examples of "works made for hire" but should not be considered all inclusive. If at any time a member of TCCNHS has concerns about whether their work product is classified as a "works made for hire," they should seek clarification from their supervisor.
Work prepared by an employee within the scope of his or her employment even if the employee should leave TCCNHS.
- Course content including course design, lesson plans, student learning activities, assessments, evaluation tools, and delivery methods to students; including all course delivery modalities. (TCCNHS students enrolled in a course have the right to take class notes for their personal use but not for dissemination for commercial purposes.)
- TCCNHS has the right to offer the course, or derivatives of the course, in any course modality, using all or portions of previous course content.
- Collections of information developed on behalf of TCCNHS for work projects or research, including databases and/or similar collections of information which involve issues of privacy or require approval by the Institutional Review Board (IRB) of TCHHN.

Moral Rights: TCCNHS will respect the moral rights of each individual creator to the extent practicable and recognize an individual creator's entitlement to acknowledgement, attribution or other appropriate credit.

Fair Use in Teaching and Scholarship
The "fair use" allowances found in Section 107 of the 1976 Copyright Act list various purposes for which the reproduction of a particular work may be considered fair. These allowances include teaching and scholarship for educational and research purposes. However, it is expected that employees will do their due diligence in determining "fair use" to avoid copyright infringement.

- A person cannot assume that if a work does not have a copyright notice that it is not copyrighted.
- A work in the public domain can be copied without restrictions but must be cited.
- A best practice is to link to the direct source of a work.

Section 107 of the Copyright Act 1976 identifies four factors to be considered in determining fair use. Any situational determination of fair use depends on weighing all four of the copyright factors. Note, the application of these factors varies with regard to the source.

- The purpose and character of the use, including whether such use is of commercial nature or is for nonprofit educational purposes. However, not all educational uses are fair use.
- The nature of copyrighted work. A factual work is more likely to be viewed as fair use.
- The amount and substantiality of the portion used in relation to the copyrighted work as a whole. However, if one singular quote, or chapter, is considered "the heart" of the work, fair use is not applicable.
- The effect of the use upon the potential market for, or value of, the copyrighted work.

College Policies:
- [TCCNHS Copyright Infringement Policy.](#)
- [TCCNHS Peer-to-Peer File Sharing](#)

New Employee Orientation
Process implemented 8/2018
New employee orientation is designed to provide information regarding rights and responsibilities as an employee of the College and TCHHN, provide information related to campus services and resources, and to become familiar with the College and The Christ Hospital Health Network (TCHHN).
Orientation consists of both online and face-to-face components. The components of orientation are determined and coordinated by the direct supervisor or designee of the department. The online portion of orientation is located on Blackboard under My Orgs with the title *Employee Orientation and Learning Community*.

Orientation includes the following key elements. This list is not all-inclusive, and items may be added or changed.

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- Overview of The Christ Hospital Health Network and benefits information, if applicable
- Overview of College: Vision, Mission, Values and Goals
- Overview of College Divisions
- College Facilities
- Technology: Information on technology applications for TCHHN and TCCNHS
- Department orientation: role and responsibilities

Forms: J:\TCCNHS\New Hire & Termination Procedures
- Employee Orientation Checklist_4 2019
- Supervisor Orientation Checklist_11_20
- Employee File Checklist - NUR Faculty 0821
- Employee File Checklist - HS 081821

Parking
Parking for employees of TCCNHS is available free of charge. TCHHN Safety and Security Department oversees all parking access and policies. All vehicles must be registered with, and display appropriate decals obtained from, TCHHN Safety & Security. TCHHN and TCCNHS are not responsible for loss due to theft or damage to vehicles.

Depending on parking demand, designated groups may be assigned off-site parking.
For additional information or questions, please contact the Director of Business Operations.
- Security Tips
  - Secure your vehicle and make sure no valuables are in view.
  - PLEASE REPORT any kind of suspicious activity, vandalism or break-ins to Safety and Security by calling 5-2222. Your reports will be addressed by not only our team, but Cincinnati Police Department as well.
  - Security Officers are available to provide escorts to your car by calling 5-2222.
  - Employees have a responsibility for their personal security. Be aware of your surroundings at all times.

Records Retention Procedures, Inventory, and Schedule
The College's Records Retention Procedures, Inventory and Schedule is held in the Office of the Registrar. The document is reviewed and distributed annually.

Social Media Policy
Employees should follow the same standards online as they would in everyday interactions with students, alumni, and other constituents. The same professional expectations and guidelines for interacting with students, parents, alumni, donors, media and other College constituents apply online as in the real world.
While there will always be gray areas when it comes to social media, these general guidelines should be followed.
- You are responsible for what you post and any consequences that may arise from such postings.

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- Protect confidential, sensitive, and proprietary information. FERPA guidelines must be followed, and you must avoid posting or disseminating protected information or other identifiable information related to students.
- Think before you post. Consider what could happen if a post becomes widely known and how that may reflect both on the person making the post and the College.
- Before publishing or transmitting any content using social media, ask the following question every time: "Would I say this to someone I met at a conference or to a member of the media?" If the answer is "no," it probably should not be posted online.
- Remember your audience. Be aware that a presence in social media is or can easily be made available to the public at large. This includes prospective students, current students, current employers and colleagues, peers and other audiences. Consider this before publishing to ensure the post will not harm or alienate these audiences.
- Be respectful of others. Social media provides a platform for comments and discussion, and it is important to consider how a response is perceived. Do not engage in personal insults or use obscenities.

TCHHN Policy: [TCHHN Social Media Policy 2019](#)
College Policy: [TCCNHS Conduct in the Use of Social Media](#)

Space and Facility Services
Space maintenance request: to request items associated with space such as hanging things on the wall, HVAC, cleaning, bathrooms notify Front Desk Staff

Information Technology requests for troubleshooting, help desk, software, equipment
- [TCH Digital Workplace - My Activity (onbmc.com)](#)
- Help Desk 585-HELP

Room Reservation Process
To reserve a room within the College please contact the Front Desk Staff, 513-585-2401, or email Peggy Nicolas, Peggy.Nicholas@thechristcollege.edu or Leeann Ballard, leeann.ballard@thechristcollege.edu

Please include the following information with your reservation:
- Name, Phone, E-mail
- Preferred Room(s) #
- Date of Event, Time of Event
- Event Description
- Audio/Visual Equipment (if needed)

All individuals reserving rooms are responsible for planning, set-up, and tear down if using equipment not normally provided. Rooms must be returned to their previous state when finished.

Travel and Reimbursable Business Expenses
The college has a process to reimburse employees for reimbursable work expenses they incur as part of their work; however, it is the responsibility of each employee to make sure the

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planned expenses are approved by their supervisor and to maintain receipts or records of purchase.

For local travel that does not include an overnight stay, an employee may report mileage, meals and incidentals.

Overnight travel for a conference or meeting must be requested and approved under policy *TCHHN 4.10.113*. Travel can be cancelled or limited in times of global pandemic or institutional need.

All college purchases and travel expenses must be approved and recorded to an appropriate budget line.

TCHHN Policy: [4.10.113-18a.pdf (tchhn.org)](4.10.113-18a.pdf)
- Employee Expense Voucher Form 47**:** [http://mytch.tchhn.org/Forms/Admin/N47 Emp.Exp.Voucher - 2021.xls](http://mytch.tchhn.org/Forms/Admin/N47)
- Travel Request Form 50: [http://mytch.tchhn.org/Forms/Admin/N50form Travel Request 2021.xlsx](http://mytch.tchhn.org/Forms/Admin/N50form)
- Travel Employee Expense Voucher Form 49: [http://mytch.tchhn.org/Forms/Admin/N49 Travel Emp.Exp.Voucher - 2021 (1).xls](http://mytch.tchhn.org/Forms/Admin/N49)

Weather Emergency Procedure

The college's Weather Emergency Procedure for cancelling or delaying the start of classes is described in detail as part of the Emergency Action Plan, which is available on the College Policy Portal. The summary below is provided for convenience.

In general, TCCNHS practice will be to remain open and to conduct business as usual during periods of inclement weather, except as noted in this statement. Therefore, unless otherwise directed, employees are expected to report to work at their regular time and to remain at work throughout the course of their regularly scheduled workday. If an employee believes he/she cannot commute safely between his/her home and place of work during periods of inclement weather, the employee is required to notify his/her supervisor. The employee may work from home if approved by the supervisor or use PTO during the period of inclement weather.

College Policy: Weather Emergency Procedure

TCCNHS Faculty Specific Policies

Academic Program Review

Academic Program Review (APR) is a process the College uses to have an in-depth evaluation of each of its academic offerings. Each department will review their academic programs on a five-year cycle as part of a process to maintain effective curricula and instruction and to review operational effectiveness. Each program is expected to respond to the five core criteria for program review and prepare a summary with any action plans. The academic program review report can follow the College's template or the format of the program's accreditation document, if each of the five criteria below are addressed, and a summary is provided.

Academic Review 5 Core Criteria and Summary
1. Program alignment
2. Faculty
3. Curriculum is appropriate
4. Evaluation and improvement
5. Physical, technological, and fiscal resources
6. Summary and Recommendations

If an academic program has completed a program review through its programmatic accreditation within the three years prior their APR submission date, the report from that event can be used as the basis of the academic program review. In that case, the program faculty and director are expected to complete a 1–2-page executive summary to accompany the documentation from their program accreditation report. The program accreditor report can serve as the external review phase of the APR process.

In support of the academic program review process, each program or area will be asked to complete an annual report collecting summary data on information such as program enrollment, instructional staffing, new or updated program policies and the effects of implemented action plans.

Forms: J:\TCCNHS\Faculty Staff Manual\2022\Faculty-Staff Forms
- Procedure and Timeline for Academic Program Review 2022
- Academic Program Review Template 2022

Course Caps

The number of students enrolled in a course is considered when deciding the number of course sections and projecting the number of faculty needed to teach the courses.

Course sections will be capped using these guidelines. If additional students need to be added, a discussion between the Associate Dean and faculty will occur.
- Online Courses: 24 students
- Face-to-Face Courses: 32 students
- Writing Intensive Courses: 20 students
- Science Lab: 24 students
- Assessment/Skills Lab: 18 students
- Clinical: 10 students or per clinical agency policy.

Course Cancellation

Courses offered are based on student need and preference for elective courses. Courses with low enrollment will be cancelled or combined to improve the efficiency of faculty.

- The Associate Deans will review the course enrollment numbers at six weeks and two weeks prior to the start of the term.
- Face-to-face and online/hybrid courses with enrollment of less than 10 students will be cancelled.
- The Associate Dean will inform the Registrar and the Director of Student Success of course cancellation.
- Course sections not at enrollment capacity should be combined.
- Adjunct faculty member appointments will be cancelled as needed. Full-time faculty workload will be revised as needed.

Course Credit Hour Worksheet

The worksheet is designed to facilitate the College's meeting of federal and accreditation policies and practices of reporting credit hour allocations as well as distance delivery courses and programs.

It is the responsibility of each faculty member to submit this worksheet along with their course syllabi per their department processes.

Forms: J:\TCCNHS\Faculty Staff Manual\2022\Faculty-Staff Forms
- Explanation of Award of Credit Hours 2022

Doctoral Degree Release Time

Added 5/17

Faculty are encouraged to pursue doctoral degrees, and in order to ensure that faculty have the time required to give sufficient attention to their scholarship while at the same time teaching, the College may grant release time.

Requirements:
- Faculty must be enrolled in a doctoral program at a regionally accredited university and the doctoral program must align with their teaching at the College.
- Faculty may be granted up to 25% teaching release time per semester up to 4 semesters to complete doctoral education.
- Faculty will be required to sign a contract to remain employed by the College for two years upon the completion of their degree if they have used any of the release time. If a faculty member who has used the release time leaves before the required commitment to the college, they will be required to pay the College the sum of $4,000.00 per semester of the remaining contract.
- The Associate Dean of the department in which the faculty member teaches will be responsible for granting the permission for release time, ensuring that the teaching schedule is not significantly disrupted.

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Education Contracts for Clinical and Preceptorships

Clinical Experience Agreements with clinical agencies are necessary for students to participate in learning opportunities. The agreement is required by approval and accrediting organizations to ensure due process has occurred in ensuring appropriate locations for students have been selected.

Requests for clinical experiences may come from school, individual student, TCHHN preceptor, or a clinical agency.

- All requests should be directed to the appropriate Associate Dean.
- The Associate Dean assesses if the Clinical Experience Agreement is already in place with the agency.
- If there is no agreement in place, the Coordinator of Student Clinical Placement initiates contact with the appropriate person and conducts an assessment.
- The Coordinator of Student Clinical Placement facilitates the process of establishing and approval of Clinical Experience Agreement aligned with current expectations and laws.
- TCHHN legal department must approve any variation from the template Agreement. Any deliberation of any Agreement language convenes between TCHHN Legal Department and agency's legal department.
- Final agreement is signed by the President and/or VP Academics/Provost
- The agreement is filed with the Coordinator of Student Clinical Placement office, and is shared with the agency

Faculty Bonus Pay

Compensation for faculty working additional hours outside of normal responsibilities will be compensated in lump sum increments. Assignment of bonus pay is determined by the Associate Dean of the department based on departmental teaching need and qualifications needed by faculty.

Guidelines for bonus pay:

- The faculty will have communication stating the work and the amount of bonus pay
- Bonus pay will be paid once a month
- Faculty will receive a separate deposit for bonus pay

Faculty Development

The Faculty Development monies are designated to support education for faculty that will enhance teaching and learning. The annual faculty development fund is used for individual faculty development activities. Requests should align with goals stated in their annual appraisal and/or align with a personal learning goal that impacts the academic mission of the college. Funds are distributed on intuitional and individual needs and budget resources available.

Development activities include, but are not limited to:

- Activities support the acquisition of specialized skills or knowledge of new methods, theories, or technologies that will enhance teaching and learning
- Activities to support or enhance collaborative or interdisciplinary teaching content

- Memberships/subscriptions to professional organizations
- Certifications in discipline

Procedure
- Submit the application to the Associate Dean prior to purchase or registration. Allow time for consideration and discussion
- The request must be submitted within the same academic year as the event
- After the request has been approved, refer to the TCHHN Travel and Reimbursable Business Expenses and completion of appropriate forms

*Please note, if funding is approved you will need to work with the Administrative Assistant to complete all registration and travel requirements.

Forms: J:\TCCNHS\Faculty Staff Manual\2022\Faculty-Staff Forms
- Faculty Development Funds Application 2022

TCHHN Policy: [4.10.113-18a.pdf (tchhn.org)](4.10.113-18a.pdf)
- Employee Expense Voucher Form 47**:** [http://mytch.tchhn.org/Forms/Admin/N47 Emp.Exp.Voucher - 2021.xls](http://mytch.tchhn.org/Forms/Admin/N47)
- Travel Request Form 50: [http://mytch.tchhn.org/Forms/Admin/N50form Travel Request 2021.xlsx](http://mytch.tchhn.org/Forms/Admin/N50form)
- Travel Employee Expense Voucher Form 49: [http://mytch.tchhn.org/Forms/Admin/N49 Travel Emp.Exp.Voucher - 2021 (1).xls](http://mytch.tchhn.org/Forms/Admin/N49)

Faculty Discipline, Termination, Resignation
Discipline action may occur as a result of violation of policy or a trend in not meeting expectations. Discussion to identify strategies for improvement and success will occur with direct supervisor prior to a formal performance improvement plan.
The Network policy outlines common violations and different levels of discipline action.

TCHHN Policy: [Standards of Performance Conduct June 2020.doc (tchhn.org)](Standards of Performance Conduct June 2020.doc)

Termination may occur due to failure to meet performance expectations, or due to changing enrollment needs or changes in the degree and certificate programs offered by TCCNHS. Employer may provide minimum four (4) weeks written notice if termination is due to changes in enrollment or programs.

Notice of resignation by staff is a minimum of two (2) weeks prior to last day.
Notice of resignation by faculty is a minimum of eight (8) weeks written notice prior to last day and coincide with the ending of a semester. Not completing assigned teaching in a semester may result in non-rehire status.

Faculty Education Plans
In support of the College's Mission, all faculty are encouraged to pursue life-long learning in both formal and informal ways that foster the scholarship of teaching. However, faculty

members are expected to have the degree appropriate for the area of instruction to which they have been appointed

In extreme circumstances, the educational background of a prospective faculty appointee may be lacking in regard to certain job specifications. Therefore, the faculty member may be required, as a condition of employment, to be actively pursuing a program of study which will lead to obtaining the required degree or planning to begin such a program of study within three months of appointment or re-appointment.

- The required degree must be obtained within three and one-half years of hire or rationale for extension must be approved by the appropriate Associate Dean and/or President.
- The College is not required to assist in the tuition reimbursement of an individual, beyond prescribed job benefits outlined in the tuition reimbursement policy. Institutional administration may exercise discretion on a case-by-case basis.
- Annually, each faculty member should present to the appropriate Associate Dean an outline of their educational plan, which shall include present educational level achieved, credits earned to date toward a higher degree, and future educational plans as applicable.

Forms: J:\TCCNHS\Faculty Staff Manual\2022\Faculty-Staff Forms
- Faculty Education Plan 2022

Faculty Evaluation Process
Faculty evaluation, including adjuncts, is necessary to strengthen the practice and culture of teaching and learning at the college. The intent is to foster a culture of continual improvement where faculty are encouraged and supported to provide excellent teaching and learning. As such, faculty will be evaluated at least once an academic year by their Associate Dean and/or peer.

Forms: J:\TCCNHS\Academics\Faculty Evaluation Policy & Forms

Faculty Office Hours
Faculty members are committed to faculty-student interaction outside of the classroom. It is important for faculty to be able to establish reasonable expectations of availability, and it is important for students to be able to find and communicate with faculty in a reasonable timeframe. Faculty office hours shall be scheduled and posted.
Regardless of teaching modality, it is the policy of all faculty members to make every reasonable effort and accommodation to meet with students in need of individual conferencing. The maximum number of required office hours per week is five (5).
Determine the number of office hours needed based on assigned workload prior to beginning of the semester. Post scheduled office hours:
- on the syllabus
- on your course Blackboard site under the instructor information. See instructional designers for assistance.

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Faculty (Nursing) Outcomes: Department of Nursing Faculty Outcomes
1. Participate in faculty development opportunities such as attend or present at professional/academic conferences, webinars, and College sponsored faculty development opportunities.
2. Disseminate information obtained through faculty development opportunities.
3. Maintain current membership in professional organizations.
4. Participate in peer review process
5. Engage in college, professional, and/or community service.
6. Pursue professional certification or higher degree at an accredited institution.

Faculty Overload
The first obligation of faculty is to fulfill the responsibilities of teaching, service, and scholarship. The opportunity to teach above the required teaching units may occur when qualified faculty are not available to teach required courses. Teaching overload is not an expectation and communication with the Associate Dean will occur.
Guidelines for overload:
- The teaching assignment is in addition to teaching unit requirements
- The proposed overload teaching assignment will not adversely affect the individual's performance of assigned duties
- Faculty should not teach more than four credit hours of overload in each semester.
- Faculty will be paid at the adjunct faculty rate.

Faculty Qualifications and Hiring of New Faculty
Added 7/17; Updated 10/1/17
Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience (tested experience), may be considered in determining whether a faculty member is qualified. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process.

Qualified applicants for faculty positions will be considered for appointment without regard for race, sex, creed, nationality, age, marital status, sexual orientation or disability. TCCNHS complies with Title IX of the Civil Rights Act and Section 504 of the Rehabilitation Act of 1973.

Selection of teaching faculty is made with the goal of maintaining that each appointee:
- has earned from accredited institutions the degrees appropriate to the level of instruction offered at the institution
- represents a variety of undergraduate and graduate programs
- demonstrates excellence in education through quality instruction, community service and scholarly endeavors
- demonstrates competence in the disciplinary area for which they have been hired.

Using Credentials as a Basis for Determining Minimally Qualified Faculty
Faculty credentials refer to the degrees faculty have earned that establish their credibility as scholars and their competence in the classroom.

- Didactic faculty must hold a degree at least one level above that of the program in which they are teaching.
- Those faculty members teaching general education courses, or other non-occupational courses (i.e., courses not designed to prepare people directly for a career), hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach. This requirement excludes teaching assistants enrolled in a graduate program supervised by masters or doctoral prepared faculty.
- Faculty developing curricula in higher education institutions should have completed a program of study in the discipline or subfield for which they develop curricula, with coursework at least one level above that of the courses being developed.
- Nursing faculty must meet the minimum requirements as stated in the Ohio Administrative Code 4723-5-10

Qualification by Factors other than Credentials
Tested experience may substitute for earned credential requirements or portions thereof. Tested experience refers to in-depth experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member is teaching.

Tested experience must be evaluated on a case-by-case basis and should be used judiciously and not as standard practice. When using tested experience to determine if a faculty member is qualified to teach a course(s), the following minimum qualifications must be met before tested experience can be considered.

Minimum Qualifications
- Didactic faculty must hold a degree at least one level above that of the program in which they are teaching.
- If teaching in an occupational/professional field that requires licensure or registration, faculty must hold a current license/registration in good standing relevant to the course(s).
- A minimum of two years of full-time professional experience relevant to the course(s) taught.
- All faculty must meet minimum requirements (e.g., clinical, and instructional experience and educational experience/credentials) set by applicable programmatic accrediting agencies, state boards or other applicable standards related to the program.

Demonstrating Tested Experience
The following may be considered when evaluating tested experience: scholarly publications, presentations, professional engagement, consulting work, honors, awards, continuing

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education, industry certifications, demonstrated record of research, demonstrated experience that directly correlates with learning outcomes of the course(s), continued documented excellence in teaching in conjunction with other non-teaching factors, letters of support from past and current employers or colleagues that directly address expertise and other third-party documentation. This is not an exhaustive list. Further, academic departments may have additional requirements specific to the discipline or program.

Faculty Qualifications Review Process and Approval
Faculty qualifications must be reviewed prior to faculty hire and on an on-going course-by-course basis to ensure faculty meet the qualification requirements for courses they teach pursuant to the above policy.

Hiring Procedure
*   Before hire, each faculty candidate must be evaluated to ensure the candidate meets the faculty qualification requirements set forth in the above policy.
*   This initial evaluation will be completed by the Associate Dean and then sent to the Vice President of academics for final approval prior to hire.
*   Documentation must ensure that the faculty candidate is qualified and a completed Faculty Qualification Form and supporting documentation must be on file in the employee file located in the Associate Dean's office.

New Teaching Assignment
*   When a faculty member is assigned to teach a course for which her/his qualifications were not previously evaluated, the faculty member's qualifications must be evaluated and approved prior to being assigned as the course faculty.
*   This initial evaluation will be completed by the Program Director and then sent to the Associate Dean for final approval prior to the faculty member being assigned as the course instructor.
*   Documentation must show the faculty member is qualified and a completed Faculty Qualification Form and supporting documentation must be on file in the employee file located in the Associate Dean's office.

Faculty Qualifications Documentation
Faculty candidates and faculty are responsible for ensuring the College has their official transcripts, evidence of their licensure and/or certification and any other documentation which supports their faculty qualifications.

Documentation Requirements
*   Transcripts. Only official transcripts of degrees and academic course work will be accepted.
*   Certification/Licensure. Legible photocopies of all occupational licenses and/or certificates applicable to the course(s) taught must be provided. Licensures and certifications must be current and verifiable with the appropriate regulatory body.

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Tested Experience Documentation Requirements.
To validate tested experience the following documentation requirements apply.
- Letters Demonstrating Expertise from Former/Current Employer
    - Letters must be written on official letterhead and signed by an official representative of the employer. The letter should include length of employment, job responsibilities, interpersonal skills, and competence of job duties. If a former employer is closed, other documentation such as a W-2 or letters from former co-workers may be accepted.
- Letters of Reference
    - Letters of reference will be accepted only if the identity of the person issuing the letter can be verified. The letter should detail the nature and scope of the faculty member's area of expertise and the nature of the relationship with the author of the letter.
- Other Documentation
    - Other documentation used to support faculty qualifications must be in an original format, legible copy and/or verifiable (e.g., publications, awards, etc.).

Of note: A curriculum vitae (CV) or resume (without additional evidence) is insufficient to document tested experience (e.g., work experience listed on a resume is insufficient, must have letters demonstrating expertise/letters of reference or other evidence to verify work experience).

Faculty Rank and Promotion
Updated 10/23/17
Rank and promotion provide faculty a viable opportunity to be recognized for their contribution and productivity as teachers, scholars, and members of the higher education community. Advancement in rank is recognition of accomplishments and a sign of confidence that the individual is capable of greater achievements and of assuming greater responsibilities. Each academic rank represents specific qualifications, a history of productivity together with the promise of continued growth. The processes for appointment and promotion must be fair, rigorous, and discipline appropriate.

Determination of Rank
The initial rank of an incoming faculty member is determined by the Associate Dean in consultation with the Chief Academic Officer. For current faculty, advancement above the instructor rank(s) must follow the Faculty Rank and Promotion Policy. The Chief Academic Officer can increase a faculty member or administrator rank as needed for purposes of equity and parity without a full review by Faculty Senate.

Salary of Ranks
Salaries of faculty are determined by the Chief Academic Officer and the Associate Dean of the hiring department based on the policies and procedures of TCHHN. Each rank carries a minimum and maximum salary range. Upon promotion, the faculty's salary (if not already at that salary level) will be elevated to be within that new rank's salary range. The promoted faculty is

eligible for additional merit increase (above the standard merit) that year based on the evaluation by the department Associate Dean to recognize the faculty's accomplishments.

Descriptions and Qualifications of Rank

Adjunct Instructor
Description: An adjunct instructor is hired on a course-by-course basis with no service or scholarship responsibilities. This position does not qualify for rank and promotion. Adjunct faculty must be academically and experientially qualified for the appointed position.

Teaching Assistant
Description: Teaching assistants are expected to implement optimal learning experiences in clinical setting and/or skills laboratory at the direction of/with guidance from masters-prepared faculty. A bachelor's degree in the instructor's field with appropriate licensure/certification is minimally required. This position does not qualify for rank and promotion.

Instructor
Description: Instructors are expected to engage in the best teaching practices, provide evidence of scholarship, engage in service opportunities via college events, support the College mission and goals, and contribute to assigned committees. A master's degree in the instructor's field with appropriate licensure/certification is minimally required.

Assistant Professor
Description: Assistant professors are required to support the College mission and goals, engage in best teaching practices, participate in scholarship, and provide service to the college and/or community through committees and other work. Three years full-time teaching in higher education is required. A master's degree in the assistant professor's field with appropriate licensure/certification is minimally required. Faculty with a terminal degree in the discipline or relevant doctoral degree may be eligible for the rank of Assistant Professor without three years of full-time teaching experience.

Associate Professor
Description: Associate professors demonstrate advanced or innovative teaching, scholarship, and service. Six years full-time teaching in higher education is required. Successful completion of a minimum of 36 credit hours of or terminal degree in the Associate Professor's field with appropriate licensure/certification is minimally required.

Professor
Description: Faculty members eligible for professor rank are full-time and have demonstrated mastery or consistently advanced practices in teaching,

scholarship, and service. A doctoral or terminal degree designating mastery in the professor's field with appropriate licensure/certification is minimally required. Ten years of full-time teaching in higher education is required. Faculty must also hold or have held the rank of Associate Professor for a minimum of four years full-time before consideration for promotion to professor.

Faculty Workload and Teaching Assignments

Faculty workload is time spent on all professionally appropriate activities related to teaching, scholarship activities, and service. The composition of workloads among faculty may differ and is jointly determined by the faculty member and Associate Dean. Changes in enrollment and College needs may result in modifications to workload.

Teaching

Teaching is the primary component of faculty workload. Teaching assignments are created based on faculty qualification and experience. Projection and actual enrollment guide decisions, in addition to collaboration with faculty. Teaching constitutes 75% of a faculty member's workload.

Teaching units are calculated based on FTE.
- 1.0 FTE = 36 teaching units in a year
- 0.84 FTE = 30 teaching units in a year
- 0.6 FTE = 21 teaching units in a year

Types of Learning Experiences		Teaching units
Instructive Classroom	Faculty (an expert or qualified representative of the field or discipline) curate content and learning experiences that facilitate collective, reciprocal, supportive, cumulative, and purposeful classroom interactions.	1 credit hour = 1 teaching unit
Laboratory Experiences	Experiences which enable students to enhance their mastery of subject matter and technical skills, develop reasoning abilities, and improve teamwork abilities. These experiences provide an opportunity for all students to apply and/or practice an application of a scientific or technical nature that, for the most part, has already been discussed and/or analyzed in the instructive class.	1 credit hour = 1 teaching unit
Clinical Experiences	Experiences which enable students to hone professional behaviors, professional discipline competencies, and clinical judgement. In the clinical settings, students apply the knowledge gained in labs and the classroom into various healthcare settings and facilities to interact with real patients.	1 credit hour = 1 teaching unit plus an addition 0.5 teaching unit added for each clinical.

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	These experiences require healthcare focused experiential work where students test, observe, experiment, or practice in a hands-on or simulated environment.	Ex. 5 credit hour clinical = 5.5 teaching units
Role Transition Experiences	Experiences which enable students to master professional behaviors, professional discipline competencies, and clinical judgement. During this experience the student will perform in the role of the professional nurse under the direction of a qualified preceptor.	10-12 students = 1 teaching unit
Practicum Experiences	Experiences which enable students to master professional behaviors and professional discipline competencies. Students will participate in an approved project or proposal that applies previously studied theory of the field or discipline under the supervision of an expert or qualified representative of the field or discipline.	12-24 students = 2 teaching units < 12 students = 1 teaching unit

Outside learning experiences, teaching units may be assigned by the Associate Dean for:
- accreditation work in a given semester or academic year
- new course development
- orientation/mentor new faculty
- clinical coordination of student rotations

Work that encompasses teaching includes:
- Develop/implement teaching strategies that achieve course learning outcomes
- Develop/implement course formative assessment methods
- Revise existing course information to ensure current/up to date information
- Professional role modeling as an educator
- Provide timely constructive feedback to students to facilitate learning
- Collaborate with other faculty to align and enhance student learning
- Engage in reflective self-inquiry
- Complete essential tasks for course success

Role Models Professional Growth and Development (Scholarship)
Scholarship is aimed at fostering the shaping and understanding of all disciplines. Scholarship embraces many processes, including professional writing, presenting, mentoring, collaborating, and the art and science of teaching. Scholarship constitutes 10% of a faculty member's workload.

All faculty are required to attend the scheduled College Professional Development Days posted on the Faculty/Staff Calendar and CON calendar.

Engagement in scholarly activities is expected and may take the following forms:
- Participation in professional development or continuing education programs for the purpose of obtaining and updating knowledge concerning area(s) of expertise, teaching, learning
- Lead a College professional learning community
- Implement action research project focused on teaching and learning strategies
- Attendance at faculty development workshops
- Active member of The Center Advisory Council
- Publication in academic or trade publications on topics relevant to discipline, teaching pedagogy, etc.
- Attendance and/or presentations at professional conferences

Contribute to the Operational Effectiveness of the College (Service)
Faculty service involves making professional contributions to the College. Service provides the opportunity for role modeling, mentoring, and collaboration. Service constitutes 10% of a faculty member's workload.

Faculty are required to participate in College functions, such as convocation, graduation, and other events as scheduled

Engagement in service activities is expected and may take the following forms:
- Active participation on college and/or department committees
- Leading and/or active participation in strategic initiatives
- Active participation in college and/or department task groups or projects

Forms: J:\TCCNHS\Faculty Staff Manual\Forms
- Faculty Workload Template 2022

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